

to the top

advanced stage

textbook

07



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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 7

To The Top – Advanced Stage – Book 7 is designed for teenagers and adults who have already attained intermediate-level proficiency in English.

In Book 7, some lessons contain a number of dynamically presented real-life situational dialogues. Real-life dialogues are also present in Lesson 4, which contains a humorous video clip, in Lesson 6, which features young Americans narrating a personal experience, and in Lesson 8, which presents a public-service announcement as part of the lesson text. The scripts of the video clips shown in class for Lessons 4 and 6 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 a Public-service Announcement)
- 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., I couldn't care less, believe it or not, hold a person's horses) 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 public-service announcement 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 7 contains 350 new words.

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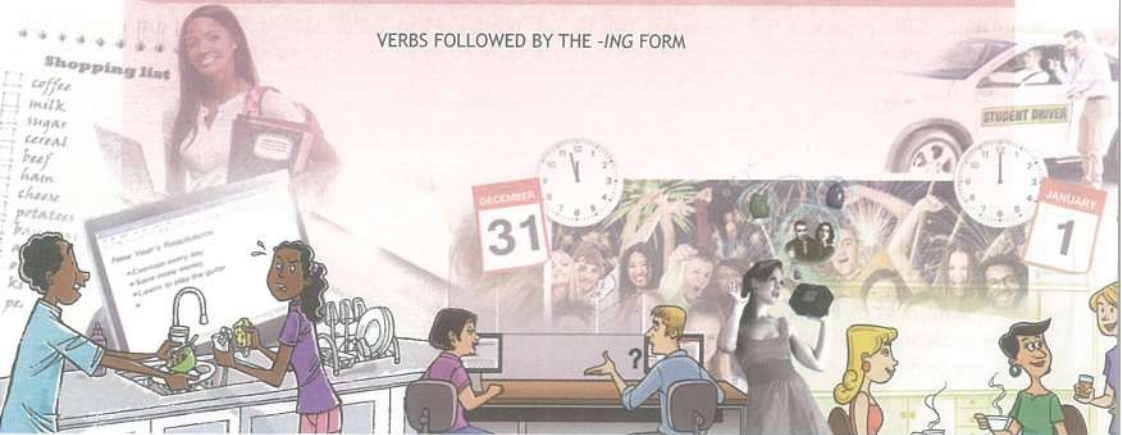


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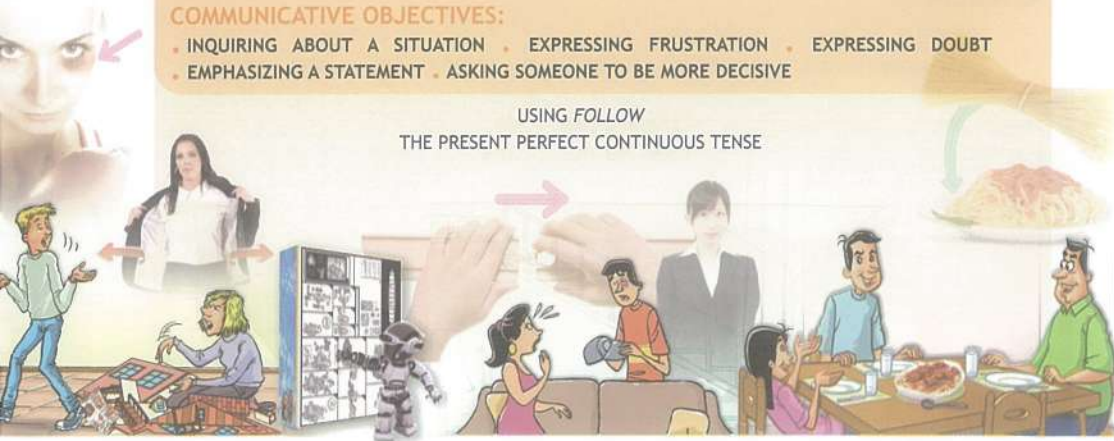
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USING FOLLOW
THE PRESENT PERFECT CONTINUOUS TENSE



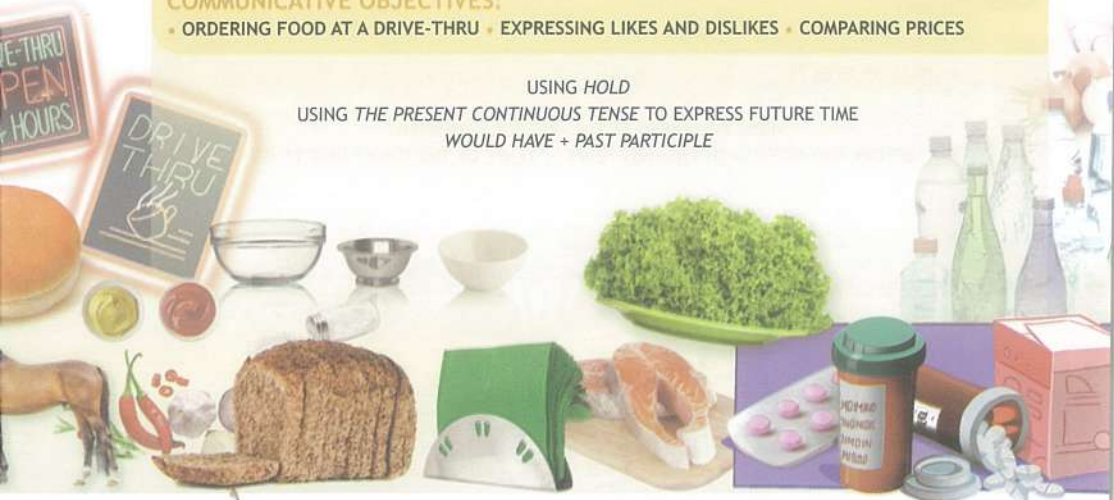
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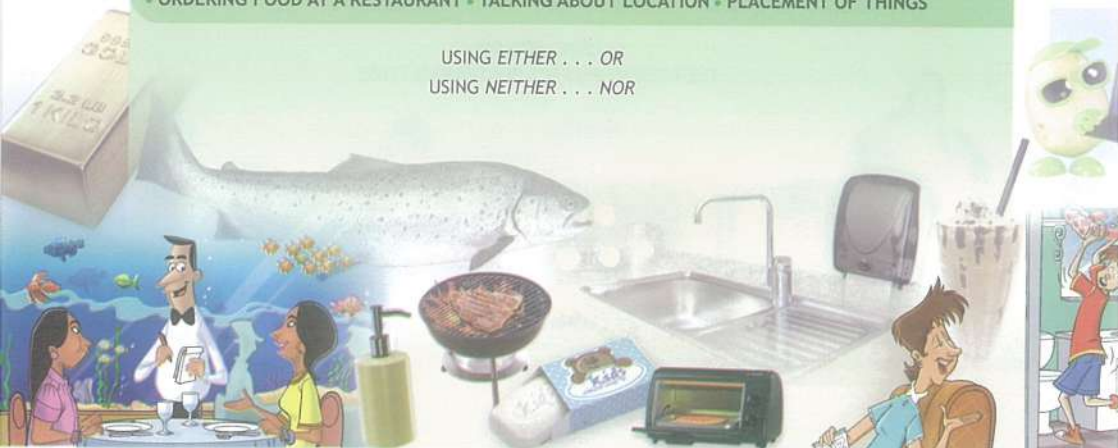
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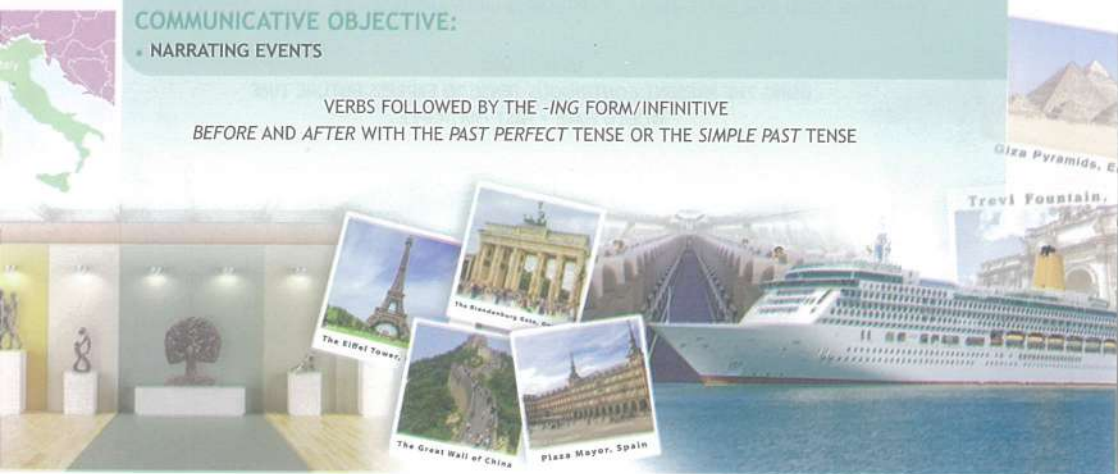


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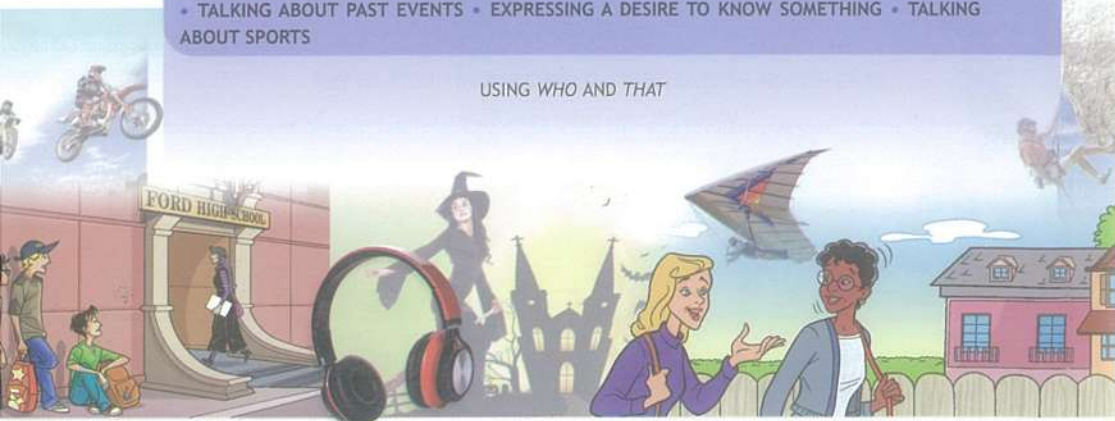
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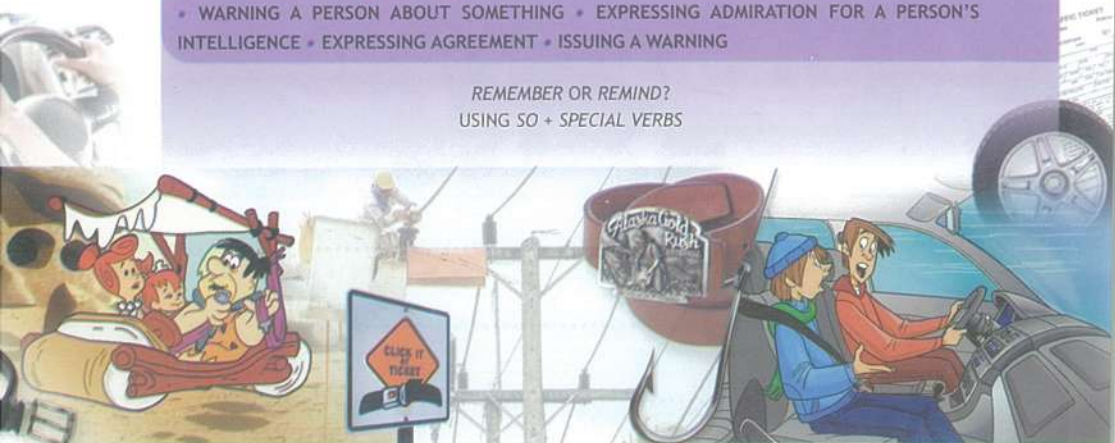


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LESSON 1

words in action

A MENU IS A LIST OF ALL THE FOOD AND DRINKS YOU CAN ORDER AT A RESTAURANT.

	
BREAKFAST	SPECIALS
Bagel & Cream Cheese \$ 2.89	Grilled Chicken Breast \$13.95
Fried Egg & Toast \$ 3.50	Spaghetti & Meatballs \$12.95
Cheese Omelet \$ 5.49	Smoked Salmon \$14.95
APPETIZERS	DESSERTS
Onion Rings \$ 8.79	Ice Cream \$ 4.95
Cheese Sticks \$ 9.99	Apple Pie \$ 6.95
Super Nachos \$12.99	Gourmet Cupcakes \$ 6.95
SALADS	HOT DRINKS
Chef Salad \$ 6.99	Hot Tea \$ 3.50
Cesar Salad \$ 7.49	Hot Cocoa \$ 3.95
Greek Salad \$ 8.99	Cappuccino \$ 4.25
SANDWICHES	COLD DRINKS
Cheesburger \$ 5.75	Soda \$ 3.50
Bacon Cheesburger \$ 6.75	Iced Tea \$ 3.50
Texas Burger \$ 6.99	Fruit Juices \$ 3.95

THE SANDWICHES ON THIS MENU ARE NAMED AFTER MOVIE STARS.

 <p><i>Emma Watson</i> plain parma ham sandwich \$4.89</p>	 <p><i>Robert Downey Jr.</i> parma ham and cheese sandwich \$5.99</p>
 <p><i>Matt Damon</i> parma ham and cheese on a bed of lettuce \$6.19</p>	 <p><i>Julia Roberts</i> homemade cooked ham sandwich \$4.29</p>
 <p><i>Jennifer Lawrence</i> plain homemade salami sandwich \$2.69</p>	 <p><i>Will Smith</i> special provolone sandwich \$3.29</p>

LESSON 1

words in action



WINGS

LESSON 1

words in action

**BUFFALO IS A CITY IN THE
STATE OF NEW YORK.**



Niagara Falls, the most famous waterfall in the United States, is about 16 miles (26 kilometers) north of Buffalo.



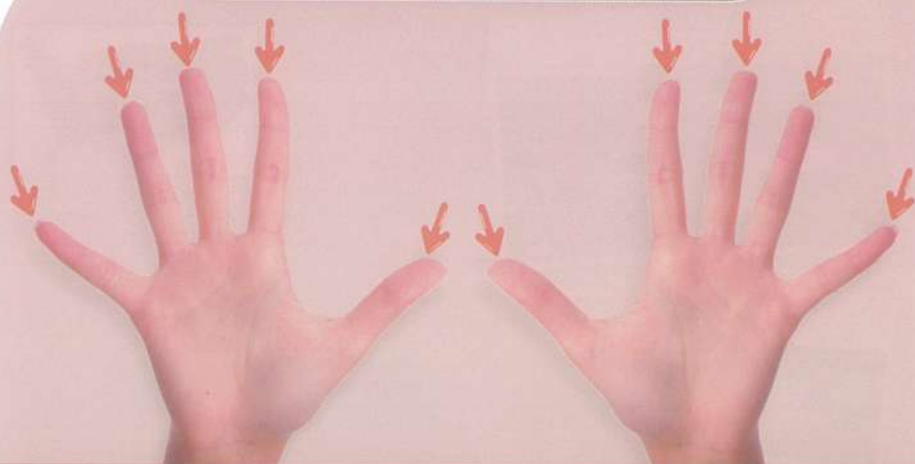
**BUFFALO WINGS ARE A STYLE OF FRIED CHICKEN
WINGS FIRST PREPARED IN BUFFALO, NEW YORK.**



LESSON 1

words in action

YOUR FINGERS ARE THE LONG THIN PARTS AT THE END OF YOUR HANDS.



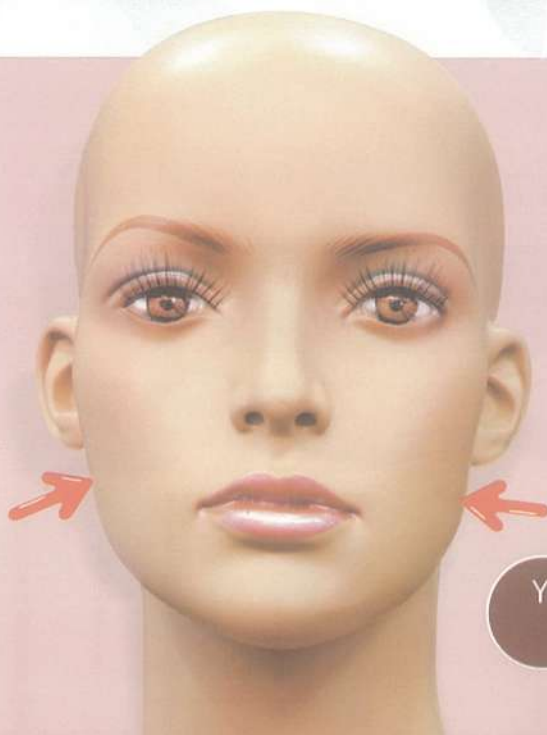
SHE'S CROSSING HER FINGERS FOR LUCK.

CHICKEN FINGERS ARE LONG THIN PIECES OF CHICKEN THAT ARE FRIED.



LESSON 1

words in action



YOUR CHEEKS ARE ON THE
SIDES OF YOUR FACE.

THE MOTHER IS KISSING HER BABY ON THE CHEEK.



LESSON 1

words in action

WE CAN DECORATE THINGS
USING A BOW.



LESSON 1

text

situation 1

A RUDE REPLY

S: I may get home a little late tonight.



B: I couldn't care less.



S: Whoa! Why are you in such a bad mood?

B: Sorry. I guess I'm freaking out because I have a chemistry test today.



S: Take it easy. I'm sure you'll do all right.

S = sister B = brother

LESSON 1

text

situation 2

CHOICES

WFC: Nothing on this menu looks good to me.



WBH: You must not be very hungry.

WFC: They have such strange names for their food.

WBH: Like chicken fingers and Buffalo wings? They're funny.



WFC: Still, they don't sound very appetizing.

WFC = woman with finger on cheek

WBH = woman with bow in hair

LESSON 1

text

situation 3

THREE GENERATIONS



MW: Dad, do you think you might be able to give Jenny a ride to school?



EM: Why? It only takes twenty minutes to walk there, right?

J: But it's raining, Grandpa.



EM: When I was a kid, it used to take me forty minutes to walk to school, and I never complained.

MW: Yeah, but you're making up for it by complaining about everything now.



MW = middle-aged woman

EM = elderly man

J = Jenny

LESSON 1

reading text



Hey, all you tired moms and dads! Yeah, I'm talking to you! Does this sound familiar? You get home late from work, and then your kids complain that there's nothing for dinner. But you're too exhausted to even think about cooking, right?



Well, don't freak out, because Rick's Restaurant is just around the corner!

You may have heard of Rick's famous Buffalo wings and chicken fingers. Well, I have to admit that they are pretty amazing, but there are lots of other appetizing choices on the menu. You must try the weekly specials, like my family's favorite: delicious fried chicken with mashed potatoes and a tasty fresh salad. So the next time you and your family are hungry for a home-cooked meal but are too tired to do it yourselves, remember Rick's. They'll take care* of you so you can take it easy!



* to take care — (verb) to look after someone or something

LESSON 1

going further

The exercise is to be done and corrected in class.

PHRASAL VERBS

Let's start by taking a look at a situation you saw in a previous book. Do you remember this situation from Book 3?



Why must you always go straight home after school?

Because I have to **look after** my baby sister.

The girl on the right is telling her friend that she is going to be in charge of her baby sister and she will have to do what is necessary so her sister has what she needs. She expresses this by using the verb *to look after*.

We call verbs like *to look after* **phrasal verbs** because they are composed of more than one word (e.g., *to look + after*).

Notice that it's not possible to guess the meaning of the **phrasal verb** *to look after* from the meaning of the verb *to look* or the meaning of the adverb *after*.

Americans use **phrasal verbs** all the time, and you already know and use a lot of them too without any difficulty.

LESSON 1

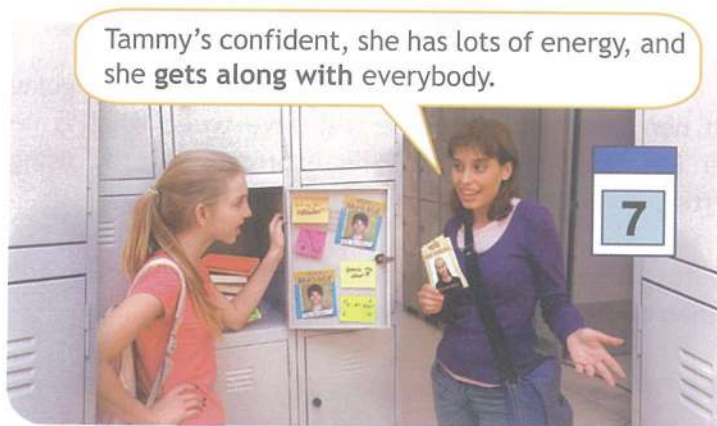
going further

Let's look at some more of the **phrasal verbs** you already know. Notice the **phrasal verb** the distracted student uses in this situation.



You learned that the **phrasal verb** *to cut off* means to stop the supply of something. As you saw, when the words *to cut* and *off* are put together to form a **phrasal verb**, the new verb has a new meaning different from the original meanings of the words *to cut* and *off*.

Here's another example.



As you already know, the **phrasal verb** *to get along with* someone means to have a friendly relationship with that person. As you saw, when the words *to get*, *along*, and *with* are put together to form a **phrasal verb**, the new verb has a new meaning different from the original meanings of the words *to get*, *along*, and *with*.

LESSON 1

going further

As you have seen, **phrasal verbs** are verbs that consist of two, and sometimes three, words. The first word is a verb, and it is followed by an adverb (e.g., *to look after*), a preposition (e.g., *to cut off*), or an adverb and a preposition (e.g., *to get along with*). Adverbs and prepositions used in **phrasal verbs** are often called *particles*.

As you have also seen, **phrasal verbs** often have a meaning very different from any meaning the verb or the particles have on their own. But this isn't a problem when you learn **phrasal verbs** as expressions like you did when you learned *to look after*, *to cut off*, and *to get along with*.

Now look at the **phrasal verb** that was used in one of the dialogues from this lesson.

Yeah, but you're **making up** for it by complaining about everything now.

When I was a kid, it used to take me forty minutes to walk to school, and I never complained.



When you **make up for** something, you compensate for it. Like *to make up for*, many **phrasal verbs** have one-word Latin-based equivalents (*to make up for* = *to compensate*; *to pass out* = *to distribute*; *to get back* = *to return*; *to ask for* = *to request*). However, in everyday spoken American English, **phrasal verbs** are more commonly used than their more formal one-word equivalents.

You will learn many more phrasal verbs in this book and in future books. Don't be afraid to use them because, when you do, you will be speaking like an American.

LESSON 1

going further



Select words from the box to form phrasal verbs. You will use some words more than once. The first one is done for you.

back
bend
break
cheer
count
stop
turn
watch
work

by
down
off
on
out
up

1. "Why is Nicholas so sad?"
"Because he thinks his girlfriend is going to break up with him."

2. "_____! The floor is wet."
"Thanks! I almost slipped."

3. "It's too dark to study in here. _____ the light."
"That's not necessary. I can see just fine."

4. "I tried to _____ Elena, but she's really upset."
"Don't worry. I have some great news for her."

5. "Who's at the door?"
"It must be Cynthia. I asked her to _____ after work."

Many more phrasal verbs can be formed with the words from the box. Pick one you like; then write a sentence with it and show it to your teacher.



LESSON 1

talking like an American

Since the very beginning of the *To The Top* series, you have read the *Fixed Expressions* section in your Textbook. This section has shown you just how many expressions you have learned that will help you meet your goal of talking and writing like an American. After all, that's why you're learning English, isn't it?

Remember that these expressions are one of the keys to sounding like an American. Even if you speak or write in a way that is grammatically correct, your English will sound "wrong" to native speakers if you do not use the appropriate expression.

As you are now in the *Advanced Stage* of *To The Top*, you are ready to learn about different ways we can define these expressions. Besides the term *Fixed Expressions*, we can use the terms *Collocations* and *Idioms* (or *Idiomatic Expressions*). Here is a summary:

Fixed Expressions are commonly used to express concepts or ideas in certain situations. You know many useful ones, such as **Nice to meet you**, **How are you?** (greeting), **Excuse me** and **Sorry about that** (apologizing).

Collocations are groups of two or more words that usually go together. Some examples of common collocations are:

Adjective + noun (fast car, quick peek, rude/quick/correct reply)

Verb + noun (do homework, miss the bus, cut off an allowance)
(note that *phrasal verbs* are also *collocations*)

Noun + noun (travel plan, milk chocolate)

Adverb + adjective (extremely busy, completely different)

Verb + adverb / adverb + verb (sit down / greatly appreciate)

Idioms are word groups that have a special meaning that's different from what each separate word means; for example, **in the same boat**, **on cloud nine**, **be in someone's shoes**, **be late for one's own funeral**, **don't hold your breath**, **take it easy**, and **Is the sky blue?**

LESSON 1

talking like an American



There are no rules about collocations, fixed expressions, and idioms; they just sound right to native speakers of English. For example, we say, “Let’s have some **fast food** for lunch,” (not *quick* food), “**How old are you?**” (not How many years do you have?), and “**Better late than never**” (not Before late than never).

Because there are so many benefits of using collocations, fixed expressions, and idioms, you should always pay attention to new ones you might read or hear in conversations, movies, videos, etc.

- When you use collocations, fixed expressions, and idioms, you can usually use fewer words to communicate and make fewer mistakes. Instead of saying you have the correct amount of money to pay for something, just say you have *the exact change*. Instead of telling a restaurant attendant you want to take your food with you and eat it later, just say you want it *to go*. Instead of saying you have official permission to drive a car, just say you have a *driver’s license*.
- If you are writing or speaking about a particular subject, using common *collocations*, *fixed expressions*, and *idioms* will make your English sound more natural, and you will be able to communicate more effectively.

For your information, common collocations are usually found in the example sentences of dictionary entries. There are also many specialized collocation dictionaries.

Remember that the situations and exercises in *To The Top* 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 expressions you learned in the situations.



Here are some you learned in Lesson 1.

I couldn't care less. ("Did you hear, Noah? It's going to snow next week!" "I couldn't care less. I'll be on vacation in the Bahamas by then.")

Take it easy. ("I'm late for work, and I can't find my keys!" "Take it easy. I'll drive you to work, and we'll find your keys later.")

To freak out ("Why is Alexa freaking out?" "She just found out she has to give a speech at work today, and she's really nervous.")

To make up for ("I'm sorry I got so angry at you. Let me take you out to lunch to make up for it." "That would be very nice.")



Complete the blank with a word that *collocates* (sounds natural to native speakers) with the word *choice*, then show it to your teacher.

Life is all about making choices. We always hope that we are making the r_____t choice. You already know that deciding to learn English with us was definitely the right decision!

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 . . .



. . . talk about feelings and attitudes;



I couldn't care less.

Whoa! Why are you in such a bad mood?



Sorry. I guess I'm freaking out because I have a chemistry test today.



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

LESSON 1

I know how to . . .

. . . discuss restaurant menu options;



Nothing on this menu looks good to me.

Like chicken fingers and Buffalo wings?
They're funny.



Still, they don't sound very appetizing.



. . . ask for a favor.



Dad, do you think you might be able to
give Jenny a ride to school?



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

LESSON 1

FYI

In one of the situations in this lesson, two women are sitting in a restaurant trying to decide what to order from the menu. They are talking about chicken fingers and Buffalo wings, which are foods that Americans like to eat with their hands, just like hamburgers, fried chicken, and pizza, for example. Let's learn a little about Buffalo wings, a tasty dish that is very popular in the U.S. and is on the menu in American bars and restaurants.



Buffalo wings are fried chicken wings that are covered in a special red sauce¹. The sauce is usually spicy², so watch out!

¹sauce — (noun) a cooked liquid that is served with food to give it a special taste

²spicy — (adjective) spicy food has a very hot flavor



LESSON 2

words in action



NEW YEAR'S EVE

NEW YEAR'S DAY



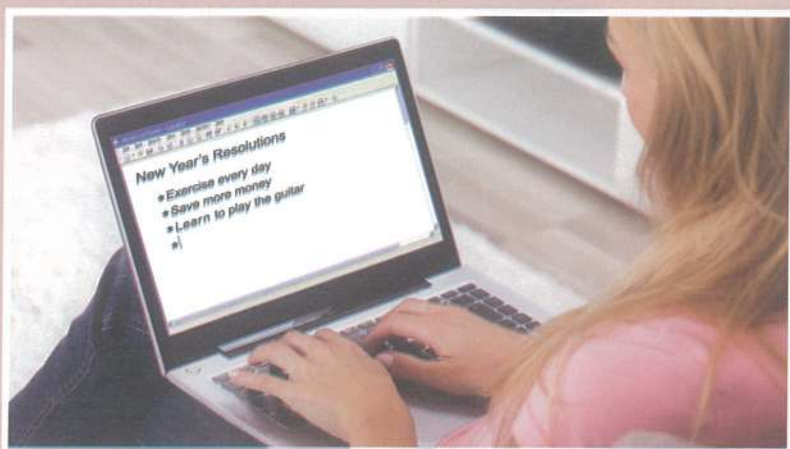
THE CELEBRATION OF NEW YEAR'S DAY BEGINS ON THE EVENING OF DECEMBER 31, NEW YEAR'S EVE.



LESSON 2

words in action

WHEN YOU PROMISE YOURSELF YOU'RE GOING TO DO SOMETHING, YOU ARE MAKING A RESOLUTION.



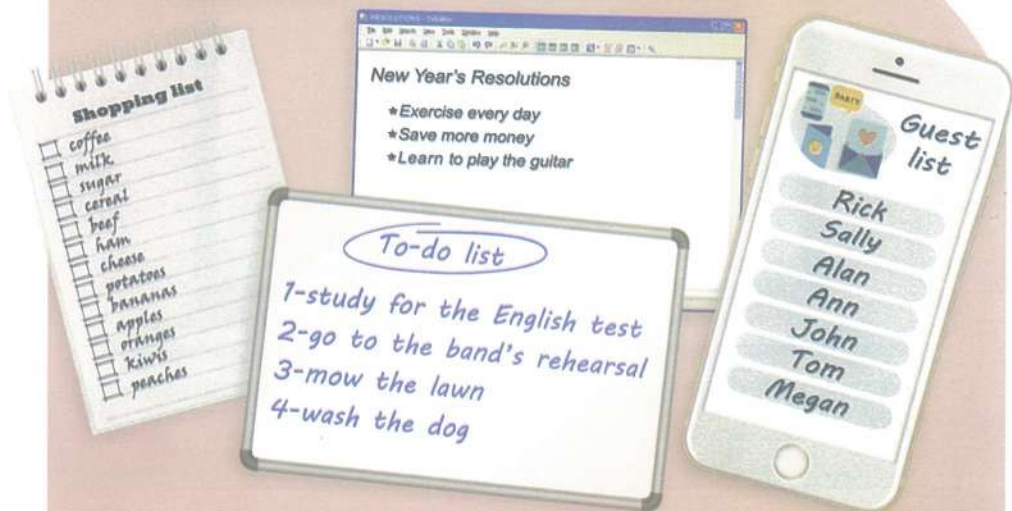
HIS FIRST NEW YEAR'S RESOLUTION
IS TO LEARN HOW TO DRIVE.



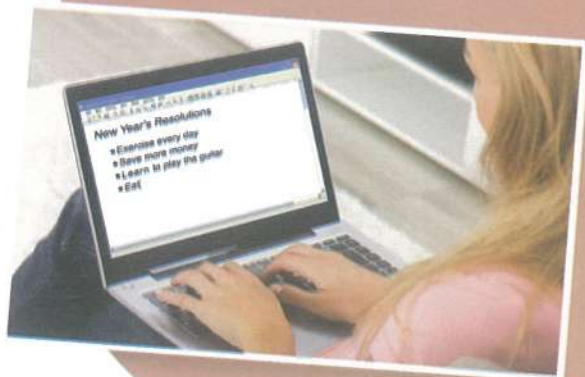
LESSON 2

words in action

LISTS ARE GROUPS OF ITEMS WRITTEN DOWN ONE AFTER THE OTHER.



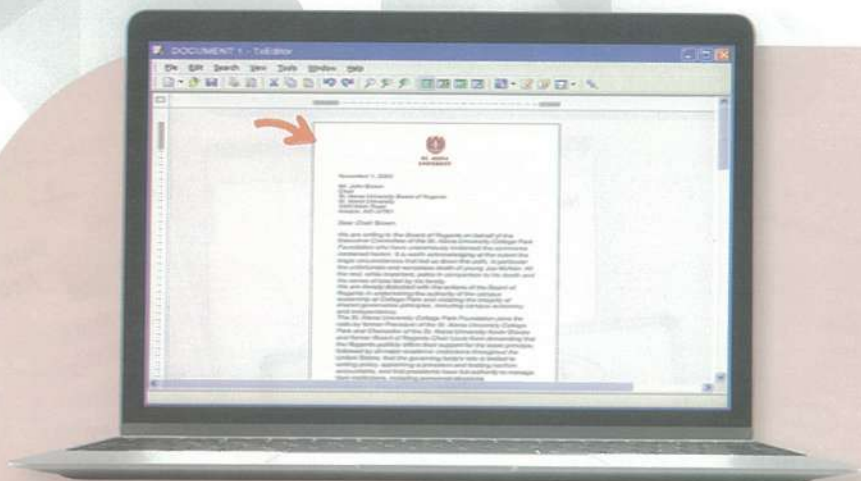
THIS WOMAN IS MAKING
A LIST OF HER NEW
YEAR'S RESOLUTIONS.



THIS IS THE MILLERS'
SHOPPING LIST.

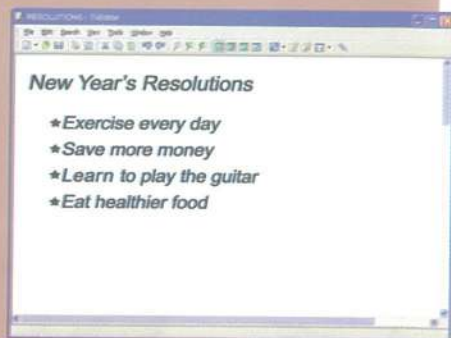
LESSON 2

words in action



A DOCUMENT IS A WRITTEN OR PRINTED TEXT, ESPECIALLY SOMETHING OFFICIAL, THAT IS SAVED, OFTEN ON A COMPUTER.

THE WOMAN'S NEW YEAR'S RESOLUTIONS ARE ALL IN THIS DOCUMENT.



THIS BUSINESSMAN IS READING A DOCUMENT IN HIS OFFICE.

LESSON 2

text

situation 1

MOM'S NEW RULE

B: Have you finished washing the dishes, sis?



B: Here. I hope you don't mind doing a few more.



s: Where did those come from?

B: My room. Mom said it has to pass inspection before I can go out.



B = brother S = sister

LESSON 2

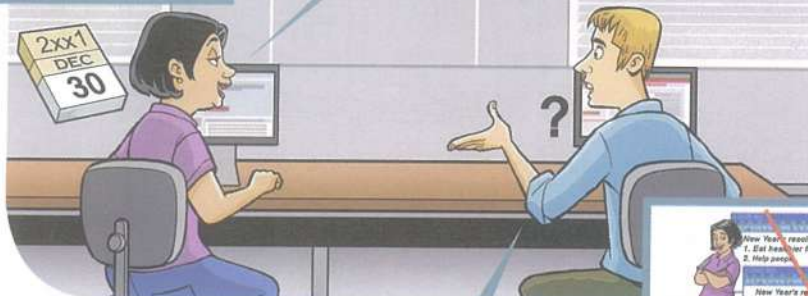
text

situation 2

AN ANNUAL TRADITION



w: My New Year's resolutions are ready.



m: Why bother? You never keep them.



w: Well, I enjoy starting the year off with good intentions. And it only takes me a minute to make my list.



m: How's that?



w: I just copy my last list and save it as a new document.

W = woman M = man

LESSON 2

text

situation 3

BAD TIMING

BW: I try to avoid picking the kids up right at 3:45.



DHW: Yeah, the lot's chaotic when school lets out. I detest getting stuck in that long line of cars.



G: It's not the line that upsets my mom. She detests leaving the house before her favorite soap opera ends at 4.

BW = blond woman

DHW = dark-haired woman

G = girl

LESSON 2

reading text

NEW YEAR'S RESOLUTIONS

CARLOS



Well, I have to admit I'm a little heavy, and I detest exercising and eating healthy food. But I really want to get on the football team, so my New Year's resolutions this year are all about having a healthier lifestyle. I need to lose some weight, so I'm going to ride my bike to school every day instead of taking the bus. That will help. I also need to eat healthier food, so no more hamburgers and pizza for lunch!

My grades were pretty bad last year, so my New Year's resolutions are about getting better grades. I usually avoid studying. After school, I prefer to hang out at the mall with my friends. And when I'm at home, I like to watch soap operas in the afternoon . . . um, but don't tell anyone about that, OK? Well, this year I'm going to go straight home after school every day to study. I'm also going to join a lot of study groups and get help with my homework. It's really important for me to keep these resolutions, because if I get better grades, I'll be able to get into college. I know I can do it!

NATE



EMMA



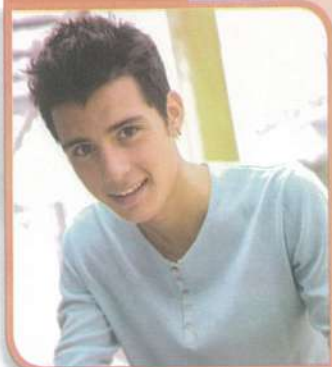
People are pretty friendly at this school, but I'm really shy, so I don't have very many friends. My New Year's resolution is to make a lot of new friends this year and have a better social life. Hey, maybe I'll even find a boyfriend; it would be nice to go to the prom this year.

KAREN

I'm tired of spending all my time studying math, history, and science. I don't mind learning all of those things, I mean, I know they're important, and I want to do well in school. But this year, I want to learn something new and different too. I really enjoy listening to music and singing, so one of my New Year's resolutions is to learn how to play a musical instrument, maybe the guitar. I also want to exercise more this year, so I'm thinking about learning how to ride a skateboard or maybe even learning how to surf. I can't wait!



GREG



I'm going to get my driver's license soon, and I really want my own car. My parents said they would pay for half, but I still need to pay for the rest. Plus I'll need money for gas. Well, my parents give me an allowance every week, but I usually spend it on stupid stuff. So my New Year's resolutions are to save as much money as possible and to get a part-time job. I'm going to get a really cool car. Just wait. Everyone will want to ride to school with me!

LESSON 2

the grammar you need

The exercise is to be done and corrected in class.

VERBS FOLLOWED BY THE -ING FORM

Let's look at some sentences from this lesson. In the first situation, the boy wants his sister to wash some dishes for him. Do you remember how he starts the conversation?

Have you **finished washing** the dishes, sis?



Notice that the boy in this situation uses two verbs, one immediately followed by another. He uses the verb *to finish* immediately followed by the verb *to wash*. The verb *to wash* is in the *-ing* form.

Now let's look at another sentence from the lesson. Do you remember the woman who was making New Year's resolutions? When the man asked her why she bothers, this is what she answered.

I **enjoy starting** the year off with good intentions.



Again, notice that the woman also used two verbs, one immediately followed by another. She used the verb *to enjoy* immediately followed by the phrasal verb *to start off*. The phrasal verb *to start off* is in the *-ing* form.

LESSON 2

the grammar you need

Here's one more example from the lesson. The blond woman is talking about picking the kids up after school. Look at what she says.



The blond woman uses two verbs, one immediately followed by another. She uses the verb *to avoid* immediately followed by the phrasal verb *to pick up*. The phrasal verb *to pick up* is in the *-ing* form.

As you can see, when certain verbs are followed by another verb, the second verb is always in the *-ing* form.

Here is a list of verbs you already know that follow this rule:

admit	detest	finish	imagine	miss
appreciate	enjoy	forgive	mention	suggest
avoid	explain	go	mind	understand

LESSON 2

the grammar you need

Let's take a look at some more examples.

Danny **admitted eating** Jessica's slice of chocolate cake.



I have to share a bedroom with my two brothers. I would really **appreciate having** a bedroom of my own.

Ricky **detests having** to get up early every morning.



Mr. Reilly, my boss, got really angry when I couldn't **explain being** late for work for the third time this week.

I don't think I want to **go camping** again. We **went camping** last summer. Let's do something different this summer.

My dad's a teacher. He loves his job and can't **imagine doing** anything else in his life.



REMEMBER THIS:

When certain verbs such as *admit*, *appreciate*, *avoid*, *detest*, *enjoy*, *explain*, *finish*, *forgive*, *go*, *imagine*, *mention*, *mind*, *miss*, *suggest*, and *understand* are followed by another verb, the second verb is always in the *-ing* form.

LESSON 2

the grammar you need



Complete each sentence with the correct option.
The first one is done for you.

1. "Maryanne is being so rude today."

"I know. I just **avoid** talking to her when she's in a bad mood."

- | | |
|------------|------------|
| a. to talk | c. talked |
| b. talk | d. talking |

2. "Jake never **mentioned** _____ in Texas. How long did he live there?"

"He only lived there for a few years."

- | | |
|----------|------------|
| a. lived | c. living |
| b. live | d. to live |

3. "It's very hot in here. Do you **mind** _____ the window, please?"

"I'll just turn on the air conditioning."

- | | |
|------------|-----------|
| a. opening | c. open |
| b. to open | d. opened |

4. "We're late. We're going to miss the first 15 minutes of the movie."

"Oh, I really **detest** _____ the first part of a movie."

- | | |
|------------|-----------|
| a. to miss | c. missed |
| b. missing | d. miss |

LESSON 2

the grammar you need

5. "I wanted to go to the Bahamas this summer, but Mark **suggested** _____ to France instead."

"Oh! Going to France sounds very exciting and romantic."

- a. going
- b. to go
- c. go
- d. went

6. "I can **understand** _____ late on the weekends, but it's already noon and Charlene is still asleep."

"Well, she got home pretty late last night."

- a. to sleep
- b. sleeping
- c. sleep
- d. slept

7. "Marlon is tidying his room. I can't believe it."

"Well, when he **finishes** _____ his room, he'll be allowed to go out with his friends."

- a. tidy
- b. tidied
- c. tidying
- d. to tidy

8. "I know you're really busy. I hope you don't **mind** _____ me with my math assignment."

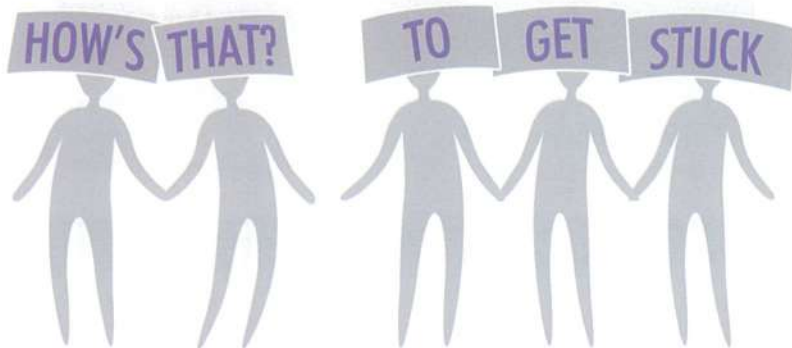
"Of course not. Math is one of my favorite subjects."

- a. help
- b. to help
- c. helped
- d. helping



LESSON 2

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 pass inspection (“Mom’s coming. Do you think my room will pass inspection?” “No way. There are clothes everywhere.”)

New Year’s resolution (“Do you always keep your New Year’s resolutions?” “Not always, but I try.”)

How’s that? (“My baby sister just bought a new car.” “How’s that?” “Well, she’s 25, but she’ll always be my baby sister.”)

To let out (“When does school let out for summer vacation this year?” “May 26. My kids can’t wait.”)

To pick up (“Can you pick up Stella’s birthday cake on your way home, please?” “No problem, dear.”)

To get stuck (“You’re late for dinner. Where were you?” “Sorry, I got stuck at the office. My boss gave me a bunch of work to do before I could leave.”)

Annual tradition (“Does your whole family get together for Thanksgiving every year?” “Definitely. It’s an important annual tradition.”)

LESSON 2

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 . . .



. . . make polite requests;



Here. I hope you don't mind doing a few more.



. . . discuss habits;



My New Year's resolutions are ready.

Why bother? You never keep them.



Well, I enjoy starting the year off with good intentions.
And it only takes me a minute to make my list.



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

LESSON 2

I know how to . . .

. . . talk about preferences and desires.



I try to avoid picking the kids up right at 3:45.

She detests leaving the house before her favorite soap opera ends at 4.



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

LESSON 2

FYI

All About Soap Operas in the U.S.

In this lesson, we saw a situation in which a girl's mother has a favorite soap opera. You know that soap operas are a kind of television drama series. But why are they called soap operas?

This kind of drama series first started on the radio in the 1930s. At that time, women did not usually work outside the home but were housewives instead. They enjoyed listening to this kind of series on the radio during the day while they did their work. For this reason, the commercials that came on during these series were often for housecleaning products like laundry detergent and dish soap*. And because an opera is a kind of dramatic play, people began to call this kind of drama series "soap operas," or just "soaps."

*dish soap — (noun) a substance that is used to wash dishes



Soap operas became an important part of daytime television in the early 1950s. At that time, soap operas were still usually watched by housewives. But since the 1970s, more and more women have begun to work outside the home, and the audience for daytime soaps is now much smaller. In recent decades, evening soap operas have become very popular, and not just with women, but with the whole family.

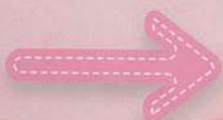


People are usually very loyal to their soaps and wouldn't dream of missing an episode, though many popular soap operas in the U.S. have been on TV for over 50 years. In fact, because some soap operas continue for so many years, sometimes several different actors may have to play the same person.

Would you enjoy watching the same soap for your whole life?

LESSON 3

words in action



IF YOU PUT TOGETHER AN OBJECT, YOU JOIN ITS PARTS SO THAT IT IS READY TO BE USED.

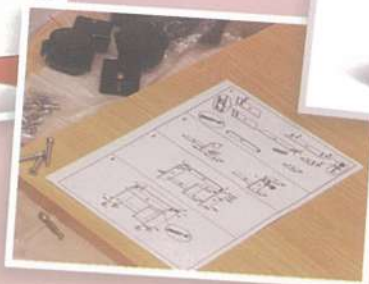
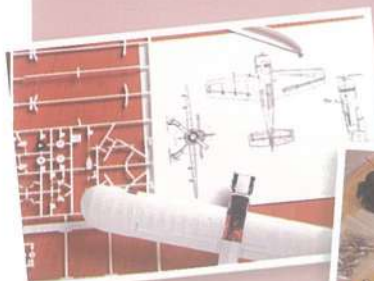
THE BOY IS TRYING TO PUT HIS TOY TOGETHER.



LESSON 3

words in action

INSTRUCTIONS ARE DIRECTIONS OR RECOMMENDED RULES ON HOW TO DO OR USE SOMETHING.



YOU'LL FIND
INSTRUCTIONS ON
HOW TO PUT THE TOY
TOGETHER ON THE
BACK OF THE BOX.



LESSON 3

words in action



WHEN YOU TAKE SOMETHING OFF, YOU REMOVE IT.



SHE TAKES OFF
HER HELMET AFTER
RIDING HER BIKE.
OR
SHE TAKES HER HELMET
OFF AFTER RIDING
HER BIKE.

LESSON 3

words in action



A PERSON HAS A BLACK EYE WHEN THERE IS A DARK AREA AROUND THE PERSON'S EYE BECAUSE SOMETHING HIT IT.

HE GOT THIS BLACK EYE IN A CAR ACCIDENT.



LESSON 3

words in action



A **FIGHT** IS A SITUATION IN WHICH TWO OR MORE PEOPLE HIT OR PUSH EACH OTHER BECAUSE THEY ARE ANGRY.

THESE PLAYERS ARE HAVING A FIGHT.



LESSON 3

words in action

SPAGHETTI IS A LONG
THIN TYPE OF PASTA.



SPAGHETTI IS THIS FAMILY'S
FAVORITE ITALIAN FOOD.



SPAGHETTI WITH MEATBALLS
IS A VERY POPULAR MEAL.



LESSON 3

words in action



THE FAMILY IS SITTING DOWN AT THE TABLE.
OR
THE FAMILY IS SITTING AT THE TABLE.

LESSON 3

words in action



WHEN YOU SIT UP, YOU SIT
WITH YOUR BACK STRAIGHT.

IT'S IMPORTANT
TO SIT UP WHILE
WORKING AT A
COMPUTER FOR
A LONG TIME.



LESSON 3

words in action



WHEN YOU **SLOUCH**, YOU STAND, SIT, OR WALK WITHOUT KEEPING YOUR BACK STRAIGHT.

IT IS NOT GOOD FOR YOUR BACK TO SLOUCH WHILE YOU'RE SITTING.



LESSON 3

text

situation 1

STUBBORN



S = son

M = mother

LESSON 3

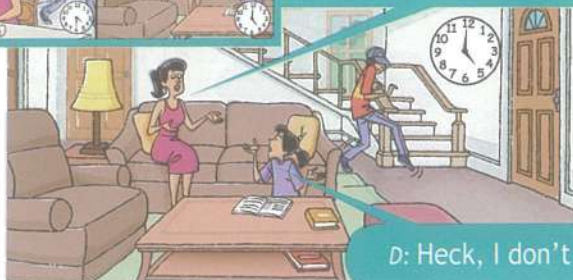
text

situation 2

HIDING



M: Why has Jeremy been avoiding me since he got home from school?



D: Heck, I don't know.

M: Jeremy, I want to talk to you. I can't see your face. Take off your hat.



S: Aw, Mom.

M: Immediately, young man.

M: A black eye!

s: Yeah, I got into a fight.



M = mother

D = daughter

S = son

LESSON 3

text

situation 3

CONFUSED



F: Well, you guys have been begging me to make this, so I did! Now let's sit down and eat.



F: Please sit up, Natalie.



D: Sit down, sit up—make up your mind, Daddy.



S: That means don't slouch, silly!

S = son

D = daughter

F = father

LESSON 3

reading text

THE BLACK EYE

Mother: Richard, it's time for dinner. Come on, everyone's already sitting down at the table.

Richard: Um, I'm not really hungry.

Mother: Now I'm confused. You know we're having spaghetti with meatballs tonight—your favorite.

Richard: Maybe I'll have some later.

Mother: OK, you've been hiding here in your room since you got home from school. What's up?

Richard: Um, I haven't been hiding.





Mother: What's that?

Richard: Nothing, Mom.

Mother: A black eye! You poor thing*! What happened?

Richard: Uh, I got into a fight with Eric Smith.

Mother: Eric? Now I'm really confused. You guys are such good friends!

Richard: Not anymore. He's been driving me crazy lately. He's so stubborn about everything.

Mother: I'm so angry! I'm going to call his mother immediately.

Richard: Please don't, Mom. I'm begging you. Look, it's no big deal.

Mother: No big deal? I can't let that horrible Eric do anything to my baby boy!

Richard: Mom, I'm not a baby. Don't worry, OK? It won't happen again.

Mother: Well, all right. If you say so.

Richard: Thanks, Mom. You're the best.

Mother: Oh, Ricky.

*you poor thing--another way to say "my poor little boy"

LESSON 3

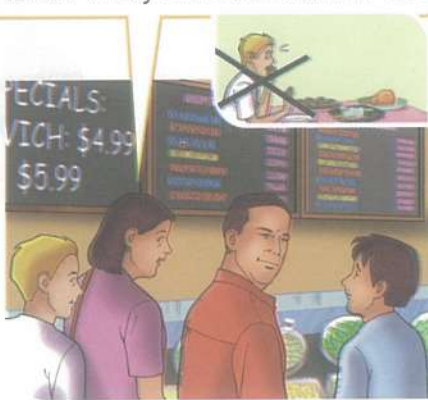
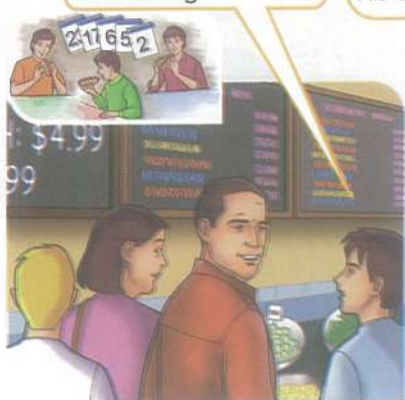
going further

Let's take a look at some of the ways we can use the word **follow**.

When you **follow** someone's example, you do the same thing he or she does.

I'll have the usual.
A hot dog.

Maybe you should **follow** Aaron's example.
He's not afraid to try different kinds of food.



You also know that if you always watch a certain TV series, we can say that you **follow** that TV series. Take a look at this example from a previous lesson.

Are you **following** that new TV series about zombies?

I've only seen a few episodes.



LESSON 3

going further

Now here's an example from this lesson. Notice that the boy thinks his mother should put together a toy exactly the way the instructions say, so he thinks she should **follow** the instructions.

What's wrong, Mom?



I've been trying to put Sally's toy together for two hours.

It's driving me crazy.



Here's the problem, Mom. You haven't been **following** the instructions.

You are also familiar with another use of the word **follow**. We can use **following** to talk about something that is next. Look at these examples with the word **following** from the CW.



Which of the **following** statements is TRUE, according to the text?

Give complete answers to the **following** items. Use your imagination.

Read the **following** sentences that all have expressions with the word *mind*, and then check the option that has the same meaning.

So be sure to **follow** this advice when you speak English: try to use the new words you have learned in several different ways. It's a lot of fun, it helps you expand your vocabulary, and it will also help you remember the new words you learn.

LESSON 3

the grammar you need

THE PRESENT PERFECT CONTINUOUS TENSE

Look at the boy from one of the situations in this lesson talking about his father's cooking.



“Dad **has cooked** some great meals for us in the past.”

The boy uses the **present perfect** tense (*has cooked*) to talk about completed actions in the past, without saying exactly when they happened. What's important is that the boy's dad has cooked some great meals for his kids in the past, not exactly when he cooked them.

Now look at the girl from the same situation talking about her dad.



“What's Dad making today? He **has been cooking** since 10 o'clock.”

the grammar you need

Before we talk some more about *when* we use the **present perfect continuous** tense, let's take a look at *how* it is formed.

Take another look at what the girl said.



To form the **present perfect continuous** tense, we use the verb *to be* in the **present perfect** tense (*have/has been*) and the **-ing** form of the main verb.

THE VERB **TO BE** IN THE PRESENT PERFECT TENSE

LESSON 3

the grammar you need

The table below shows how we form affirmative sentences in the present perfect continuous tense.

I	have been working out since noon.
You	
He	
She	has been sneezing all morning.
It	
We	
You	have been waiting here for hours.
They	

Now let's look at how contractions are formed.

I have been reading . . .	—————>	I've been reading . . .
You have been talking . . .	—————>	You've been talking . . .
He has been laughing . . .	—————>	He's been laughing . . .
She has been crying . . .	—————>	She's been crying . . .
It has been raining . . .	—————>	It's been raining . . .
We have been worrying . . .	—————>	We've been worrying . . .
You have been dating . . .	—————>	You've been dating . . .
They have been writing . . .	—————>	They've been writing . . .

Here's an example from this lesson.



LESSON 3

the grammar you need

Making negative sentences

Here's an example from this lesson with the **present perfect continuous** tense in a negative sentence.



Compare these sentences.

You **have** **been following** the instructions. —→ AFFIRMATIVE
 You **have** **not been following** the instructions. —→ NEGATIVE

Alan **has** **been feeling** great recently. —→ AFFIRMATIVE
 Alan **has** **not been feeling** great recently. —→ NEGATIVE

Take a look at this table.

I	have not been waiting very long.
You	
He	has not been eating very well for the last couple of days.
She	
It	
We	have not been saving any money for quite some time.
You	
They	

Now let's look at how negative contractions are formed.

She **has not been working** . . . —→ She **hasn't been working** . . .

They **have not been worrying** . . . —→ They **haven't been worrying** . . .

LESSON 3

the grammar you need

Asking Questions

Here's an example from this lesson with the **present perfect continuous** tense in a question.

Why **has Jeremy been avoiding** me since he got home from school?

Heck, I don't know.



Now compare these sentences.

Louise **has been watching** TV since she got home. → AFFIRMATIVE

Has Louise **been watching** TV since she got home? → INTERROGATIVE

They **have been studying** all evening. → AFFIRMATIVE

Have they **been studying** all evening? → INTERROGATIVE

Let's look at some more examples of the **present perfect continuous** tense in questions.

Have you been waiting long?

Lucas, where **have you been hiding**?

What **have you been doing** all day?

How long **has Olivia been talking** on the phone?

LESSON 3

the grammar you need

Now that you know *how* to form the **present perfect continuous** tense, let's talk about *when* we use it.

Take a look at these sentences.

I'm exhausted. I've **been working** on my research paper *for* almost five hours.

Greg's **been playing** games *since* he got home from school.

I **haven't been feeling** very well *recently*.

How long has it **been snowing** there in Chicago?

I hope the girls are using sunscreen. They've **been lying** in the sun *all morning*.

As we saw earlier, the **present perfect continuous** tense is used to talk about an action that started in the past and continues up to the present time. We use this tense especially when we want to emphasize the continuity of an action.

We use words like *for*, *since*, *recently*, *lately*, and *how long* with the **present perfect continuous** tense to talk about the duration of an action. It's also common to use expressions like *all morning*, *all day*, *all week*, etc., for this purpose.

When the **present perfect continuous** tense is used without a time word or expression, it expresses an activity that has been happening recently. Look at some examples.

My son **has been studying** a lot for his SAT.

My family is going to move to Florida next month, and my parents **have been looking** for a house there.



REMEMBER THIS:

The **present perfect continuous** tense is used to talk about an action that started in the past and continues up to the present time. We use this tense especially when we want to emphasize the continuity of an action.

LESSON 3

the grammar you need

Now we're going to take a look at another example based on a situation from this lesson.

Well, you guys **have been begging** me to make this, so I did!



The father in this situation is talking about a repeated action that has continued over a period of time up to the present. To express this, he uses the **present perfect continuous** tense.

Look at some more examples of this use of the **present perfect continuous** tense.

I've been making New Year's resolutions every year since I was twelve.

My family **has been eating** at this restaurant every Sunday for years.

Sara **has been playing** the guitar since she started college.



REMEMBER THIS:

The **present perfect continuous** tense is also used to talk about a repeated action that has continued over a period of time up to the present.

LESSON 3

the grammar you need

Let's take a look at one more use of the **present perfect continuous** tense. Compare these two situations.

Hi, honey. What **are you doing**?

I'm **trying** to figure out how to put these bookshelves together.



The woman in the situation above wants to know what her husband is doing *right now*. She uses the **present continuous** tense to ask him, and he uses the **present continuous** tense in his reply.

Now look at the couple in another situation. See if you can figure out why they use the **present perfect continuous** tense and not the **present continuous** tense in this situation.

You look exhausted, honey. What **have you been doing**?



I've **been playing** basketball with the kids.

In this situation, the woman sees that her husband is exhausted. She wants to know what he has been doing up to now that caused him to be exhausted. She uses the **present perfect continuous** tense in her question, and her husband uses the **present perfect continuous** tense in his reply.

LESSON 3

the grammar you need

Let's look at some more examples of this use of the **present perfect continuous** tense.

Shelly **has been working out**, but she's relaxing now.

The kids are all wet. They've **been playing** soccer in the rain.

"Hi, Amy."

"Hi, Jess. **Have you been waiting** long?"

"Yes, I have. I've **been waiting** for you for over an hour."

"I'm sorry I'm so late. The traffic was chaotic."



REMEMBER THIS:

We also use the **present perfect continuous** tense to talk about an action that started in the past, continued over a period of time, and has just stopped.

Now let's look at something else. Compare these sentences.

My grandfather **has lived** in the same house since he was born.

My grandfather **has been living** in the same house since he was born.

Rick and Collin **have worked** together for almost ten years.

Rick and Collin **have been working** together for almost ten years.

With certain verbs, especially the verbs *to live* and *to work*, when we talk about actions happening over a long period of time, we can use the **present perfect** tense or the **present perfect continuous** tense.

Now take a look at these sentences.

Mom and Dad **have been** in Europe for three weeks. They'll be home the day after tomorrow.

I really love my dog. I've **had** him since I was a kid.

Dave Garcia and I are good friends. We've **known** each other for years.

Some verbs which describe a state and not an action (for example, the verbs *to be*, *to have*, and *to know*) are used in the **present perfect tense** and not in the **present perfect continuous tense**.



REMEMBER THIS:

- We can use the **present perfect tense** or the **present perfect continuous tense** to talk about actions that started in the past and continue up to the present.
- We prefer to use the **present perfect continuous tense** when we want to emphasize the continuity of an action.
- We don't generally use the **present perfect continuous tense** with verbs that describe a state—verbs like *to be*, *to have*, and *to know*.

LESSON 3

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 3.

To drive a person crazy (“Melissa is driving me crazy!” “Me too. She’s never happy with anything I do.”)

To figure out (“The baby has been crying for almost an hour. I can’t figure out what she wants.” “She probably just wants you to pick her up and hold her.”)

If you say so (“I think Zoe would like it if we threw her a surprise birthday party.” “I’m pretty sure she doesn’t like surprises, but if you say so.”)

To make up a person’s mind (“Nick wanted to be a doctor, but now he says he wants to be a musician.” “Well, he should make up his mind. He needs to start to apply to colleges soon.”)

LESSON 3

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 . . .



. . . inquire about a situation;



What's wrong, Mom?

Why has Jeremy been avoiding me since he got home from school?



. . . express frustration;



It's driving me crazy.



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

LESSON 3

I know how to . . .

. . . express doubt;



OK, if you say so.



. . . emphasize a statement;



Heck, I don't know.



. . . ask someone to be more decisive.



Sit down, sit up—make up your mind, Daddy.



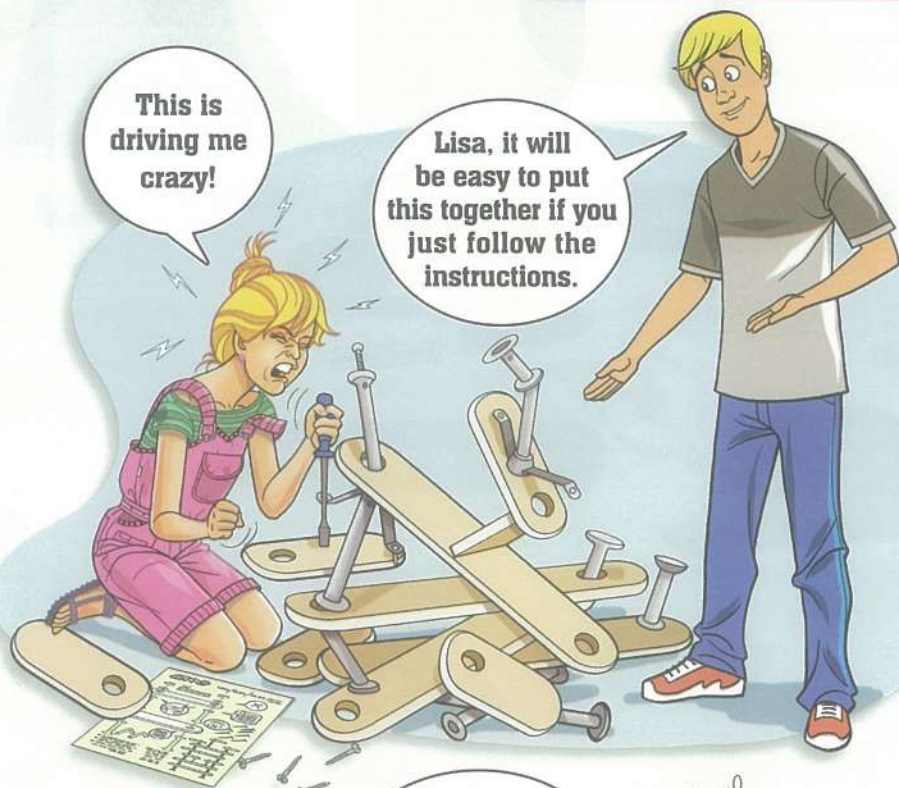
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 3

just for fun

This is driving me crazy!

Lisa, it will be easy to put this together if you just follow the instructions.



Here. I've got to go. Let me know when you've figured it out.



LESSON 4

words in action

FIRST GROUP

BREAD



WHITE BREAD



WHOLE WHEAT BREAD

BUNS



SESAME SEEDS

A PLAIN BUN



A SESAME SEED BUN

LESSON 4

words in action

SECOND GROUP



MUSTARD



KETCHUP



ONIONS



PICKLES



LETTUCE



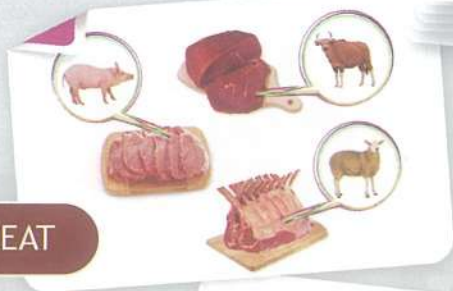
CONDIMENTS

LESSON 4

words in action

THIRD GROUP

RED MEAT



WHITE MEAT



BREADED FISH



BREADED CHICKEN



LESSON 4

words in action

FOURTH GROUP



NAPKINS



BOTTLES



PLASTIC CUPS



GLASSES



BOWLS



PLATES

LESSON 4

words in action

FIFTH GROUP



TURKEY



SHRIMP



FISH



HORSE

LESSON 4

going further

USING HOLD

In the video clip *At the Burger Palace Drive-Thru*, you saw many uses of the word **hold**. You saw **hold** used in the interjection **hold on** (used to tell someone to wait or stop), and **to hold** (to not include something), and in the expressions **hold it** (an expression used to tell a person or some people to stop what he or she is/they are doing), and **to hold one's horses** (an informal expression used to tell a person or some people to stop what he or she is/they are doing or to be patient). Take a look at these examples with **hold** from the video clip.



Clerk: Um, wait a minute. I don't know if we can do that because we put all of the condiments on the bun. **Hold on**, let me check with my manager.

Father: Yeah. Two Palace Special Burger Meals; a fish sandwich with mustard, pickles, onions, lettuce and tomato, **hold** the bun; an order of fries; a Coke®; a hamburger with mustard, ketchup, lettuce and tomato; and a bottle of water.

Father: Whoa! **Hold it**, hold it . . .

I waited in line for twenty minutes, now those people can just **hold their horses**.

OK, starting over! Make it three Palace Special Burger Meals, but **hold** the cheese, onions and pickles on one of them; a fish sandwich without

the bun with mustard, pickles, onions, lettuce and tomato; and a bottle of water. Oh, and two large Cokes® and a bottle of water with the special meals.



LESSON 4

going further

You already know that we use the word **hold** as a verb to describe the action of **holding** something in our arms or hands. Here are some examples from previous books.

Girl at open locker: Who did you vote for?
Girl **holding** flier: I voted for Tammy Goodsell.



Girl **holding** knife: Who wants some more meat loaf?
Woman: I do, please. I bet Tina will have some more too.



Woman: Look, her plate's empty.
Girl **holding** fork: No more for me, thanks. I'm full.



Boy **holding** plastic cup: Do you think algebra is more difficult than geometry?
Girl: Without a doubt.



Girl **holding** mother's hand: Aren't there any kids' restrooms?
Girl pushing shopping cart: No, but there's probably a diaper-changing room, if that's what you need.



Girl **holding** cellphone: Has anyone here ever received an anonymous text message?
Girl wearing sunglasses: I've never received one, but Shelly received one last week.

Girl **holding** backpack: Really? Who was it from, Shelly?
Girl with juice box: I don't know. It was anonymous, dummy.



Boy sitting on surfboard: It'll take Jim a long time though.
Boy **holding** surfboard: And he thought surfing the waves would be as easy as surfing the Net.

LESSON 4

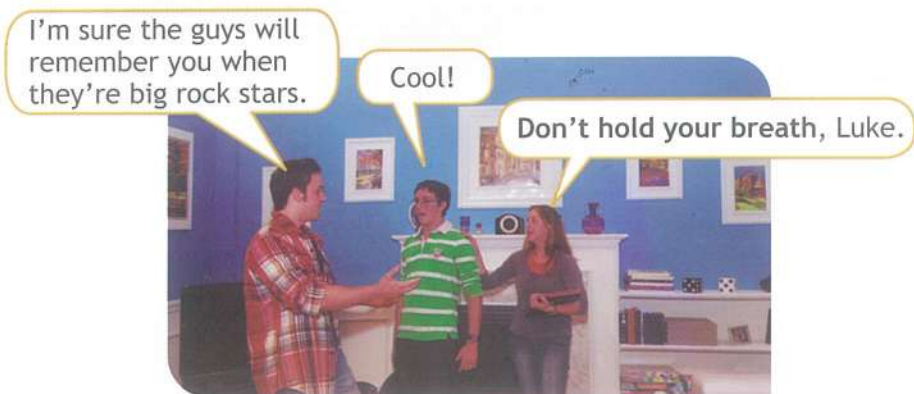
going further

Here are some more examples with different ways you know how to use the word **hold**.

You know you can use **hold on** to ask a person to wait. In this example from a previous book, Laura uses **hold on** to ask Wendy to wait.



You also know you can use the expression **to hold a person's breath** to tell someone not to expect something to happen because it probably won't. In this example from a previous book, Megan uses the expression to tell Luke she doesn't think Barry's friends in the band will become big rock stars.



You know how to use the word **hold** many different ways now. If anyone ever says that you can't speak a second language, just say "**Hold it!** Actually, I can speak English very well."

LESSON 4

the grammar you need

The exercises are to be done and corrected in class.

USING *THE PRESENT CONTINUOUS TENSE* TO EXPRESS FUTURE TIME

You know that we can express future time with **going to**, as in this example.

“We’re **going to have** fried chicken for dinner tomorrow, honey.”

“Mm! My favorite, Dad!”



Now let’s look at another way to express future time. Look at the example again.

“We’re **having** fried chicken for dinner tomorrow, honey.”

“Mm! My favorite, Dad!”

Here, we used the **present continuous** tense to describe a situation that is going to happen in the future (tomorrow).

LESSON 4

the grammar you need

Here's an example from the video clip *At the Burger Palace Drive-Thru*. The father is talking about the food he is going to get.

Look, I'm just **getting** a burger with everything and a Coke®, OK?



It's clear from this sentence that the father isn't getting the food at the moment he's speaking, but that he'll probably get it in the very near future. (Remember that he could also say, "Look, I'm just **going to get** a burger with everything and a Coke®, OK?"')



REMEMBER THIS:

We can use the **present continuous** tense to express future time.

LESSON 4

the grammar you need

Now look at some more examples with the **present continuous** tense used to express future time.

"Are you **going** to Pattie's party *tonight*?"

"No, I'm **going** to Sam's party instead."

"What **are you wearing** to Fred and Emma's wedding *next month*?"

"A gorgeous red dress. You know, red is my color."



"Mary's **taking** a math class with Mr. Johnson *next semester*."

"He's a great teacher. I'm sure she'll really enjoy the class."



REMEMBER THIS:

It's common to use time words and expressions such as *later*, *soon*, *tomorrow*, *in five minutes*, etc., with the **present continuous** tense to express the future. Those words and expressions can make the reference to time clearer.

e.g., I'm **going** to the movies with Jim *soon*, so I have to get ready.

Tricia's **having** a big party for her birthday *tomorrow*.

The play's **starting** *in five minutes*. Let's find our seats!

the grammar you need



I. Complete the sentences with the *present continuous* tense to express future time. The first one is done for you.

1. My boss and her husband are going to Spain on vacation next month.

a. went

c. will go

b. go

d. are going

2. _____ your girlfriend with her garage sale tomorrow?

a. Did you help

c. Are you helping

b. Will you help

d. Do you help

3. Let's hurry and find our seats. The movie _____ in ten minutes!

a. started

c. will start

b. start

d. is starting

4. My son _____ physics and economics next year. He can't wait.

a. studied

c. will study

b. is studying

d. studies

5. "What are your plans for lunch tomorrow?"

"We _____ our manager out to lunch for his birthday at a nice restaurant near the office."

a. will take

c. take

b. took

d. are taking

LESSON 4

the grammar you need

WOULD HAVE + PAST PARTICIPLE

Look at this example. Notice the affirmative form of the construction **would have + past participle**.

If you had asked me, I would have helped you with your homework.

WOULD HAVE + PAST PARTICIPLE OF TO HELP



Look at this example again. This time with the contracted form of **would have**.

If you had asked me, I would've helped you with your homework.

WOULD HAVE + PAST PARTICIPLE OF TO HELP

LESSON 4

the grammar you need

Here are some more examples.

If I had known it were so cold, I **would've brought** a jacket to work.

If you had told me you were hungry, I **would've given** you my extra fries.

Notice that in all the previous examples, **would have + past participle** is preceded by **if + past perfect**. In the following example from the video clip, you'll see that we can also use **would have + past participle** on its own.

I thought everyone **would have decided** by now.
We've been in line for twenty minutes already.



The father uses **would have + past participle** because he thought his wife and children had already had enough time to decide what to order while they were waiting in line.

LESSON 4

the grammar you need

Now let's look at the negative form of the construction **would have + past participle**.

If I had felt better yesterday, I **wouldn't have stayed** home from school.

WOULD NOT + HAVE + PAST PARTICIPLE OF TO STAY

To form the negative, we place **not** after **would** or use the contracted form **wouldn't**, which is more common. Here are some more examples.

If Ben had prepared for his speech, he **wouldn't have been** so nervous.

If I had known you liked to gossip, I **wouldn't have told** you my secrets.

Look at this example with the interrogative form of the construction **would have + past participle**.

WOULD + SUBJECT + HAVE + PAST PARTICIPLE OF TO GO

WOULD + SUBJECT + HAVE + PAST PARTICIPLE OF TO GO



Here is another example.

Would you have bought Eve a gift if you had known it was her birthday?



LESSON 4

the grammar you need

USING WOULD HAVE + PAST PARTICIPLE

Take a look at this example.

If you had come to the dance last night, you would have seen Mary.

IF + PAST PERFECT

WOULD HAVE + PAST PARTICIPLE

In this example, we use the construction **would have + past participle** to refer to a **hypothetical situation in the past**. The dance has already ended and we are talking about what would have happened if the person had gone to the dance. It is a hypothetical situation because we know the person didn't go to the dance.

Notice that we state a condition in the past by using **if + past perfect**.

If you had come to the dance last night, . . .

IF + PAST PERFECT

We talk about what would have happened if that condition had been met by using the construction **would have + past participle**.

. . . you would have seen Mary.

WOULD HAVE + PAST PARTICIPLE



REMEMBER THIS:

When we are talking about **hypothetical situations in the past** we use **if + past perfect** in one part of the sentence and **would have + past participle** in the other part.

LESSON 4

the grammar you need



II. Using the words in parentheses, complete the sentences with the correct form of *would have* + *past participle*. The first one is done for you.

1. If Alex had run a little faster, he would have won (to win) the gold medal.

2. I _____ (to order) at the drive-thru, but the line was too long.

3. Mia has been standing in front of her closet for 30 minutes. I thought she _____ (to decide) what to wear by now.

4. I _____ (not; to buy) a burger with everything if I had known it would come with onions.

LESSON 4

the grammar you need

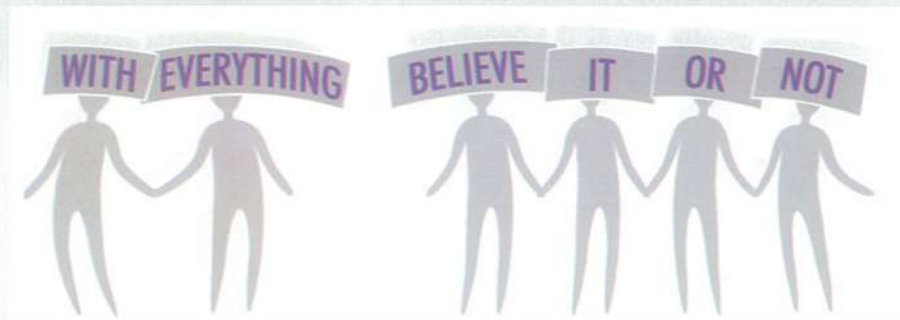
5. “_____ (you; to plan) to go to the beach on Sunday if you had known it would rain?”
“Definitely! Any day at the beach is a good day.”

6. If we had known Mr. Timmons was going to be at the party last night, we _____ (not; to go). He’s a very rude person.

7. If Layla and Oliver hadn’t watched all those shows on TV until late last night, they _____ (wake up) in time for work.

LESSON 4

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.

With everything (“Do you want your cheeseburger with everything?”
“No, just ketchup and mustard.”)

How do you want (it)? (“How do you want your eggs, Stephanie?
Scrambled?” “No, fried, please.”)

I’m just saying . . . (“I hate it when Dad makes meat loaf. It’s disgusting.”
“Dylan, he loves to cook for us.” “I know. I’m just saying . . .”)

Or something (“What’s wrong? You look like you just saw a ghost or
something.” “Oh, nothing. I just got some bad news.”)



LESSON 4

talking like an American

Hold a person's horses ("I'm in love with Delilah. I'm going to ask her to be my wife." "Hold your horses! You just met her last month.")

To start over ("Did I do this assignment correctly?" "No, I'm afraid you're going to have to start over.")

By the way ("My boyfriend just got the cutest dog from the animal shelter. By the way, he saw a lot of cute cats there too. Didn't you mention you wanted to get a cat?" "I'd love to adopt a cat. I'll stop by the shelter tomorrow!")

Believe it or not ("Believe it or not, my favorite soccer team was on my flight back from Miami." "Cool! I hope you got their autographs.")

LESSON 4

I know how to . . .

Here are some examples from the video clip 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 . . .



. . . order food at a drive-thru;



Look, I'm just getting a burger with everything and a Coke®, OK?

I don't eat red meat. Can I get some fish or something?



No fries for me. And I'll just have a bottle of water.



. . . express likes and dislikes;



I want fries and a Coke®.

Oh, I don't want onions, and I definitely don't want pickles. They give me too much acid in my stomach.



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

. . . compare prices.

It's cheaper ordering it that way than ordering a regular cheeseburger with fries and a drink separately.

But if you charge me more for a special meal with a large drink, can't you charge me less for a special meal with a small drink?



Um . . . no. You would have to order a hamburger, fries, and a small drink separately, and that would cost more than the special meal with a medium drink.



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

LESSON 4

FYI



In this lesson, you saw the video clip *At the Burger Palace Drive-Thru*. You know that a drive-thru (or drive-through) is a part of a restaurant, bank, etc., where you are served without getting out of your car.

When people eat at a restaurant, they usually have time to enjoy their meal while having a nice conversation with family and friends. But when people don't have a lot of time, a quick and convenient drive-thru might be the perfect solution.

No one is really sure who built the first drive-thru. But according to In-N-Out Burger®, their restaurant in Baldwin Park, California, opened in 1948 with the very first drive-thru in the U.S.

The drive-thru did not become a common part of fast-food restaurants until many years later when McDonald's® finally opened its first drive-thru window in 1975, in Sierra Vista, Arizona. Today, McDonald's® does 70% of its business at drive-thru windows.

*In-N-Out Burger is a fast-food restaurant with locations in California, Arizona, Nevada, Utah and Texas.

The basic idea of the drive-thru is that you can do something without having to spend time to park your car and get out. In today's chaotic world, anything that saves time sounds like a great idea to stressed and busy Americans, so drive-thru windows are not just for fast-food restaurants anymore.



For example, people can get a delicious cup of coffee from many drive-thru coffee shops, make a deposit at their bank, pick up medicine at a pharmacy, and get any kind of food for dinner for the whole family while on their way home from school or work. And all of this without getting out of the car! You can see why Americans are in love with the drive-thru. In fact, July 24 is national Drive-Thru Day!

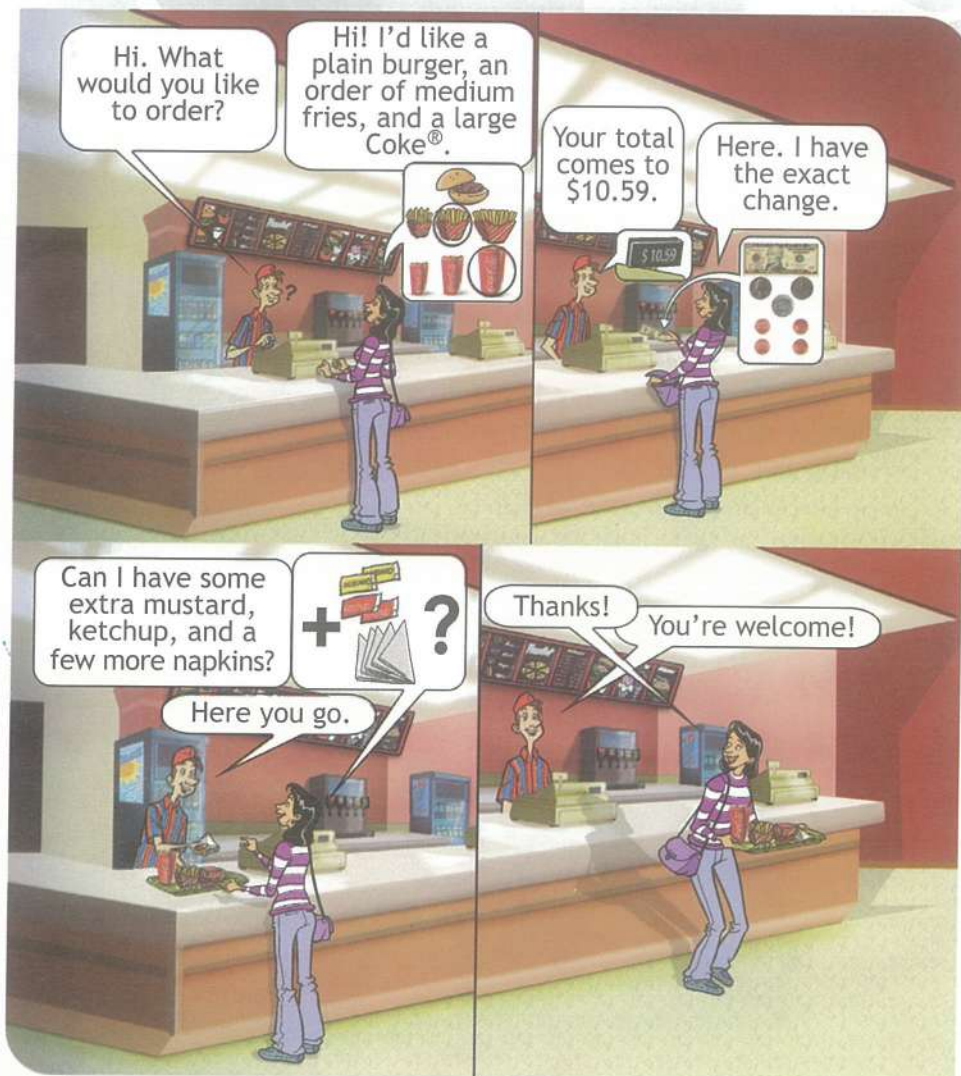


LESSON 4

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.

ORDERING AT A FAST-FOOD RESTAURANT



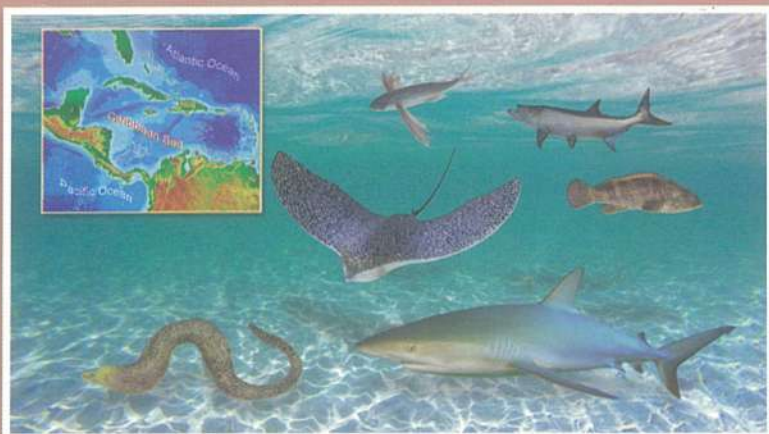
LESSON 5

words in action

A SEA IS A LARGE AREA OF SALTY WATER THAT IS PART OF AN OCEAN OR IS SURROUNDED BY LAND.



THERE ARE MORE THAN 1,000 FISH SPECIES
IN THE CARIBBEAN SEA.



LESSON 5

words in action

DIFFERENT KINDS OF SEAFOOD



LESSON 5

words in action



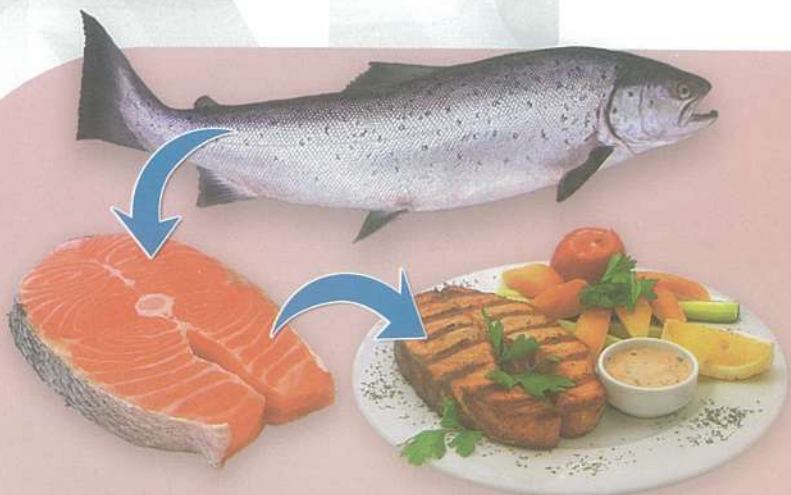
ONE KIND OF FISH OFTEN SOLD IN CANS IS TUNA.

A TUNA SANDWICH IS REALLY TASTY.



LESSON 5

words in action



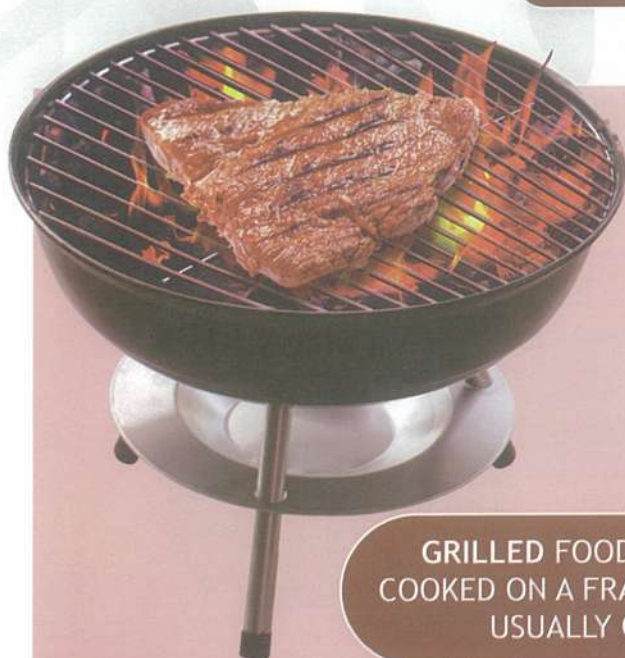
LARGE FISH WITH SILVER SKIN AND PINK MEAT ARE CALLED **SALMON**.

YOU HAVE A CHOICE OF A SALAD OR A BAKED POTATO WITH YOUR SALMON.



LESSON 5

words in action



GRILLED FOOD IS FOOD THAT IS
COOKED ON A FRAME OF METAL BARS,
USUALLY OVER A FIRE.

IT DIDN'T TAKE LONG TO PREPARE THIS
WONDERFUL GRILLED TUNA.



LESSON 5

words in action

BROILED FOOD IS FOOD THAT IS COOKED IN AN OVEN UNDER VERY STRONG HEAT FROM ABOVE.

OVEN



YOU CAN SERVE BROILED SALMON WITH A BAKED POTATO.



LESSON 5

words in action



DIFFERENT KINDS OF SOAP



DIFFERENT KINDS OF DISPENSERS

LESSON 5

words in action



A KITCHEN SINK



A BATHROOM SINK

DIFFERENT KINDS OF BARS



LESSON 5

words in action



A KITCHEN CABINET



A BATHROOM CABINET



THE MAN IS FIXING THE TOILET.

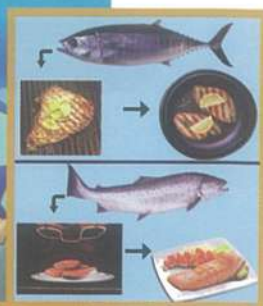
LESSON 5

text

situation 1

AT A SEAFOOD RESTAURANT

TG: I'm on a diet, so I don't want anything breaded.



WT: I suggest either the grilled tuna or the broiled salmon.

WT: Neither the tuna nor the salmon is breaded, and they're both specialties of the house.



WM: Try the salmon, honey. I'm sure you'll like it.

TG = teenage girl

WT = waiter

WM = woman

LESSON 5

text

situation 2

AT HOME

B: Mom, there's no soap in the bathroom.



M: There's a liquid soap dispenser on top of the sink.

B: It's empty.



M: Get a bar of soap then.



B: Where?

M: Look around.



M: They're either in the cabinet below the sink or on the shelf above the toilet.



B: Oops! I found them.

LESSON 5

reading text

ON A DIET?

Waiter: So, are you ladies ready to order?

Katie: No. Neither my friend nor I can decide. All we know is we're starving.

Waiter: Well, may I suggest one of our specials of the day?

Sally: Sure!

Waiter: How about our "Best Burger" lunch special? It comes with a burger any way you like, fries, and either a cola or a milk shake.

Katie: Perfect! I'll have a bacon cheddar cheeseburger with onions and pickles.

Oh, and a chocolate milk shake.

Waiter: All right.

Sally: Mm, that sounds so good, Katie, but I'm on a diet.

Waiter: Oh, then our "Good Health" lunch special is just right for you. It comes with grilled tuna, vegetables, and a green salad.

Sally: Hmm. No, I think I'll have exactly what my friend is having.

Waiter: Oh, OK. I'll be right back with your drinks then.

Sally: I'm going to keep my menu. I want to look at the desserts.

Katie: Right. Well, maybe they have fruit salad. That's a delicious, low-fat dessert.

Sally: They do. They also have chocolate pie and strawberry cheesecake!

Katie: Look, neither chocolate pie nor strawberry cheesecake is going to help you lose weight. What kind of a diet are you on anyway?

Sally: Gosh, I really try to eat healthy food, but I guess you could say that I'm on a "see food" diet.

Katie: A seafood diet? But you're having a burger and fries for lunch!

Sally: No, silly. I'm on a "see food" diet; when I see food, I eat it!

Katie: Oh!

Sally: Ha, ha!



LESSON 5

the grammar you need

The exercises are to be done and corrected in class.

USING *EITHER . . . OR*

Take a look at this example based on the lesson.

The bars of soap are **either** in the cabinet below the sink **or** on the shelf above the toilet.



Oops! I found them.



In this example, the mother says that the bars of soap could be in two possible places: in the cabinet or on the shelf. The bars of soap are **either** in the cabinet **or** on the shelf.

We use **either . . . or** when there's a choice between two or more elements. **Either . . . or** implies *one* or *the other* and refers to people, places, or things.

LESSON 5

the grammar you need

Now look at some more examples with **either . . . or**.

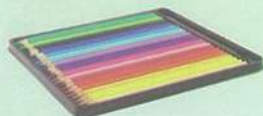
You can **either** take a bath **or** a shower.



Mary is going to **either** France **or** Belgium on vacation next year.



Either my pen **or** my colored pencils are in that bag.



Ricky is **either** at home, **or** at the park, **or** at his girlfriend's house.



REMEMBER THIS:

- We use **either . . . or** when there is a choice between two or more elements (a person, place, or thing).
- It's more common to use **either . . . or** to express a choice between *only two* elements.

the grammar you need

Now let's see how we can form an **either . . . or** sentence.

Tim's dating *Amy*.

Tim's dating *Bella*.

Tim's dating **either** *Amy* **or** *Bella*.

1st element (person)
after **either**

2nd element (person)
after **or**

The elements can be expressed in more than one word—sometimes even in a complete sentence, as in this example.

You clean your room.

You can't go out.

Either *you clean your room* **or** *you can't go out*.

1st element
after **either**

2nd element
after **or**



REMEMBER THIS:

- In an **either . . . or** sentence, the first element comes after **either**, and the second element comes after **or**.
- The verb should agree with the element closest to it.
e.g., **Either** *you* **or** *Helen* *has* to wash all the dishes in the sink.
or
Either *Helen* **or** *you* *have* to wash all the dishes in the sink.
- If one of the elements is plural, it should be closer to the verb. The verb should be in the plural form.
e.g., **Either** *Mrs. Smith* **or** *her managers* *are* coming to the meeting.

LESSON 5

the grammar you need



I. Complete the sentences with *either* and *or*.

1. "Do you already know what you're going to order?"
"Not yet, but I know I'm going to have _____ the spaghetti
_____ the fried chicken. They both sound really good."
2. "At the company's new location, you'll share an office with
_____ Martin _____ Samantha."
"Great. I get along really well with both of them."
3. "What kind of new car are you going to buy?"
"_____ a Ford _____ a Chevrolet, but I haven't
decided which one yet."
4. "We're sorry about the broken vase. It just fell off the shelf."
"Well, _____ you _____ your friend is going to have
to pay for it. House rules: you break it, you buy it."
5. "What's wrong?"
"_____ my history assignment _____ my science
paper is due tomorrow, but I can't remember which."
6. "_____ Stephen _____ you need to work late
tonight to finish this assignment."
"I know Stephen has plans with his family tonight. I can do it."

USING **NEITHER . . . NOR**

Take a look at this example from the lesson.

Neither the tuna **nor** the salmon is breaded, and they're both specialties of the house.

Try the salmon, honey. I'm sure you'll like it.



The waiter is saying that the tuna isn't breaded and that the salmon isn't breaded either. *Not one* and *not the other* is breaded. **Neither** the tuna **nor** the salmon is breaded.

We use **neither . . . nor** to imply *not one* and *not the other*. Like with *either . . . or*, we use **neither . . . nor** to refer to people, places, or things. When using **neither . . . nor** in a sentence, we put the verb in the affirmative form.

Look at some more examples with **neither . . . nor**.

Neither Mary **nor** I like salmon, though we do like tuna.

I'm ready for the party, but **neither** my husband **nor** my kids are.

the grammar you need



- e.g., **Neither** the teacher **nor** the *students* are in the classroom.

the grammar you need

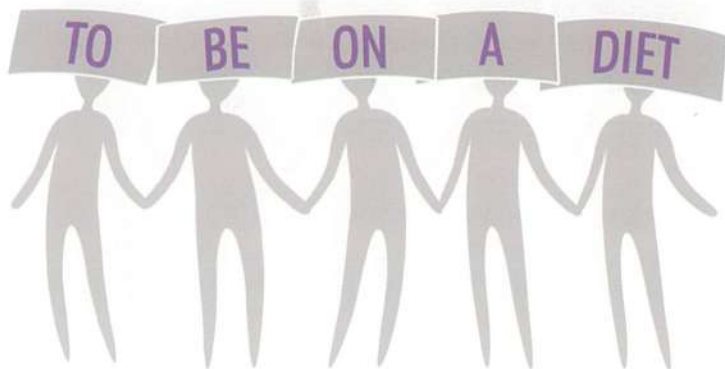
II. Complete the sentences with *neither* and *nor*.

1. "I bet your sister would really enjoy the literature class I'm taking."
 "I think you've confused me with someone else. My sister can _____ read _____ write. She's only four years old."
2. "The rain's really coming down out there. Who's going to walk the dog?"
 "_____ your father _____ I can do it right now, so you'll have to do it. There's an umbrella by the front door."
3. "I'll have the grilled salmon, and he'll have the broiled tuna."
 "I'm very sorry, but we're serving _____ salmon _____ tuna tonight. I'm sure you'll enjoy our specialties of the house, though."
4. "What does it mean if a person says that something is '_____ here _____ there?'"
 "It's an expression that means that something is not important."
5. "It's so strange: _____ Jim _____ his parents are answering their phones."
 "Oh, they went camping in the mountains for the weekend. I guess they forgot to tell you."
6. "My mail arrived on time even in this terrible weather."
 "Well, you know what they say about the mail, '_____ snow _____ rain.*'"

* "Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds" is an unofficial motto of the United States Postal Service. It means that the mail will always be delivered quickly and in any weather or conditions. People usually just mention the first part of the motto: "neither snow nor rain."

LESSON 5

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 on a diet (“Would you care for some dessert? I made a chocolate cake.” “I can’t. Thanks to my doctor, I’m on a special low-fat diet.”)

Either . . . or (“What flavor ice cream would you like? You can choose either chocolate or strawberry.” “Definitely strawberry.”)

Neither . . . nor (“So are Kylie and Zack coming to the party on Friday?” “No. Neither Kylie nor Zack can make it. They both have to work late that night.”)

LESSON 5

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 . . .



. . . order food at a restaurant;



I'm on a diet, so I don't want anything breaded.



. . . talk about the location and placement of things.



There's a liquid soap dispenser on top of the sink.

They're either in the cabinet below the sink or on the shelf above the toilet.



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

LESSON 5

FYI

In one of the situations in this lesson, we read about a teenage girl on a diet. In the United States, many children and teens are on a diet because they weigh too much. In fact, almost one-third of American children and teens are either too heavy or obese. Obese people generally have a lot of health problems.

Why are there so many obese children and teens in the U.S.? In general, young Americans neither eat enough healthy food nor get enough exercise. Children and teens in the U.S. drink too much cola and other sweet, sugary drinks. They often eat at fast-food restaurants, where the food is usually very fattening. Young Americans don't get enough exercise because they spend too much time on their computers or cellphones, playing video games, and watching TV. There are even expressions to describe people like these. We can say that a person who spends too much time watching TV is a *couch potato*, and that a person who spends too much time on his or her computer is a *computer potato*.



In the U.S., parents and schools are working together to help heavy children and teens lose weight.

For example, many schools are not allowed to sell cola and fattening snack food to students anymore. In some cities, fast-food restaurants are not allowed to open near schools. The meals that students can buy at school are also getting healthier, with more fruits and vegetables and other low-fat options offered at lunch. And parents are trying to limit the time their children spend on their cellphones and in front of TVs and computers so they can get more exercise every day.



The hope is that all of these changes will help children and teens in the U.S. have a healthier lifestyle. Is there a similar problem where you live? If so, what are people doing to fix the problem?

LESSON 6

words in action

BARCELONA

Spain

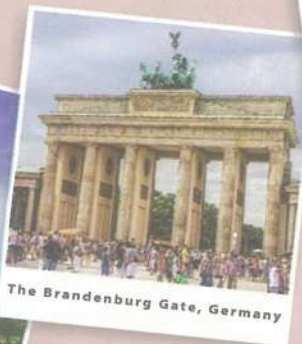


LESSON 6

words in action



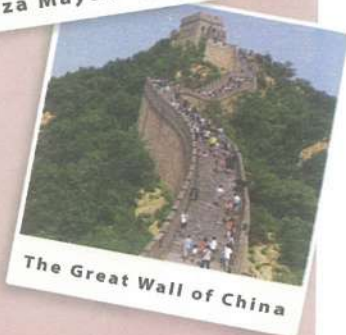
The Eiffel Tower, France



The Brandenburg Gate, Germany



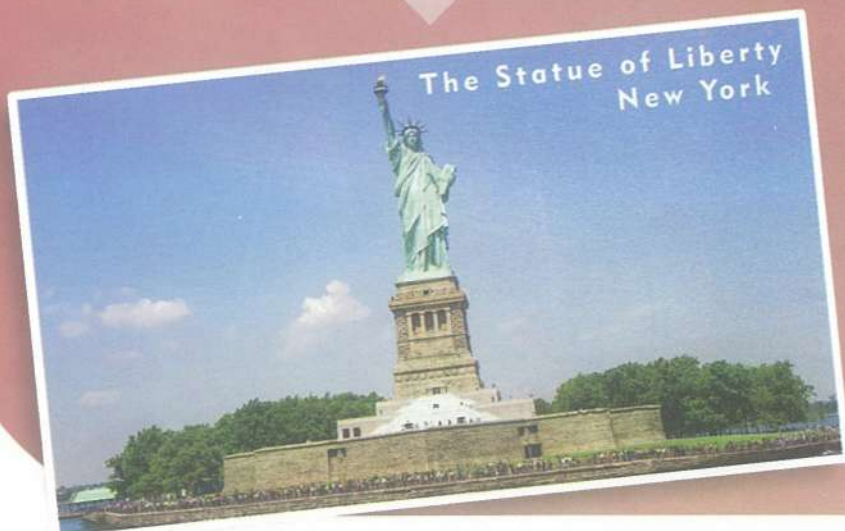
Plaza Mayor, Spain



The Great Wall of China

SIGHTS ARE INTERESTING PLACES TO SEE
THAT ARE OFTEN VISITED BY TOURISTS.

THE STATUE OF LIBERTY IS ONE OF THE MOST-VISITED
SIGHTS IN NEW YORK.



The Statue of Liberty
New York

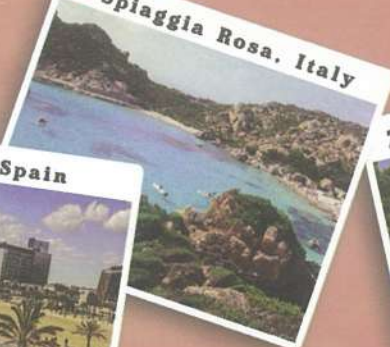
LESSON 6

words in action

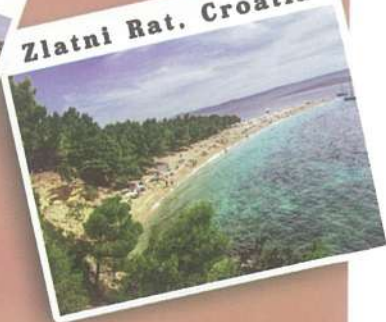
THE MEDITERRANEAN IS A LARGE SEA
BETWEEN EUROPE AND AFRICA.



Spiaggia Rosa, Italy



Zlatni Rat, Croatia



Barceloneta, Spain



THE MEDITERRANEAN IS FAMOUS FOR
ITS BEAUTIFUL BEACHES.

LESSON 6

words in action



SHIPS



CRUISE LINER OR LINER



LESSON 6

words in action



WHEN YOU ARE ON A BOAT,
TRAIN, OR AIRPLANE, WE SAY
YOU ARE **ON BOARD**.



THERE ARE JUST A FEW PEOPLE
ON BOARD THIS PLANE.



LESSON 6

words in action



LESSON 6

words in action



ART GALLERIES



THIS ART GALLERY IS OPEN FROM 11 TO 5.

OPEN
11:00 – 5:00



LESSON 6

words in action

A **MONUMENT** IS AN OLD BUILDING OR PLACE THAT IS AN IMPORTANT PART OF A COUNTRY'S HISTORY.



Taj Mahal, India



Washington Monument, USA



Giza Pyramids, Egypt

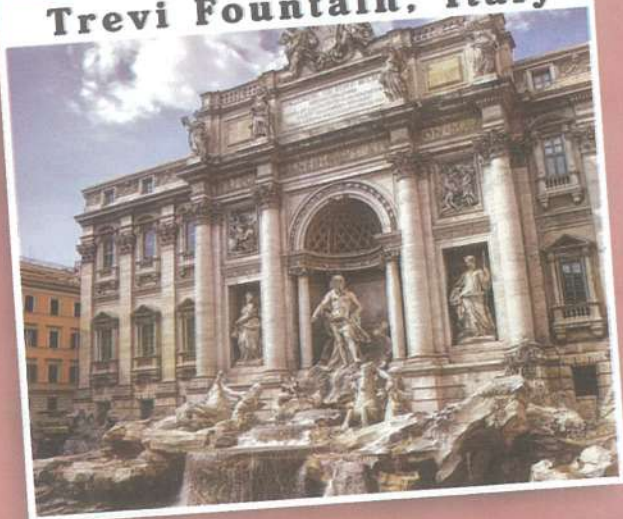


Stonehenge, England



Arc de Triomphe, France

Trevi Fountain, Italy



THE TREVI
FOUNTAIN
IS A VERY
BEAUTIFUL
MONUMENT
IN ROME.

LESSON 6

the grammar you need

The exercises are to be done and corrected in class.

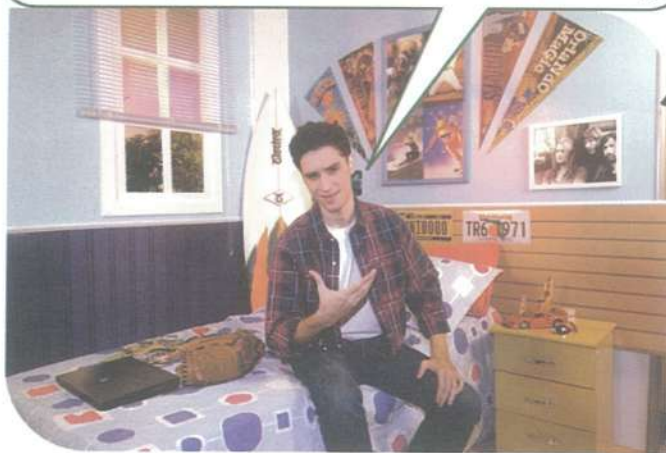
VERBS FOLLOWED BY THE -ING FORM/INFINITIVE

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

Margaret really **enjoys** *sightseeing*.

Now take a look at this example from the lesson.

Ben **loves** *visiting* museums, art galleries, and old monuments, but I'm not into that kind of thing.



Brad uses the verb *to love* followed by the verb *to visit* in the *-ing* form. Now look at these sentences.

Ben **loves** *visiting* museums, art galleries, and old monuments.

=

Ben **loves** *to visit* museums, art galleries, and old monuments.

The sentences above have the same meaning. We can use the verb **to love** followed by a verb in either the *-ing* form (*visiting*) or the infinitive (*to visit*).

the grammar you need

Here is a list of the verbs you already know that can be followed by a verb in either the *-ing* form or the infinitive.

begin	continue	like	prefer
bother	hate	love	start

Here are some more examples.

Brad **began** *playing/to play* in a band when he was 15.

“Why didn’t you **bother** *calling/to call* me on my birthday last week?”
 “Sorry. I was in Barcelona on vacation with my parents.”

Though I asked the other kids to be quiet in the art gallery, they **continued** *talking/to talk*.

Justine **hates** *traveling/to travel* by plane, so she travels by train or bus when she can.

After school, Greg **doesn’t like** *hanging out/to hang out* at the mall with his friends; he **likes** *going/to go* to the library instead.

Rachel **loves** *writing/to write* short stories about her travels in Europe. Her first collection of stories was a huge success.

Jessica **prefers** *sightseeing/to sightsee* by herself so she can do her own thing.

On the weekends, William **doesn’t start** *doing/to do* his homework until Sunday night.

NOTE

To form negative sentences with the verbs in the list above (except for the verb **prefer**) we use

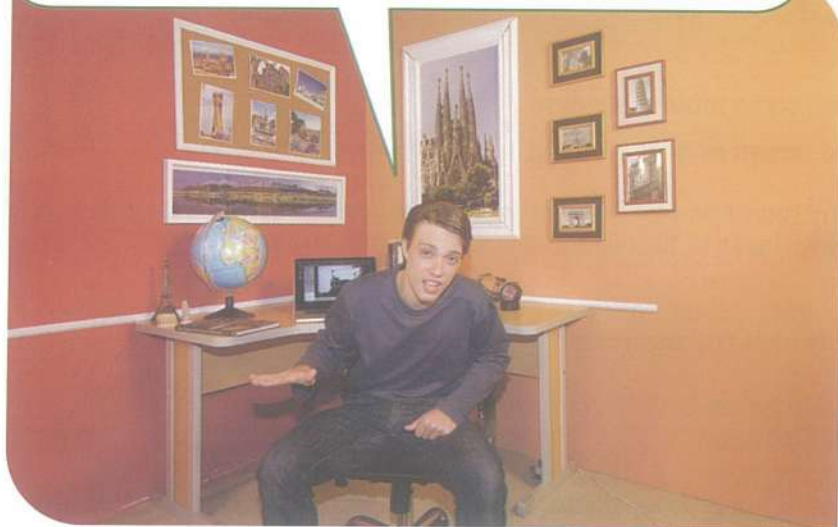
do not + verb + verb in -ing form/verb in infinitive

LESSON 6

the grammar you need

Take a look at another example from the lesson.

I **prefer not to travel** with Brad, but all of my close friends were busy. So I asked him to go with me.



Here is another example with **prefer not**.

Katherine **prefers not studying/to study** with friends. It's easier for her to concentrate when she's alone.

NOTE

To form negative sentences with the verb **prefer**, we use
prefer + not + verb in -ing form/verb in infinitive

the grammar you need



I. You know that some verbs can be followed by a verb in either the *-ing* form or the *infinitive*. Use the verbs in parentheses to complete the following sentences. The first one is done for you.

1. Isabelle doesn't like going out to parties on the weekends. She **prefers** staying/to stay home to study. (to stay)

2. "Why didn't your sister come with you to my party?"
"She's extremely shy. She **hates** _____ new people." (to meet)

3. "Wow. It seems like you guys eat at restaurants all the time."
"Well, we work long hours. So at the end of the day, we really **prefer** _____. It's much more fun to try out new restaurants and different types of food every week." (not; to cook)

4. "Maria is not interested in Jason. Why does he **continue** _____ her out on dates?" (to ask)
"He likes her a lot, and he's the most stubborn person I know."

5. "Do you usually travel during the summer?"
"Not really. I **love** _____ the city. I've lived here for years, but every year I discover new places I've never been to." (to explore)

6. "Have you already planned your trip to Europe?"
"No. I **don't bother** _____ my trips. I prefer to be surprised." (to plan)

LESSON 6

the grammar you need

BEFORE AND AFTER WITH THE PAST PERFECT TENSE OR THE SIMPLE PAST TENSE

You know that when two actions happened at different times in the past, we use the **past perfect** tense to describe the action that happened first, and the **simple past** tense to describe the action that happened second, as in this example.

The play **had started** when the girls **got** to the theater.

Now let's look at another way to describe two actions that happened at different times in the past. Look at these examples.

The art gallery **had closed** *before* Judy **got** there.

The art gallery **closed** *before* Judy **got** there.

In the second sentence, the **simple past** tense (*closed*) can be used instead of the **past perfect** tense (*had closed*) because the word *before* clearly states which of the past actions (*the art gallery closed* and *Judy got there*) happened first.

Here's an example from the lesson. Notice that Ben uses *after* with the **past perfect** (*had visited*).

Our first stop was Barcelona. *After we had visited* some of the sights there, Brad persuaded me to go to the beach with him.



LESSON 6

the grammar you need

Now compare these sentences.

*After we **had visited** some of the sights there, Brad persuaded me to go to the beach with him.*

=

*After we **visited** some of the sights there, Brad persuaded me to go to the beach with him.*

In the second sentence, the **simple past** tense (*visited*) can be used instead of the **past perfect** tense (*had visited*) because the word *after* clearly states which of the past actions (*we visited some of the sights* and *Brad persuaded me to go to the beach with him*) happened first.



REMEMBER THIS:

The **simple past** tense can replace the **past perfect** tense when the two past actions are connected by the words *before* or *after* because these words clearly state which action happened first.

Here are some more examples.

*After I **had taken** medicine for seasickness, I started to enjoy the cruise.*

*After I **took** medicine for seasickness, I started to enjoy the cruise.*

*We **had finished** sightseeing in Florence *before* it started to rain.*

*We **finished** sightseeing in Florence *before* it started to rain.*

LESSON 6

the grammar you need



II. You know that you can use the *past perfect* tense or the *simple past* tense with *before* or *after* to describe two actions that happened at different times in the past. Rewrite the sentences with the *past perfect* tense or the *simple past* tense. The first two are done for you.

1. After we had eaten lunch, Mia invited me to the movies.
After we ate lunch, Mia invited me to the movies.

2. The restaurant had closed before we got there.
The restaurant closed before we got there.

3. After I had started to take a shower, someone knocked on my door.
After I _____ to take a shower, someone knocked on my door.

4. Maria had finished her work before the power went out.
Maria _____ her work before the power went out.

5. After Mike _____ some cold medicine, he felt better.
After Mike took some cold medicine, he felt better.

6. The kids _____ dinner before their parents got home.
The kids made dinner before their parents got home.

7. After Jim had recovered from his car accident, his family threw a party.
After Jim _____ from his car accident, his family threw a party.

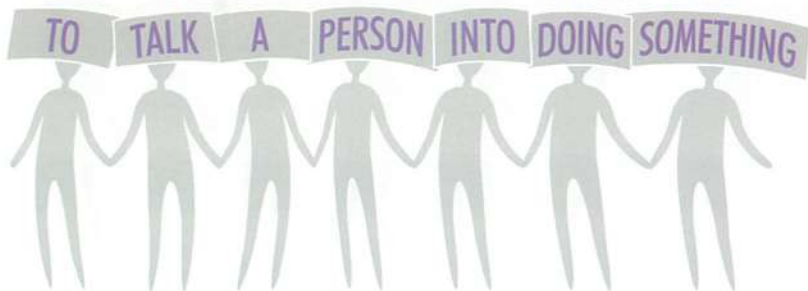
8. We _____ sightseeing in New York before it started to snow.
We finished sightseeing in New York before it started to snow.

9. After we had woken up, Dad made his famous pancakes for breakfast.
After we _____, Dad made his famous pancakes for breakfast.



LESSON 6

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 6.

to go to a person's head ("Why has Leonard been so conceited lately?" "He won some competition at work, and it really went to his head.")

Yours truly ("Who is Lilly going to the prom with?" "With the coolest, most handsome guy around—yours truly.")

that much ("Would you like some tomato juice?" "Just a little. I don't like tomatoes that much.")

to talk a person into doing something ("I thought you said you'd never go surfing!" "I know, but my new girlfriend loves to surf, and she talked me into giving it a try.")

to (not) be into something ("Honey, look at this 7-night Caribbean cruise!" "Hm, it looks nice, but I'm not really into cruises. I prefer to go camping in the mountains.")

to do a person's own thing ("Are you going to get a tour guide* for your trip to Rome?" "No, when I'm traveling, I prefer to do my own thing and make friends with the local people.")

* A tour guide is a person who conducts tourists around a town, through a museum or other points of interest, or takes them sightseeing.

LESSON 6

I know how to . . .

Here are some examples from the video 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 . . .



. . . narrate events.



A couple of months ago, I won this really important essay competition.

A couple of months ago, my brother Ben won some dumb essay competition.



Our first stop was Barcelona. After we had visited some of the sights there, Brad persuaded me to go to the beach with him.

I don't like sightseeing that much, so I talked Ben into going to the beach.



You won't believe it, but in Florence I spent most of the time in our hotel room recovering from my seasickness and sunburn.

With Ben confined to our hotel room while we were in Florence, I was able to do my own thing.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

You probably know all the best places to visit in the country where you live. But what about the U.S.? Well, if you like visiting theme parks, then you must have heard about some of the fantastic theme parks in the U.S., like Universal Studios. Now let's learn a little bit about some other places in the U.S. that you should definitely see some day.

If you enjoy visiting beautiful cities with classical architecture, then you should go to Washington, D.C.¹, the capital of the United States. Besides the elegant White House, where the U.S. president lives and works, there are many historic public monuments dedicated to past presidents, like the Washington Memorial, the Lincoln Memorial, and the Jefferson Memorial². Sightseeing in Washington, D.C., isn't expensive because the entrance to many of the wonderful art museums and memorials is free.



¹ D.C. = District of Columbia

² These monuments are dedicated to George Washington, Abraham Lincoln, and Thomas Jefferson.

LESSON 6

FYI

Besides impressive monuments and museums, there are many sights of incredible, natural beauty to see in the U.S.



Waikiki Beach is a famous beach in the state of Hawaii. If you like to spend your vacations relaxing on gorgeous beaches with clear, blue-green water, then Waikiki Beach is the beach for you—just be sure to use lots of sunscreen so you don't get a sunburn!

The most-visited national park in the U.S. is the **Great Smoky Mountains National Park** in the states of Tennessee and North Carolina. If you love being in the great outdoors in a park with gorgeous mountains, valleys and lakes, full of beautiful trees, plants, flowers and fantastic wildlife*, then this is definitely the place for you.



* wildlife—animals that have not been domesticated and live in a natural environment

The **Grand Canyon** is an amazing natural formation in the state of Arizona. The huge, deep canyon, with its fantastic colors and geographical structures, is an awesome sight and something that visitors to this incredible place never forget.



These are just a few of the many interesting places in the U.S. that people come from all around the world to see. If you decide to travel to the U.S. one day, be sure to visit at least one of these places—it will definitely be the high point of your trip!

LESSON 7

words in action

A WALL IS ONE OF THE SIDES
OF A ROOM OR BUILDING.



SHE'S LEANING AGAINST THE WALL.



LESSON 7

words in action

THE **GROUND** IS THE SURFACE YOU STAND OR WALK ON WHEN YOU ARE OUTSIDE.



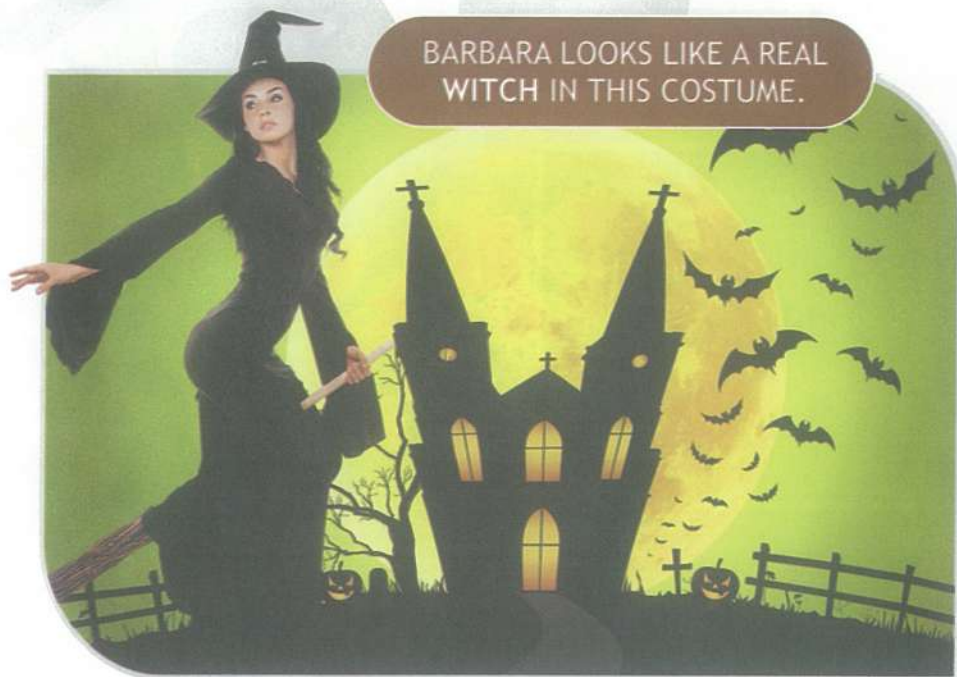
SHE'S SITTING ON THE **GROUND** TO TAKE OFF HER ROLLERBLADES.



LESSON 7

words in action

BARBARA LOOKS LIKE A REAL
WITCH IN THIS COSTUME.



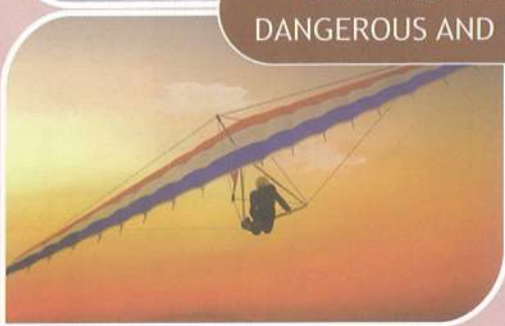
HEADPHONES

LESSON 7

words in action



EXTREME SPORTS ARE EXCITING,
DANGEROUS AND FRIGHTENING SPORTS.



MIKE LOVES TO WATCH
EXTREME SPORTS ON TV.

HANG GLIDING IS ONE
KIND OF EXTREME SPORT.



LESSON 7

text

situation 1

AN AWKWARD SITUATION

BLW: Isn't that the woman who moved into the house next to yours?



BSG: Yeah, my new next-door neighbor.



BLW: The one that overheard you when you said she looked like a witch.



BSG: Don't remind me.

BLW = boy leaning against wall

BSG = boy sitting on ground

BSG: I wonder what she's doing at our school.



BLW: She's probably enrolling her kids here.

BH: Bad news, pal. She's the new social studies teacher.



BLW: Guess who's not going to be the teacher's pet.

LESSON 7

text

situation 2

EXTREME SPORTS



WL: So your husband practices hang gliding.



WR: Yeah, it's his favorite pastime.

WL: Hang gliding's a sport that takes a lot of courage.



WR: It sure does.

WL = woman on the left WR = woman on the right

WR: Doesn't your husband practice extreme sports too?



WL: Of course not. You've got to be kidding. Channel surfing is the only thing my husband does for exercise.



LESSON 7

reading text

A VACATION SURPRISE

Paul: Man, I am definitely ready for summer vacation. Last semester was really tough, and now I want to relax at home and do nothing.

Arthur: You can say that again. My favorite pastimes, channel surfing and computer games, are the only activities that I plan to do this summer.

Mrs. Lee: Oh, boys! Your father and I have a surprise for you. We've enrolled you at Extreme Sports Summer Camp! I think you two are going to have a blast. Check it out!

Paul: Uh, Extreme Sports Summer Camp? You've got to be kidding.

Mr. Lee: No, we're not kidding. It's true, boys!

Arthur: Gee, Dad. I'm speechless.

Mr. Lee: Don't worry, you can thank us later!

Paul: Great.

Welcome to EXTREME SPORTS SUMMER CAMP!!!!

Hey, kids! You don't want to spend another summer at home on the couch, do you? Then get ready for the most amazing summer of your life at our outdoor adventure camp! Extreme Sports Summer Camp—the camp that will make your summer extremely fun! Our camp is the perfect place for young people who want to test their courage every day. Extreme Sports Summer Camp—the camp where there is no limit on extreme fun and adventure!

Hey, kids! You don't want to spend another summer at home on the couch, do you? Then get ready for the most amazing summer of your life at our outdoor adventure camp! Extreme Sports Summer Camp—the camp that will make your summer extremely fun! Our camp is the perfect place for young people who want to test their courage every day. Extreme Sports Summer Camp—the camp where there is no limit on extreme fun and adventure!

LESSON 7

the grammar you need

The exercise is to be done and corrected in class.

USING WHO AND THAT

Take a look at this example from the lesson.

Isn't that the woman **who** moved into the house next to yours?



Yeah, my new next-door neighbor.

Notice that the boy leaning against the wall used **who** to give some information about a person. Now compare these sentences.

Isn't that the woman **who** moved into the house next to yours?

=

Isn't that the woman **that** moved into the house next to yours?

The sentences above have the same meaning. We can use **who** or **that** to give some information about a person.



REMEMBER THIS:

We use the *relative pronouns* **who** or **that** to refer to a person.

LESSON 7

the grammar you need

Now take a look at another example from the lesson.



Notice that the woman on the left uses **that** to give some information about a thing.



REMEMBER THIS:

We use the *relative pronoun* **that** to refer to a thing.

the grammar you need

Now compare these examples. Both refer to a *person* (Brett).

Brett's the new kid who/that enrolled at Ford High School yesterday.

PERSON VERB

Brett's the new kid (who/that) Steve met at school yesterday.

PERSON NOT A VERB

Notice that in the second statement, we can omit **who/that**.

Brett's the new kid who/that Steve met at school yesterday.
=
Brett's the new kid Steve met at school yesterday.

Here are some more examples that refer to a *person*.

Mr. Carter's the teacher (who/that) Julia really likes.
Annie is the girl (who/that) Ralph invited to go surfing with him.
He's the guy (who/that) we met at the party last night.



REMEMBER THIS:

We can omit the *relative pronouns* **who** and **that** when they're not immediately followed by a *verb*.

LESSON 7

the grammar you need

Now compare these examples. Both refer to a *thing* (surfing).

Surfing is a sport that requires a lot of practice.

THING VERB

Surfing is a sport (that) people of all ages can enjoy.

THING NOT A VERB

Notice that in the second statement, we can omit **that**.

Surfing is a sport **that** *people* of all ages can enjoy.

=

Surfing is a sport *people* of all ages can enjoy.



LESSON 7

the grammar you need

Here are some more examples.

Spain was the foreign country **(that)** *Erin* visited last summer.



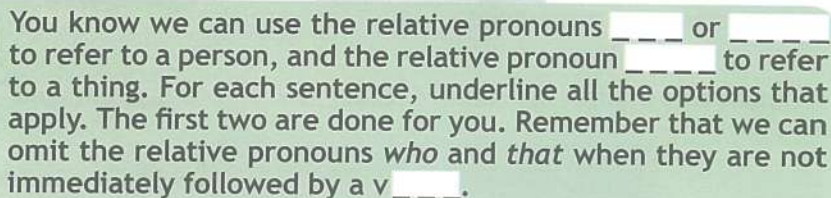
"The *extreme sport* **(that)** *I* enjoy the most is hang gliding."



REMEMBER THIS:

We can omit the *relative pronoun* **that** when it's not immediately followed by a *verb*.

the grammar you need

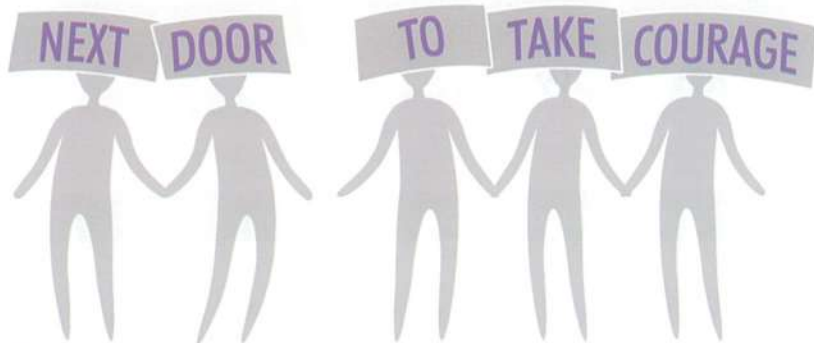


- 162 - TT 7 - L7 - TB



LESSON 7

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 7.

next to (“There’s no place for me to sit.” “Sit over there next to the door.”)

next door (“This is Helen, my next-door neighbor.” “Nice to meet you, Helen. Welcome to the neighborhood!”)

to take courage (“I kind of borrowed your new watch without asking, Dad. I’m really sorry.” “Well, it takes a lot of courage to tell the truth, son. But don’t ever do that again.”)

You’ve/He’s/She’s/They’ve got to be kidding. (“I got George a really cute cat for his birthday.” “You’ve got to be kidding. He’s very allergic to cats!”)

LESSON 7

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 . . .



. . . talk about past events;



Isn't that the woman who moved into the house next to yours?



The one that overheard you when you said she looked like a witch.



. . . express a desire to know something;



I wonder what she's doing at our school.



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

LESSON 7

I know how to . . .

. . . talk about sports.



So your husband practices hang gliding.

Hang gliding's a sport that takes a lot of courage.



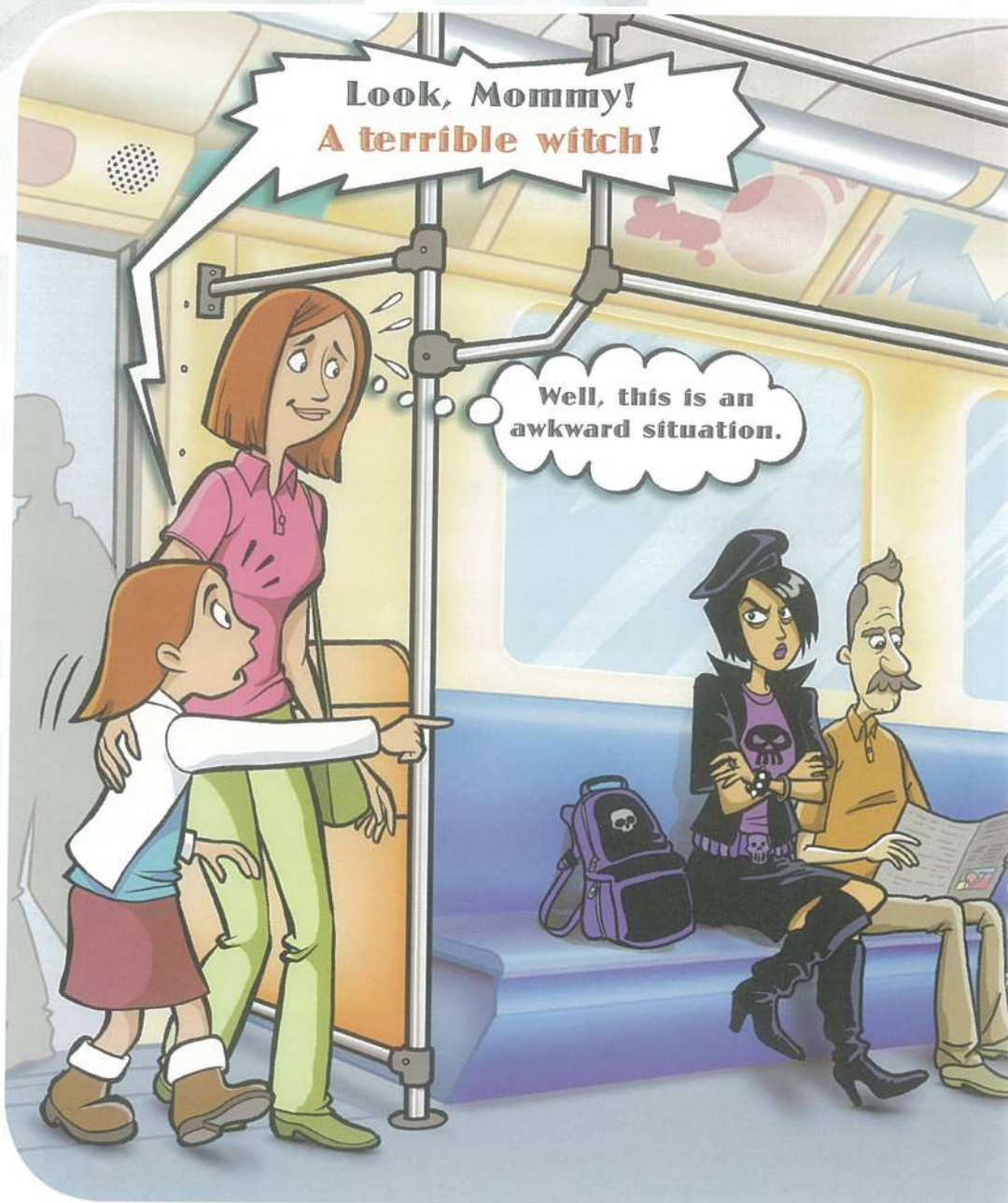
Doesn't your husband practice extreme sports too?



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

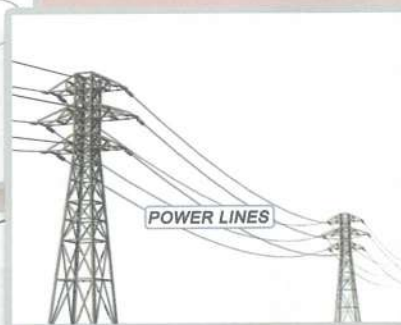
LESSON 7

just for fun



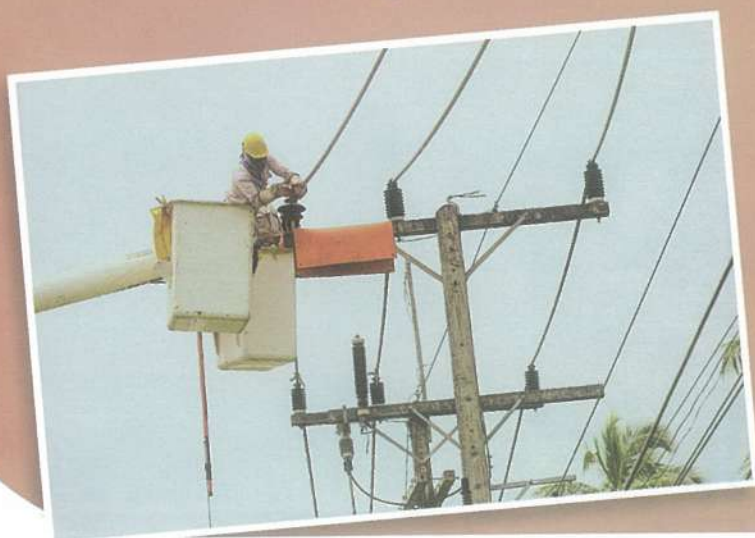
LESSON 8

words in action



DIFFERENT KINDS OF LINES

HE'S WORKING ON THE POWER LINES.

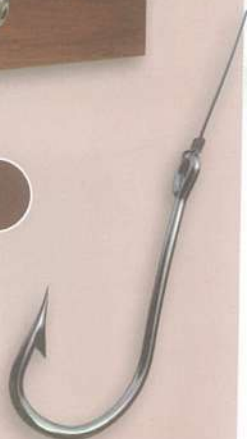


LESSON 8

words in action



DIFFERENT KINDS OF HOOKS



THERE'S A TOWEL ON THE HOOK
IN THE BATHROOM.



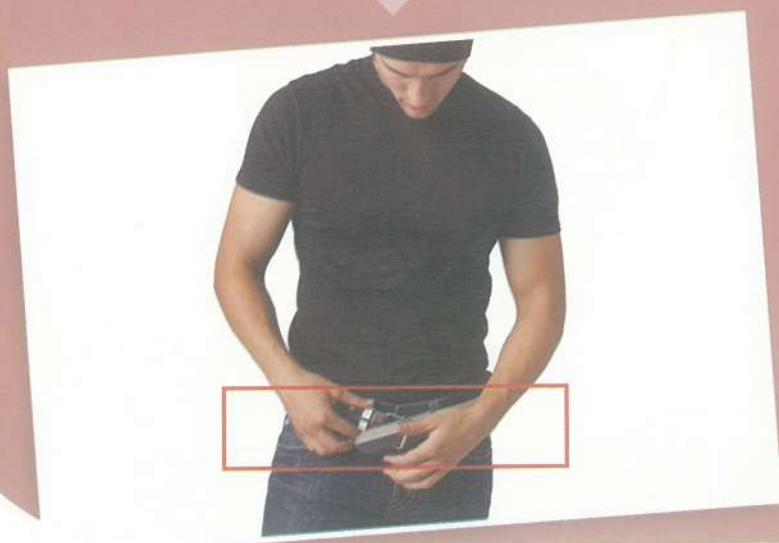
LESSON 8

words in action

BELTS



HE'S PUTTING ON A LEATHER BELT.



LESSON 8

words in action

A SEAT BELT IS A BELT ON THE SEAT OF A CAR OR PLANE THAT HOLDS YOU IN YOUR SEAT.



THE INSTRUCTOR IS CHECKING SUE'S SEAT BELT.



LESSON 8

words in action

DIFFERENT KINDS OF BUCKLES



THIS BELT HAS AN
INTERESTING BUCKLE.



SHE'S BUCKLING HER SEAT BELT.
OR
SHE'S FASTENING HER SEAT BELT.

LESSON 8

words in action



DIFFERENT KINDS
OF WHEELS



FERRIS WHEEL

HE'S PUTTING THE FRONT WHEEL ON HIS BICYCLE.



LESSON 8

words in action

A **STEERING WHEEL** OR **WHEEL** IS WHAT YOU USE TO MAKE A VEHICLE GO IN THE DIRECTION YOU WANT.



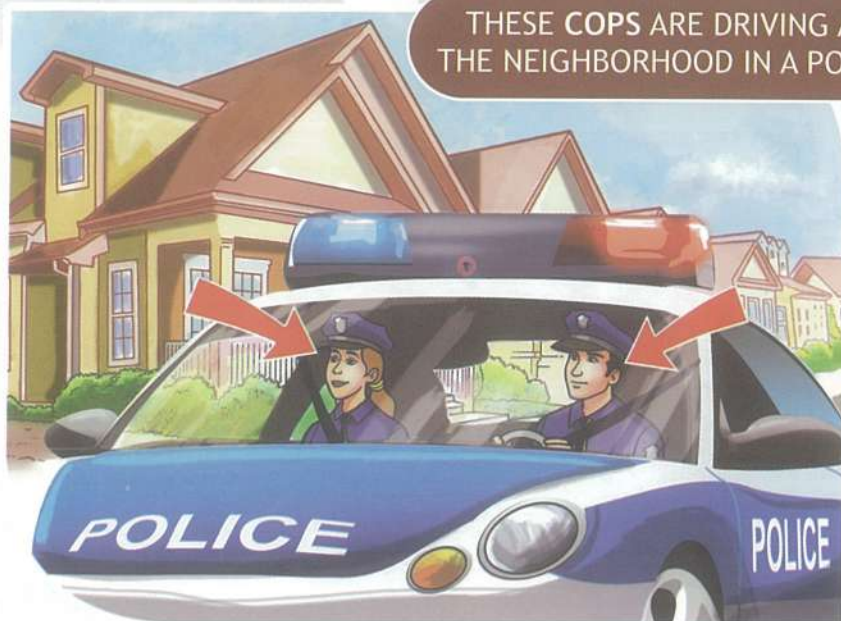
YOU SHOULD USE BOTH HANDS TO HOLD THE STEERING WHEEL.
OR
YOU SHOULD USE BOTH HANDS TO HOLD THE WHEEL.



LESSON 8

words in action

THESE COPS ARE DRIVING AROUND THE NEIGHBORHOOD IN A POLICE CAR.



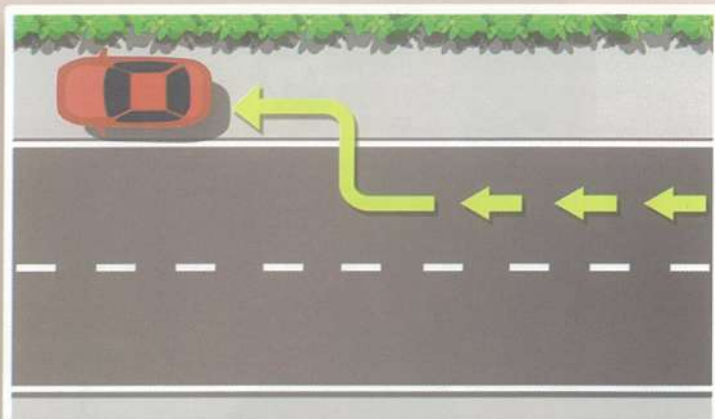
THE COP IS GIVING THE DRIVER A TICKET.



TRAFFIC TICKET	
Issued by the	Police dept.
<div> <div>WARNING CITATION</div> <div> <div>First Name</div> <div>Model</div> <div>Last Name</div> </div> <div> <div>Address</div> <div>City</div> <div>State</div> </div> </div>	
<div> <div>Driver's License No.</div> <div>Sex</div> <div>Height</div> <div>Weight</div> <div>Age</div> <div>Feet</div> <div>Age</div> <div>Birth Date</div> </div>	
<div> <div>Vehicle No.</div> <div>Year</div> <div>Make</div> <div>Year Model</div> <div>Make</div> <div>Type</div> </div>	
<div> <div>Date and Time Violation</div> <div>Location</div> </div>	
<div> <div>WARNING FOR</div> <div>This warning is issued to you as a courtesy and to remind you to do your part in promoting safety on our highways and streets by strictly following our traffic laws.</div> </div>	
<div> <div>EQUIPMENT REPAIR ORDER</div> <div>You are required to correct immediately - the faulty or illegal equipment as indicated by the check marks below. Please return this ticket to this department within 5 days together with proper certification of inspection and approval.</div> </div>	
<div> <div>NOTICE: If the indicated equipment is not repaired the vehicle shall not be operated.</div> <div> <div> <div>Headlamp</div> <div>Brake Lamp</div> <div>Brakes</div> <div>Mirror</div> <div>Glass</div> <div>Other</div> </div> <div> <div>Tail Lamp</div> <div>Chassis Lamp</div> <div>Defective Muffler</div> <div>Windshield Wiper</div> <div>Tire</div> </div> <div> <div>Reflectors</div> <div>Turn Signal</div> <div>Defective Horn</div> <div>Warning Devices</div> <div>Steering</div> </div> </div> </div>	
<div> <div>DRIVER'S SIGNATURE</div> <div>OFFICER'S SIGNATURE</div> </div>	

LESSON 8

words in action



WHEN THE DRIVER OF A CAR PULLS OVER, HE OR SHE MOVES HIS OR HER CAR TO THE SIDE OF THE ROAD AND STOPS.

THE DRIVER **PULLED OVER** WHEN HE SAW THE COPS RIGHT BEHIND HIM.

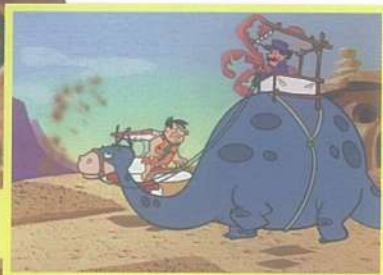


LESSON 8

text

situation 1

AAA (AMERICAN AUTOMOBILE ASSOCIATION)



W = Wilma

F = Fred

F: These lines and hooks will keep the whole family in place. I think I just invented seat belts.



W: You're so clever, Fred.



F: Fred buckles up. So should you.

LESSON 8

text

situation 2

BUCKLE UP—IT'S THE LAW!

BPS: Hey!



BBW: What? Just a sec,
the music's too loud.



BPS: The cops are going
to pull you over.



BBW: Why? I'm not going over the speed
limit, although I won't deny that
I'm anxious to get to the party.



BPS: Well, so am I, but I'm not talking
about how fast you're going.



BPS = boy in passenger seat

BBW = boy behind the wheel



BPS: You forgot to fasten your seat belt.
Click it or ticket, remember?



BBW: Oh! Thanks for reminding me.

BPS: No problem, bro. I told Mom
I'd keep an eye on you.



LESSON 8

reading text

GETTING A RIDE

Lillian: Thanks for offering to drive me to my study group.

Derek: No problem.

Lillian: It's at the library on Elm Street.

Derek: Oh, I know how to get there. Hey, you can call me when you're finished, and I'll pick you up too. I love to drive.

Lillian: Great! Just be sure to drive carefully.

Derek: I always do, so don't worry.

Lillian: I'll try not to. But, uh, did you fasten your seat belt?

Derek: Of course I did.

Lillian: Well, I didn't hear a click. Click it or ticket, big brother.
You know, I'm very careful about these things.

Derek: So am I, and I am wearing my seat belt. Can't you see?

Lillian: Oh, OK. But, oh no! I think I hear something. *Wooo! Wooo! Wooo!*
The cops are coming to pull you over.

Derek: Very funny. What's the problem now?

Lillian: Oh, please. You can't deny that you're driving a little too fast.

Derek: Huh?! I am not driving too fast!

Lillian: Really? What's the speed limit on this street?

Derek: I don't know. Actually, I don't see any signs. That's why I'm only going 30 miles per hour.

Lillian: Hmm.



Derek: Look, who has the driver's license here?

Lillian: You do, but just because you've had your license for a month doesn't make you an expert driver. I'm going to keep an eye on you.

Derek: You've got to be kidding. You're driving me crazy.

Lillian: But you're the one that's driving, big brother. I'm just a kid sitting here in the back, minding my own business.

Derek: You know what you are? You're a back seat driver.

Lillian: What's that?

Derek: A back seat driver is an irritating passenger in a car who always tells the driver what to do and how to drive.

Lillian: Ha, ha. Don't worry, big brother, you can thank me for all of my help later.

Derek: Don't hold your breath. Oh, and don't call me to come and pick you up. You can walk home!

* Many state laws in the U.S. require that children 12 years and younger sit in the back seat.

LESSON 8

going further

REMEMBER OR REMIND?

It's sometimes difficult to understand when to use **remember** and when to use **remind**, so let's take a look at some examples from previous lessons.

In this example, a boy (Barry) uses **remember** to say that the guys in the band will not forget his friends.

I'm sure the guys will **remember** you when they're big rock stars.



Cool!



And in this example, a boy uses **remember** to say that he didn't forget to wash between his toes.

I even **remembered** to wash between my toes. Want to smell?

No, thanks.



LESSON 8

going further

In this example, the boy (Brad) uses **remind** to say that the cruise liner makes him think of an amusement park.

The following day we crossed the Mediterranean to Italy on a cruise liner. The liner was amazing. It **reminded** me of a huge amusement park.



And in this example, a boy (sitting on the ground) uses **remind** to say that he doesn't want the other boy (leaning against the wall) to make him think of what happened.

That's the woman that overheard you when you said she looked like a witch.



LESSON 8

going further

Now compare these examples with **remember** and **remind**.

Stacy **remembered** to keep an eye on her sister at the park.

Stacy's mom **reminded** her to keep an eye on her sister at the park.

Todd **remembered** to help me with my social studies assignment.

Todd **reminds** me of my friend Albert; they're both so nice.



REMEMBER THIS:

When a person **remembers** a person or thing, he or she does not forget the person or thing.

When someone or something **reminds** you of another person or thing, he, she, or it makes you think of that person or thing. (Though sometimes we would prefer not to think of that person or thing!)

Notice that what you read in the “Remember This” boxes is information that you should not forget!

Here are some more examples with **remember** and **remind**.

“Did you **remember** to brush your teeth, Sally?”

“Oops, I almost forgot!”

“That girl over there really **reminds** me of Kate Wilcox.”

“Oh, that’s Kathy Wilcox, Kate’s sister.”

“You promised to give Tony a ride to school today, **remember?**”

“That’s right. Thanks for **reminding** me, Dad!”

“The new French teacher really **reminds** me of Mr. Jones.”

“You’re right. Hey, that **reminds** me—I have to finish my homework for French class!”

LESSON 8

the grammar you need

The exercise is to be done and corrected in class.

USING **SO** + **SPECIAL VERBS**

You already know about these sixteen verbs that we call special verbs because they have unique characteristics. You are already familiar with most of them, and later you will see the ones you haven't learned yet.

be	could	should	ought to
have	may	must	need
do	might	will	dare
can	shall	would	used to

Now let's look at how we can use **so** + **special verb** + subject to avoid repeating words that have already been mentioned. Here's an example from the lesson.

Fred buckles up. **So should you.**



In this example, Fred says that he buckles up. Fred thinks that you should buckle up too, but he doesn't want to say, "You should buckle up too." Instead, he says, "**So should you.**" He uses **so** + **special verb** + subject (**so** + **should** + you) to avoid repeating something that was already said.

LESSON 8

the grammar you need

Now take a look at this example.

Greg is an expert driver.

Stuart is an expert driver.

SO + SPECIAL VERB + SUBJECT

Greg is an expert driver, and so is Stuart.

In the sentence above, we used **so + special verb + subject** to avoid repeating the words *an expert driver*.



Take a look at these examples again. Notice the order of the subject and the special verb in each example.

Greg is an expert driver.

Stuart is an expert driver.

SUBJECT SPECIAL VERB

Greg is an expert driver, and so is Stuart.

SPECIAL VERB SUBJECT



REMEMBER THIS:

We use **so + special verb + subject** to avoid repeating words already mentioned.

LESSON 8

the grammar you need

Here are some more examples with **so + special verb + subject**.

Greg can speak Spanish, and **so can** Ellen.
(Greg can speak Spanish. Ellen can speak Spanish too.)

"I'll have the grilled tuna, and **so will** my son." "Excellent choice."
(I'll have the grilled tuna. My son will have the grilled tuna too.)

Mary has been to New York, and **so has** Lucy.
(Mary has been to New York. Lucy has been to New York too.)

Now look at this example. Notice that there's no special verb in the first statement.



Swimming class *ends at 5 p.m.*

Soccer practice *ends at 5 p.m.*

SO + SPECIAL VERB + SUBJECT

Swimming class ends at 5 p.m., and **so does** soccer practice.

In the sentence above, we used **so + special verb + subject** to avoid repeating the words *ends at 5 p.m.*

LESSON 8

the grammar you need



REMEMBER THIS:

If there's no special verb in the first statement, then **so** is followed by the special verb **do**, **does**, or **did**.

Take a look at these examples with **so** + **special verb** + subject.

Kate lives in Orlando, and **so do** her parents.

(Kate lives in Orlando. Kate's parents live in Orlando too.)

I always drive carefully. **So does** my boyfriend.

(I always drive carefully. My boyfriend always drives carefully too.)

I caught a bad cold last month, and **so did** my son.

(I caught a bad cold last month. My son caught a bad cold too.)

LESSON 8

the grammar you need



Form sentences with *so* + *special verb* to avoid repetition.
The first two are done for you.

1. Tabitha is a great cook. Ronald is a great cook too.
Tabitha is a great cook, and so is Ronald.
2. The writing workshop ends at 1 p.m. The marketing workshop ends at 1 p.m. too.
The writing workshop ends at 1 p.m., and so does the marketing workshop.
3. Amanda loves Chinese food. Garrett loves Chinese food too.

4. Max is an excellent student. Ana is an excellent student too.

5. I can swim very well. Jonathan can swim very well too.

6. Marissa has gorgeous green eyes. Karl has gorgeous green eyes too.

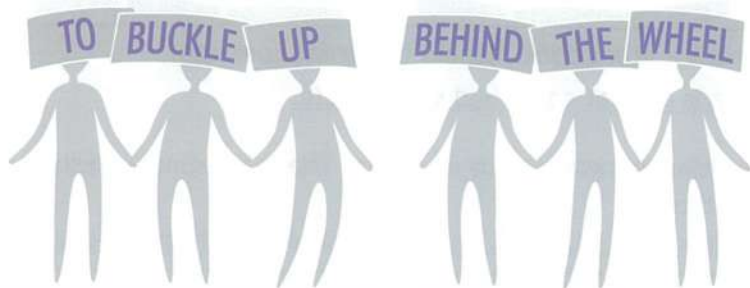
7. Leonard has been to Europe. Nina has been to Europe too.

8. Jeff bought a new car last month. Lia bought a new car last month too.

9. Noah always wears his seat belt. Hannah always wears her seat belt too.

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 in the situations. Here are some you learned in Lesson 8.

to buckle up (“Did everyone buckle up?” “Yes, Dad. It’s the first thing we do when we get in the car.”)

behind the wheel (“Mom, what does ‘Don’t drink and drive’ mean?” “It means a person should never get behind the wheel of any kind of vehicle if he or she has had any alcohol*.”)

to pull a vehicle over (“Do you think the driver could pull over next to that store entrance?” “I think so. I’ll ask him.”)

to keep an eye on a person or thing (“I’m going to take a shower. Could you keep an eye on the chicken?” “No problem, honey. I won’t let it burn.”) (“Theo, keep an eye on your little brother while I take the dog for a walk.” “You can count on me, Dad.”)

* We can refer to drinks such as whiskey, gin, rum, wine, beer, etc., that can affect a person’s actions, coordination, and personality, as alcohol.

LESSON 8

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 . . .



... warn a person about something;



Drive carefully, Fred.

Look out!



... express admiration for a person's intelligence;



You're so clever, Fred.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

LESSON 8

I know how to . . .

. . . express agreement;



Well, so am I, but I'm not talking about how fast you're going.



. . . issue a warning.



You forgot to fasten your seat belt.



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

LESSON 8

just for fun

Kids, I know you don't really need a baby-sitter anymore, but we wanted someone to come and **keep an eye on you** while we're out for the evening.



LESSON 8

FYI

AMERICA'S SEAT BELT CAMPAIGN*

The situations in this lesson talk about how important it is for people to wear seat belts. Most people already know that seat belts reduce injuries and fatalities in automobile accidents. In the U.S., there are seat belt laws, and police may write a person a ticket for not wearing a seat belt.

So to remind people (drivers and passengers) to wear their seat belts, a national campaign was started in the U.S. called *Click It or Ticket*. The phrase *Click It or Ticket* is to help people remember to buckle their seat belts (and hear the *click*), because if they don't, they will get a ticket.



Research shows that people who are 16 to 24 years old use seat belts less than people who are older, so the campaign's focus is especially on getting these teens and young adults to buckle up.

The campaign has been a great success. In fact, about 89 percent of the population in the U.S. now remembers to wear seat belts. Many people owe their lives to *Click It or Ticket*, so be sure to always wear your seat belt.

* campaign—(noun) a planned set of activities designed to have a specific result.

Did you know that teens are involved in many more automobile accidents than people in other age groups? Now, some automobile manufacturers make cars with electronic devices that allow parents to set limits on teen drivers. But what kind of limits?

In the situation *Buckle Up—It's the Law!*, the music in the car was too loud. Did you know that listening to loud music is a distraction that can cause accidents? Some cars have electronic devices that can limit how loud music may be played.

Receiving phone calls and text messages are also dangerous distractions because they cause drivers to take one of their hands off the steering wheel, and often to look away from the road. But now, parents may use electronic devices to block teen drivers from receiving phone calls and text messages while they are driving.

Some devices allow parents to limit how fast a car can go. This is very important, because driving over the speed limit is the cause of almost 30 percent of all fatal accidents with teen drivers.

And you know how important it is to wear a seat belt. So in some cars, if the driver does not fasten his or her seat belt, the audio system will not work.

Cars that have limits like these in place can help teens reduce and even avoid accidents and also encourage them to adopt safe driving habits. This way, even when parents are not present, they can still keep an eye on their kids. How would you feel if your parents gave you a car with these limitations?



LESSON 8

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.

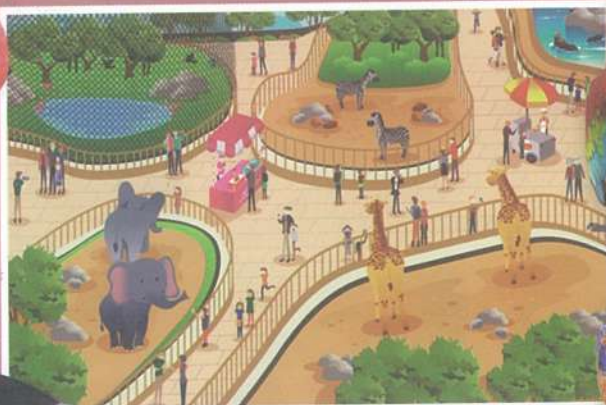
ON A CRUISE



LESSON 9

words in action

BIRDS



AT A ZOO, YOU CAN SEE
DIFFERENT KINDS OF BIRDS.

LESSON 9

words in action

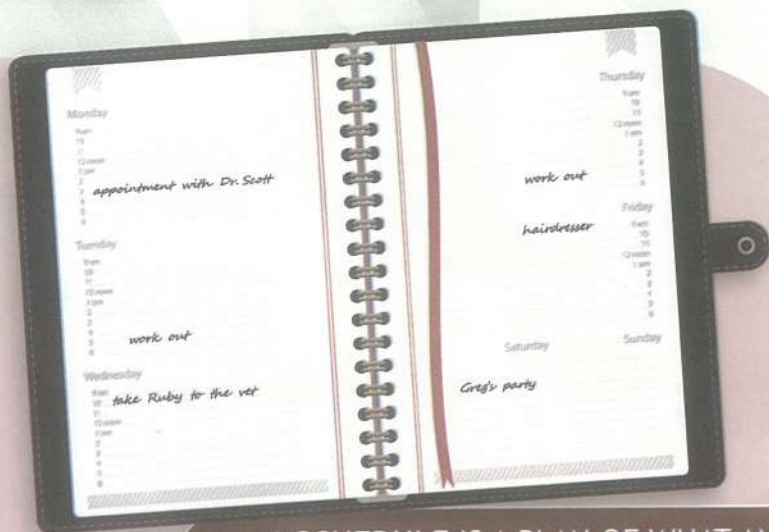


“I FOUND A WORM IN THE GARDEN.”



LESSON 9

words in action



A SCHEDULE IS A PLAN OF WHAT AND WHEN A PERSON IS GOING TO DO THINGS.

ACCORDING TO THIS SCHEDULE, THERE'S ENGLISH CLASS TODAY.

HIGH SCHOOL Academic Schedule			MONDAY
	Starts	Ends	
Algebra II	07:45	08:35	
Western Civilizations	08:40	09:30	
English	09:35	10:25	
Chemistry II	10:30	11:20	
Physical Education	11:25	12:20	
Lunch	12:25	13:55	

LESSON 9

words in action



DIFFERENT KINDS OF BATTERIES

LESSON 9

words in action

THIS HOUSE IS MADE OF BRICK.



LESSON 9

text

situation 1

AN ALTERNATIVE SCHEDULE



B: I don't feel like getting up for school tomorrow.



G: Neither do I. But summer vacation is just around the corner.



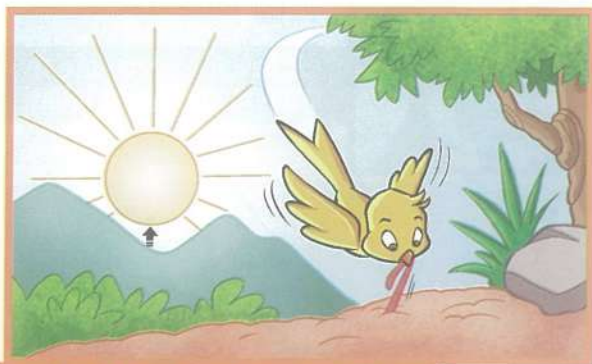
B: The best thing about summer vacation is not having to get up early.



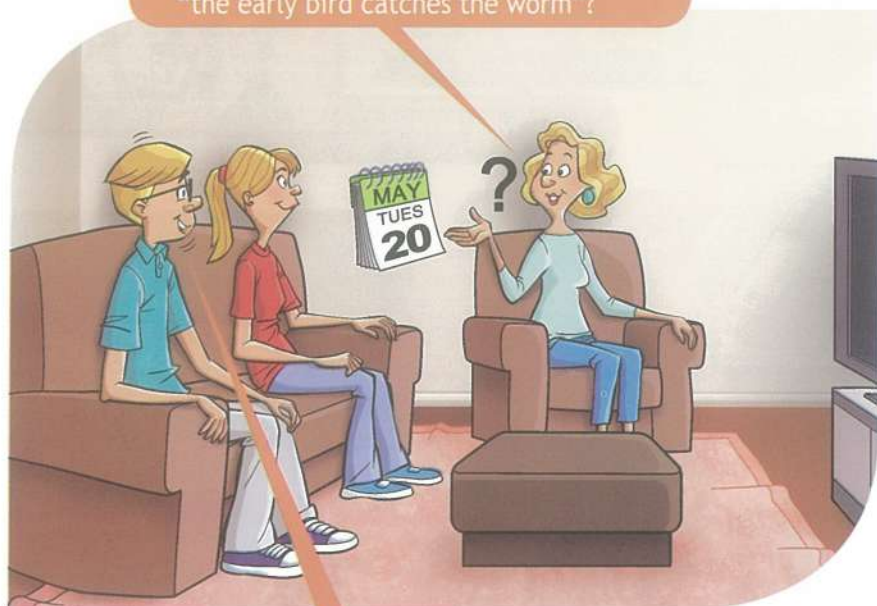
G: And staying up really late too.

B = boy

G = girl



M: Have you two ever heard the old saying
"the early bird catches the worm"?



B: Yeah! Good thing we don't like worms!

LESSON 9

text

situation 2

A CARELESS KID



F: I haven't been able to reach Jason on his cell today.

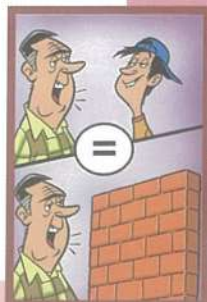


M: I haven't either.



D: His battery's probably dead.

M: I'm constantly reminding him to make sure it's charged before he goes out.



F: Unfortunately, talking to Jason is like talking to a brick wall.



F = father

M = mother

D = daughter

LESSON 9

text

situation 3

BACK HOME

GM: What was the hardest thing about living abroad?



GD: Well, speaking a foreign language 24/7 was a challenge.



GD: But being far from family and friends was the worst.



GF: That is tough. We all missed you too.



GD: Yeah, but it was worth it. I studied hard, but now I'm fluent in Italian.

GM = grandmother

GD = granddaughter

GF = grandfather

LESSON 9

reading text



INTERNATIONAL STUDENTS OF THE WORLD

This is Paulette.

She lives in France. She has never lived abroad . . .
and neither have you.

She doesn't have anything exciting planned for her junior year of high school . . .
and you don't either.



That's where International Students of the World comes in!

With International Students of the World's student exchange program, you can practice a foreign language, visit new places, and make lots of new friends. This is an amazing experience that also looks great when you're applying to college! We offer student exchange programs with the best schools in Europe. Ours is a traditional exchange program, so the foreign student stays with your family and you stay with the foreign student's family. You are going to love living abroad as an exchange student for a summer, for a semester or even for an entire school year. Contact us to find out more!

Check this out!
Being an exchange student
is something I really want
to do next year.

Meet some of our previous students!

Hi! I'm Joan, and traveling is my favorite thing to do. I was an exchange student with International Students of the World last semester, and I had a great time. Of course I missed my mom and dad, but my host family in Germany was incredible. They were really nice to me, and with their help, I got to travel all over Europe. Speaking German 24/7 was a big challenge, but I speak the language pretty well now. My host family's son Karl stayed with my family in the U.S. My parents really enjoyed having a new "son" in the family. It was a wonderful experience for everyone!



My name's Mark. I didn't feel like going to summer camp last year, and as an alternative, my folks said I could go to Europe on a student exchange program. So I wrote to International Students of the World. A Spanish student, Pedro, came here to live with my parents, and I spent the summer living with his family in Spain. I had a blast. The classes I took were really interesting, and when I wasn't in class, I was constantly traveling and sightseeing. I really enjoy making new friends, and let

me tell you, I made a lot of new friends last summer! The most incredible thing about living abroad is that it has really helped me feel like a student of the world.

Sound like fun? Then what are you waiting for?
Send us an email or call us now to find out more!

Oh, so do I!

LESSON 9

the grammar you need

The exercises are to be done and corrected in class.

USING NEITHER + SPECIAL VERB AND (SPECIAL VERB + NOT) + EITHER

Let's look at how we can use **neither** + **special verb** + **subject** to avoid repeating words that have already been mentioned. Here's an example from the lesson.



In this example, the boy says that he doesn't feel like getting up for school tomorrow. The girl feels the same way, but she doesn't want to say, "I don't feel like getting up for school tomorrow either." Instead, she says, "Neither do I." She uses **neither** + **special verb** + **subject** (**neither** + **do** + **I**) to avoid repeating something that was already said.

Look at these two negative statements about the boy and the girl.

The boy doesn't feel like getting up for school.

The girl doesn't feel like getting up for school.

When we have two negative statements that give the same information about two different people, places, or things, we can use **neither** + **special verb** to avoid repeating the words that were said in the first statement.

The boy doesn't feel like getting up for school, and **neither does the girl.**

NEITHER + SPECIAL VERB + SUBJECT

or

The boy doesn't feel like getting up for school. **Neither does the girl.**

the grammar you need**REMEMBER THIS:**

We use **neither** + **special verb** + subject to avoid repeating words already mentioned in a previous negative statement.

Here are some more examples with **neither** + **special verb** + subject.

Harold can't ride a bike, and **neither can** his brother.

Your sister shouldn't stay up late on Sunday night, and **neither should** you.

My friend Tom would never text while driving, and **neither would** I.

Barry doesn't usually charge his cellphone battery before he goes out, and **neither does** Lisa.

Now look at this example. Notice that there's no special verb in the first statement.

"I never *feel like* doing my homework on the weekend."

"**Neither do** I."

**REMEMBER THIS:**

When there's no special verb in the first statement, then **neither** is followed by the special verb **do**, **does**, or **did** + subject.

LESSON 9

the grammar you need

Compare these negative statements about the situation *A Careless Kid*.

Jason's father hasn't been able to reach him on his cell today, and neither has his mother.

↓ ↓ ↓
NEITHER + SPECIAL VERB + SUBJECT

Jason's father hasn't been able to reach him on his cell today, and his mother hasn't either.

↓ ↓ ↓
SUBJECT + (SPECIAL VERB + NOT) + EITHER

Notice that both of the statements above mean the same thing.



REMEMBER THIS:

We can use:

neither + special verb + subject

or

subject + (special verb + not) + either

to avoid repeating words already mentioned in a previous negative statement.

Here are some more examples with subject + (special verb + not) + **either**.

Ralph doesn't like going camping, and Larry **doesn't either**.

Melissa can't speak any foreign languages, and Jill **can't either**.

LESSON 9

the grammar you need



1. Write sentences with *neither* and *either* to avoid repeating words already mentioned. The first one is done for you.

1. John doesn't feel like exercising today.
Marissa doesn't feel like exercising today.

John doesn't feel like exercising today, and neither does Marissa.
John doesn't feel like exercising today, and Marissa doesn't either.

2. Dina can't dance very well.
Marshall can't dance very well.

3. Mr. Webb shouldn't change his work schedule.
Mrs. Tan shouldn't change her work schedule.

4. I would never use a cellphone while driving.
My kids would never use a cellphone while driving.

5. Maya doesn't like talking about her feelings.
Martin doesn't like talking about his feelings.

LESSON 9

the grammar you need

USING THE -ING FORM AS A NOUN

You are used to seeing the **-ing** form as a verb. Let's take a look at some examples.

Jim is **talking** to his friends on the phone right now.

I was **taking** a shower when Alice called.

My sister has been **living** abroad for almost two years.

But the **-ing** form can also act as a noun when it is used to describe an activity, state, or idea. In the following examples, the **-ing** forms **swimming**, **being**, and **learning** act as nouns.

Swimming is Simon's favorite activity.

Mr. Taylor enjoys **being** a teacher.

Eddie is interested in **learning** a second language.

Now here are two examples from the lesson. Notice that both the grandmother and the granddaughter use **-ing** forms (**living** and **speaking**) as nouns.

What was the hardest thing about **living** abroad?

Well, **speaking** a foreign language 24/7 was a challenge.

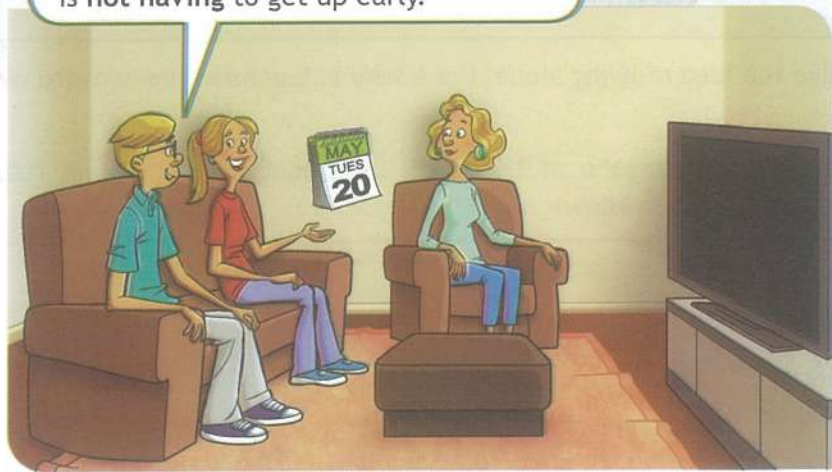


LESSON 9

the grammar you need

Now let's look at another example from the lesson.

The best thing about summer vacation
is **not having** to get up early.



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

Not knowing any Japanese when I visited Tokyo wasn't a problem.
A lot of people there speak English.

Not being able to access the Internet makes Danny nervous.

Not going to Debbie's party was a mistake. The party was a huge success, and everybody enjoyed it.

LESSON 9

the grammar you need



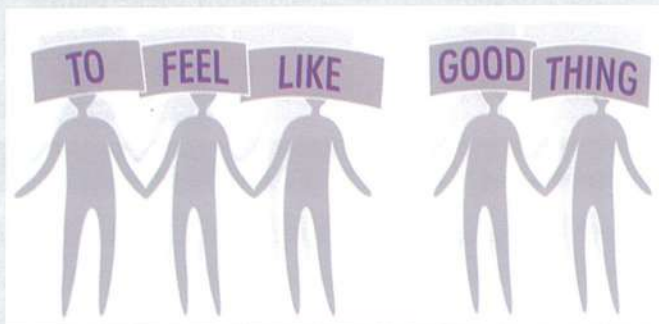
II. Use the information in parentheses to complete the sentences. Remember that we can use the **-ing** form as a noun to describe an activity, state, or idea. The first two are done for you.

1. I like the idea of living alone; I'm a very independent person. (to live)
2. Not knowing anyone at the party last night made me feel really nervous. (not; to know)
3. _____ abroad for a few years can be a great opportunity to learn about other languages and cultures. (to live)
4. _____ any English can be a serious problem when _____ for a job. (not; to speak—to apply)
5. _____ an excellent student made it easy for me to get into the college of my choice. (to be)
6. By _____ sugary or fried foods, Clara was able to lose 10 pounds. (not; to eat)
7. _____ late the night before the first day at my new job was a terrible idea. (to stay up)
8. Dean works from home. He loves _____ to spend hours in traffic every day. (not; to have)



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 in the situations. Here are some you learned in Lesson 9.

to feel like ("Let's have Chinese food for dinner tonight." "Nah, I feel like having pizza tonight.")

to stay up ("It's Friday. Let's stay up late and watch old movies." "Uh-uh. Let's go to sleep now, then wake up early and go for a run.")

just around the corner ("Mommy, can you buy me that Barbie™ doll?" "Not today, honey; your birthday is just around the corner.")

the early bird catches the worm ("How did you get into Dr. Kaplan's writing class? Everyone wants to take that class." "Easy, I was the very first person to register. The early bird catches the worm.")

good thing ("I have no idea how to put this bicycle together." "Good thing I'm here, then! I'm an expert at putting things together.")

like talking to a brick wall ("Talking to Walter is like talking to a brick wall." "I know. He's very stubborn and thinks he knows everything.")

24/7 ("I feel like going out. Too bad it's so late at night." "Are you kidding? We're in New York City—the city that never sleeps. There are things to do 24/7!")

LESSON 9

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 . . .



. . . talk about lifestyles;



The best thing about summer vacation is not having to get up early.

And staying up really late too.



. . . talk about communication;



I haven't been able to reach Jason on his cell today.

I haven't either.



Unfortunately, talking to Jason is like talking to a brick wall.



. . . talk about feelings.



But being far from family and friends was the worst.

That is tough. We all missed you too.



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

One of the situations in this lesson is about some kids who are about to go on summer vacation. Let's learn some more about summer vacation for students in the U.S.

In U.S. schools, summer vacation lasts about three months, usually from June to August. Why do students have such a long break from school? To find the answer, we have to go back in time to look at the history of the U.S. school system.

After the United States became a country in 1776, schools were mostly private and very unorganized. Children were not required to attend school, and education laws were very different in each state of the young country. But in the 1840s, education reformer Horace Mann* started to work to build an organized public education system.



At that time, more and more people in the U.S. began to live in cities. Soon, many cities began to get very crowded, and in the summer they were hot, dirty, and uncomfortable places to be. Remember that this was before the invention of cars (so there were horses everywhere), and it was also before the invention of air conditioning. Horace Mann believed that for health reasons, it was a good idea to keep students out of the classroom during the hot months of summer. These days, of course, cities are cleaner and more comfortable places to be in the summer, but the three-month-long summer vacation is still an American tradition.

* Today Horace Mann is known as the “father of American public education.”

LESSON 9

FYI

During summer vacation, students who don't have to go to summer school usually go to summer camp, hang out with friends, or even get a temporary summer job to make some extra money. During this time, parents also usually take a vacation from work so that the whole family can travel together.



What are vacations like for students in your country?

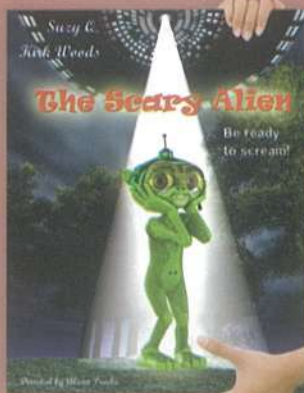
LESSON 10

words in action

AN ALIEN IS A PERSON OR A CREATURE FROM ANOTHER PLANET.



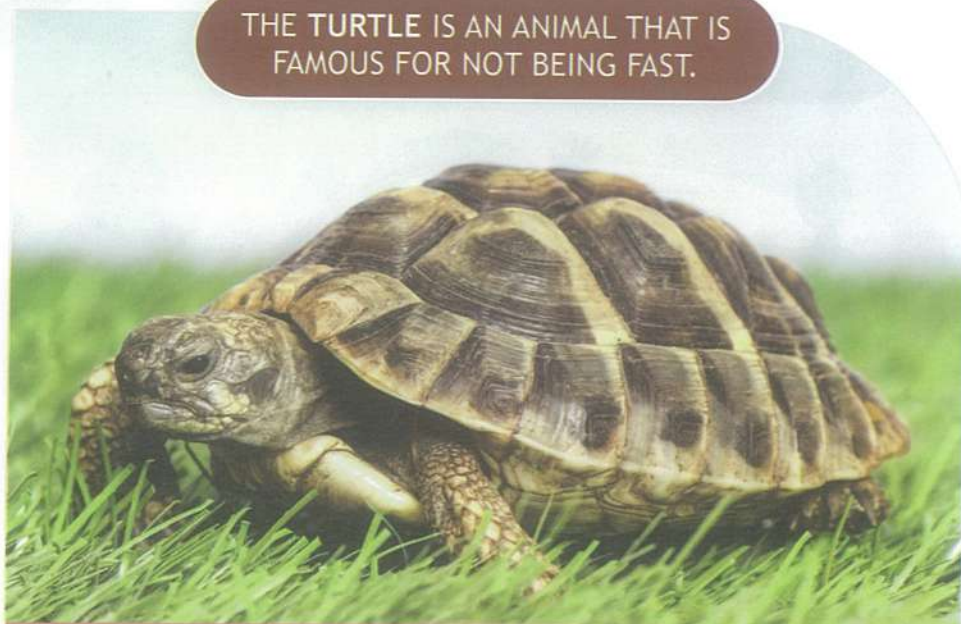
“THIS ALIEN DOESN’T
LOOK SCARY TO ME.”



LESSON 10

words in action

THE TURTLE IS AN ANIMAL THAT IS
FAMOUS FOR NOT BEING FAST.



I'VE HAD THIS PET TURTLE
SINCE I WAS 10.



LESSON 10

words in action



A **SPLASH** IS THE SOUND MADE WHEN SOMEONE OR SOMETHING HITS OR FALLS INTO WATER.

JOE ALWAYS MAKES A HUGE SPLASH
WHEN HE DIVES INTO THE POOL.



LESSON 10

words in action



THE EXPRESSION **MAKE A SPLASH** IS USED WHEN WE WANT TO SAY THAT PEOPLE CALL ATTENTION TO THEMSELVES BECAUSE THEY DO OR SAY SOMETHING THAT BECOMES VERY POPULAR.

LESSON 10

words in action



HER NEW SHOW HAS MADE QUITE A SPLASH.

LESSON 10

text

situation 1

IN CASE OF EMERGENCY,
CALL 911

M: Are you OK, Gail?
You look really pale.



OD: I'm feeling a bit dizzy.
I think I'm going to faint.



M: Here, you had better sit down
before you fall down.



OD: Thanks.

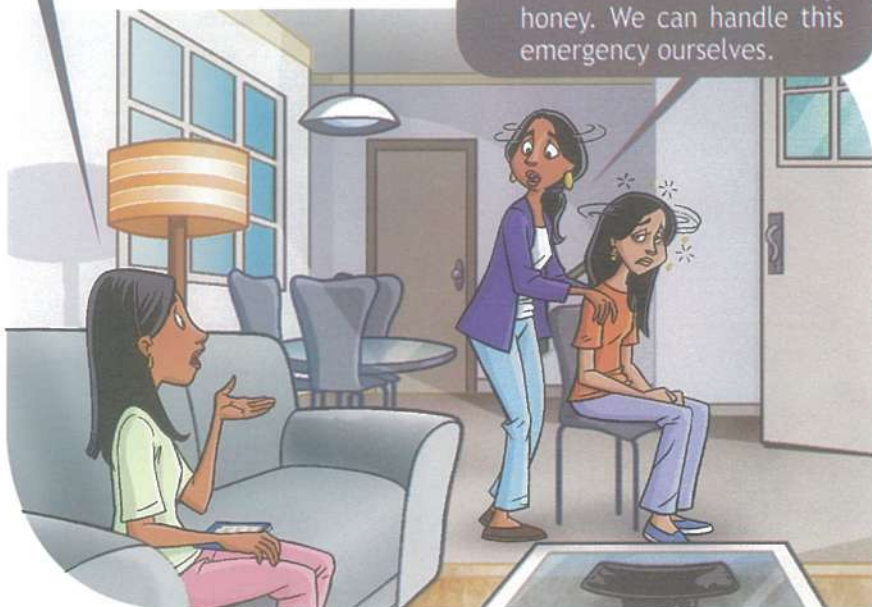
M = mother OD = older daughter



YD: Do you think we should call 911, Mom?



M: That won't be necessary, honey. We can handle this emergency ourselves.



LESSON 10

text

situation 2

IN A HURRY

B: Hey, you're looking really fancy.
What's the special occasion?



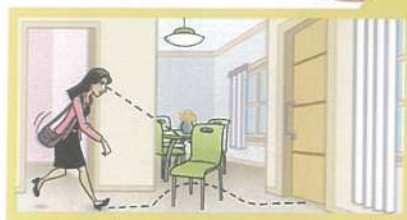
G: I have an interview
for a summer job.



G: I'd better not be late.



B: Yeah, and you'd better watch
where you're going too.



G: Man, I didn't see this chair.



B: I did try to warn you.

B = boy G = girl

LESSON 10

text

situation 3

AN EMBARRASSING SITUATION

BAC: Are you sure Jake's party is a costume party?



BTC: I'm certain. Everybody will be dressed up.

BAC: You'd better be right.

BAC: I don't know why I listen to you.



BTC: Well, at least we're making a splash with the girls.

BAC = boy in alien costume

BTC = boy in turtle costume

LESSON 10

reading text

EVERYTHING YOU NEED TO KNOW ABOUT 911

In case of an emergency, you need to know how to get help fast. Calling 911 is the fastest way to get help for yourself or someone else.

Sometimes there is an emergency, but it is not a reason to call 911. For example, if your cat is stuck in a tree, that is not a reason to call 911. If there's a problem with a sink in your house and there's water all over the floor, that is not a reason to call 911.

But what if you are in one of these situations?



- You see a strange person trying to enter your house or your neighbor's house.



- You are in a car accident and people are hurt, or if a person you are with cannot breathe.



- Your house is on fire.



Then you had better call 911 in a hurry!

Never call 911 as a joke, just to see what will happen, or in a situation that is not an emergency!

How do you call 911?



- Stay calm.
- Get a phone.
- Push the "9" button, then the "1" button, then the "1" button again.



- When a person answers, speak in a calm and clear voice so that he or she can understand what you are saying.
- Explain what kind of an emergency there is.
- Be ready to answer every question, such as, *Where are you calling from? Who needs help? Is the person who needs help breathing?*

In an Emergency:

The information you've just read is very important, so you had better not forget it! In an emergency, it's normal to feel afraid or upset, but if you follow this advice, then you will be able to get help fast and everything will be OK.

LESSON 10

the grammar you need

The exercises are to be done and corrected in class.

USING **HAD BETTER** AND **HAD BETTER NOT**

HAD BETTER

Take a look at this example with **had better** from the lesson.



The mother uses **had better** to warn her older daughter that if she doesn't sit down, there will be a negative consequence—she'll fall down.

You might already know that **should** and **had better** express similar ideas, but there is a difference between them. Let's compare the ideas expressed by **should** and **had better** in these examples.

Mom told Henry that he **should** prepare for his college interview. (Mom expressed her opinion to Henry that it's a good idea for him to prepare for his college interview.)

Mom told Henry that he **had better** prepare for his college interview. (Mom warned Henry that if he didn't prepare for his college interview then there would be a negative consequence—he wouldn't do well in the interview.)

REMEMBER THIS:

We use **had better** when we want to warn someone that there will be negative consequences if he or she doesn't follow our advice.

LESSON 10

the grammar you need

Now look at some more examples with **had better**.

I **had better** invite Susan to the prom soon before someone else invites her.

Lou **had better** drive more carefully. He almost drove through a red light!

Clarence isn't breathing. We **had better** call 911!



REMEMBER THIS:

- **Had better** stays the same for all persons.
- **Had better** does not change tenses.
- **Had better** is always followed by another verb.
- The verb that follows **had better** is always in the infinitive form without *to*.

Look at the contracted form of **had better** in this example from the lesson.



NOTE

Americans usually use the contracted form of **had better** (**'d better**).

LESSON 10

the grammar you need

Now look at these examples.

Don't you need to leave? You're going to be late for your job interview.

Shouldn't you tell Irene that you're sorry for being late? She's really mad at you.

We can also ask questions warning people that if they do or don't do something, there will be negative consequences. In that case, though, we *don't* use **had better**.



NOTE

We *do not* use **had better** when asking questions.

Notice how **had better** can be used to express present and future time.

I'd **better** finish my essay *right now*.

I'd **better** finish my essay *tomorrow*.

You'd **better** call your parents *now*.

You'd **better** call your parents *in an hour*.



REMEMBER THIS:

- We can use **had better** to express present and future time.
- Time words and expressions such as *tomorrow*, *in an hour*, etc., generally appear in statements with **had better** expressing future time. These words and expressions make the reference to time clearer.

LESSON 10

the grammar you need

HAD BETTER NOT

Look at this example from the lesson with **had better not**.



REMEMBER THIS:

- We use **had better not** when we want to warn someone that something *should not be done*, or there will be negative consequences.
- We do not contract the word *not* in the expression **had better not**.
- The verb that follows **had better not** is always expressed in the infinitive without *to*.

Here are some more examples with **had better not**.

We **had better not** forget to put on some sunscreen. We'll get a terrible sunburn if we don't.

I know Ted's in a hurry to get to Jill's party, but he'd **better not** drive over the speed limit.

You'd **better not** show up at the barbecue in that fancy dress. You'll look ridiculous!

LESSON 10

the grammar you need



I. Choose the correct option to complete the sentences.

1. If Jack doesn't want to miss his interview, he'd better _____ ready faster.
a. to get b. getting c. get
2. Our flight leaves in a few hours. We'd better _____ for the airport now.
a. leave b. leaving c. to leave
3. You'd better not _____ those fancy shoes today. It's raining a lot.
a. to wear b. wear c. wearing
4. Mia had better not _____ to return the book I lent her. It's my favorite.
a. to forget b. forget c. forgetting



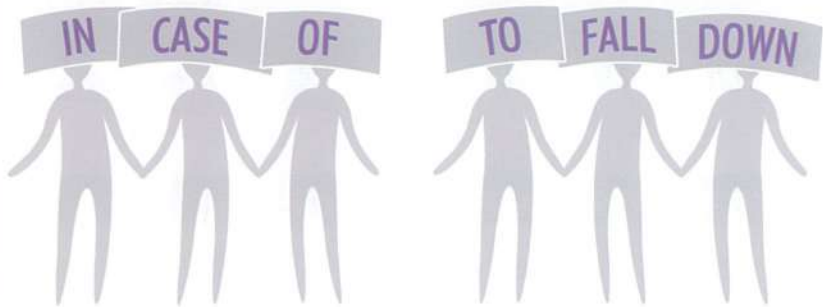
II. Complete the sentences with *had better* or *had better not* and the verb in parentheses. Use contractions when possible. The first two are done for you.

1. I 'd better lose a couple of pounds before the triathlon. (to lose)
2. You 'd better not call 911 if there's no real emergency. (to call)
3. We _____ this problem before the boss finds out.
(to handle)
4. Toby's been very sick for a week. He _____ in this cold weather without a coat. (to go out)
5. Ella's wedding is next month. She _____ the invitations soon. (to send)
6. I feel a little dizzy. I _____ something before I faint. (to eat)



LESSON 10

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 10.

in case of (“What does that sign mean, ‘In case of fire, use stairs?’” “It means that it’s better to use stairs during a fire, not an elevator. An elevator might break down, and then you’d be stuck inside.”)

to fall down (“What happened?” “I was trying to learn how to skate, but I fell down and hurt my knees.”)

special occasion (“Those gold earrings are gorgeous. I’ve never seen you wear them before.” “Thank you. I only wear them on special occasions.”)

to be in a hurry (“Where are you going in such a hurry?” “I was supposed to meet Jake and Erica at the park fifteen minutes ago.”)

to be dressed up (“Wow! Where are you going all dressed up like that?” “My husband and I are going out to dinner at a fancy restaurant to celebrate our 10th wedding anniversary.”)

to make a splash (“The new girl is really making a splash at school.” “Of course she is. She’s attractive, friendly, funny, and really smart.”)

LESSON 10

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 . . .



. . . make a strong recommendation;



Here, you had better sit down before you fall down.



. . . express an opinion about what should or shouldn't be done;



Do you think we should call 911, Mom?

That won't be necessary, honey.



- ★ 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 . . .

. . . warn someone about what should or shouldn't be done to avoid negative consequences;



Here, you had better sit down before you fall down.

I'd better not be late.



Yeah, and you'd better watch where you're going too.



. . . warn a person about something;



. . . and you'd better watch where you're going too.



. . . ask for confirmation.



Are you sure Jake's party is a costume party?



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

LESSON 10

FYI

THE HISTORY OF 911

As you already know, 911 is the emergency telephone number in the United States. This number is only for emergencies, and calling it for any other reason is against the law. Let's learn some more about this very important telephone number that helps save many lives every year in the U.S.

Before the invention of 911, people called the regular telephone operator in an emergency. This system was sufficient for small towns, but as the country's population increased, the government started to realize that a better system was necessary.

In 1967, a commission from President Lyndon B. Johnson's government met with AT&T* to create a central system for reporting emergencies. They decided to have one number for the whole country that would give people access to all emergency services. The new number had to be easy to use and remember.

In 1968, AT&T announced the new emergency number: 911. By just calling 911, a person would now have access to emergency police, fire, and ambulance services. Today, people learn how to call 911 in an emergency when they are young children.



EMERGENCY
911

* Founded in 1885, and originally known as the American Telephone and Telegraph Company, AT&T was the largest telecommunications company in the U.S. until the early 1980s.

How does the 911 emergency service work? When a person calls 911 from any phone, the call is recognized by the telephone company and sent automatically to a central 911 emergency call center. At the emergency call center, the call is answered by a 911 operator. These 911 operators know how to help people in any kind of emergency.



When the 911 operator answers a call, he or she receives the person's name, telephone number and address. (If the person called from a cellphone, the telephone company's satellites can help identify the person's location, and give this information to the 911 operator.)

With this information, the 911 operator can send emergency help to the location immediately, even if the person who is calling cannot speak, does not know where he or she is, or if a child is calling and does not know his or her address. (Though people should still give their location to the operator to confirm the address if possible.)

Each home or business pays a small fee every month for 911 service, but there is no charge for making a 911 call.

Remember this information if you ever travel to the U.S. and need help in an emergency—just call 911!

key to the exercises

LESSON 1

going further

PAGE 24

2. Watch out
3. Turn on
4. cheer up
5. stop by

LESSON 2

the grammar you need

PAGE 43

2. c
3. a
4. b
5. a
6. b
7. c
8. d

key to the exercises

LESSON 4

the grammar you need

PAGE 91

I.

2. c
3. d
4. b
5. d

PAGES 96-97

II.

2. would have/would've ordered
3. would have/would've decided
4. would not have/wouldn't have bought
5. Would you have planned
6. would not have/wouldn't have gone
7. would have/would've woken up

key to the exercises

LESSON 5

the grammar you need

PAGE 120

I.

1. either—or
2. either—or
3. Either—or
4. either—or
5. Either—or
6. Either—or

PAGE 123

II.

1. neither—nor
2. Neither—nor
3. neither—nor
4. neither—nor
5. neither—nor
6. neither—nor

key to the exercises

LESSON 6

the grammar you need

PAGE 139

- I.
2. meeting/to meet
3. not cooking/to cook
4. asking/to ask
5. exploring/to explore
6. planning/to plan

PAGE 142

- II.
3. started
4. finished
5. had taken
6. had made
7. recovered
8. had finished
9. woke up

key to the exercises

LESSON 7

the grammar you need

PAGE 162

who

that

that

verb

3. a, b

4. b

5. b, c

6. a, b

7. a, b, c

8. b

LESSON 8

the grammar you need

PAGE 189

3. Amanda loves Chinese food, and so does Garrett.
4. Max is an excellent student, and so is Ana.
5. I can swim very well, and so can Jonathan.
6. Marissa has gorgeous green eyes, and so does Karl.
7. Leonard has been to Europe, and so has Nina.
8. Jeff bought a new car last month, and so did Lia.
9. Noah always wears his seat belt, and so does Hannah.

key to the exercises

LESSON 9

the grammar you need

PAGE 211

- 1.
2. Dina can't dance very well, and neither can Marshall.
Dina can't dance very well, and Marshall can't either.
3. Mr. Webb shouldn't change his work schedule, and neither should Mrs. Tan.
Mr. Webb shouldn't change his work schedule, and Mrs. Tan shouldn't either.
4. I would never use a cellphone while driving, and neither would my kids.
I would never use a cellphone while driving, and my kids wouldn't either.
5. Maya doesn't like talking about her feelings, and neither does Martin.
Maya doesn't like talking about her feelings, and Martin doesn't either.

key to the exercises

LESSON 9

the grammar you need

PAGE 214

II.

3. Living
4. Not speaking—applying
5. Being
6. not eating
7. Staying up
8. not having

key to the exercises

LESSON 10

the grammar you need

PAGE 234

I.

1. c
2. a
3. b
4. b

II.

3. 'd better handle
4. 'd better not go out
5. 'd better send
6. 'd better eat

vocabulary list

This list contains the new words in *To The Top—Advanced Stage—Book 7* 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.

(special verb + not) + either	L. 9
911 (e.g., <i>Call 911.</i>)	L. 10
24/7 (twenty-four hours a day, seven days a week)	L. 9

A

above	L. 5
abroad	L. 9
acid	L. 4
add to, to	L. 4
add, to	L. 4
alien (WIA)	L. 10
alternative	L. 9
although	L. 8
anxious	L. 8
anyway	L. 4
appetizing	L. 1
architecture	L. 6
art	L. 6
art gallery (WIA)	L. 6
association (an organized group of people who get together because they have a common interest)	L. 8
automobile	L. 8
avoid, to	L. 2
awkward	L. 7

B

back seat	L. 4
bar (bar of soap) (WIA)	L. 5
Barcelona (WIA)	L. 6
battery (WIA)	L. 9
be into, to (e.g., <i>I'm a guitarist, and I'm really into rock.</i>)	L. 6
be on a diet, to	L. 5
be worth it, to	L. 9
beg, to	L. 3
behind the wheel (driving a motor vehicle)	L. 8
Believe it or not.	L. 4
below	L. 5
belt (WIA)	L. 8
bird (WIA)	L. 9
black eye (WIA)	L. 3
bother, to (e.g., <i>Don't bother to call Ann. She's traveling, so she won't be able to go to your party.</i>)	L. 2
bow (WIA)	L. 1
box (intercom)	L. 4
bread (WIA)	L. 4
breaded (WIA)	L. 4
brick (WIA)	L. 9
bro (short form of <i>brother</i>)	L. 8

vocabulary list

broiled (WIA)	L. 5	change (e.g., <i>Leaving the U.S. and moving to Italy was a big change for Rose.</i>)	L. 4
buckle (WIA)	L. 8	channel surfing	L. 7
buckle up, to	L. 8	chaotic	L. 2
buckle, to = to fasten (seat belt) (WIA)	L. 8	charge, to (e.g., <i>The cashier charged me \$3 for extra cheese.</i>)	L. 4
Buffalo (second most populous city in the state of New York) (WIA)	L. 1	charged (having an amount of electrical energy, e.g., <i>Oh, no! The battery in my cellphone isn't charged.</i>)	L. 9
Buffalo wings (WIA)	L. 1	cheap	L. 4
bun (WIA)	L. 4	cheek (WIA)	L. 1
burger (WIA)	L. 4	cheeseburger	L. 4
by (now)	L. 4	chemistry	L. 1
by the way	L. 4	chicken fingers (WIA)	L. 1
		chicken wings (WIA)	L. 1
		choice	L. 1
		choose, to	L. 1
		clever	L. 8
		click, to (e.g., <i>The buckle clicks when you fasten a seat belt.</i>) (WIA)	L. 8
		close (close friend)	L. 6
		cola	L. 4
		come with, to (e.g., <i>This cellphone comes with an extra battery.</i>)	L. 4
		condiment (WIA)	L. 4
		confined	L. 6
		confused	L. 3
		constantly	L. 9

C

cabinet (WIA)	L. 5
cancel, to	L. 4
care, to (e.g., <i>People recycle because they care about the environment.</i>)	L. 1
careful	L. 8
carefully	L. 8
careless	L. 9
catch, to (e.g., <i>Did you catch any fish the last time you went fishing?</i>)	L. 9
cell = cellphone = cellular phone	L. 9
certain	L. 10
challenge	L. 9

vocabulary list

cop (WIA)
copy, to
cost, to
costume party
courage
cruise
cruise liner (WIA)

L. 8
L. 2
L. 4
L. 10
L. 7
L. 6
L. 6

economist L. 4
either . . . or L. 5
emergency L. 10
end, to L. 2
enroll, to L. 7
essay L. 6
eve (e.g., *New Year's Eve*) (WIA) L. 2
even if I do say so myself L. 6
even out, to L. 4
extreme sport (WIA) L. 7

D

dead (not working because it has
no power; e.g., *Oh, no! The
battery in my cellphone is
dead.*)

deny, to
detest, to
diet
disaster
discover, to
dispenser (WIA)
dizzy
do one's own thing, to
document (WIA)
dressed up
drive sby. crazy, to
drive-thru
dumb

L. 9
L. 8
L. 2
L. 5
L. 6
L. 6
L. 5
L. 10
L. 6
L. 2
L. 10
L. 3
L. 4
L. 6

F

faint, to L. 10
fall down, to L. 10
fancy L. 10
fasten, to = to buckle (seat
belt) (WIA) L. 8
feel like, to L. 9
fight (WIA) L. 3
figure sth. out, to L. 3
Figures! = It/That figures.
(e.g., "*I got an F in chemistry.*"
"*That figures! I knew you were
going to get a bad grade when I
realized you had studied the
wrong chapter.*") L. 4
finger (WIA) L. 1
Florence (WIA) L. 6
fluent L. 9
follow (the instructions), to L. 3

E

economics

L. 4

vocabulary list

freak out, to L. 1
fries = French fries L. 4

G

gas (air produced inside your
body when you digest food) L. 4
gassy L. 4
generation L. 1
get into (a fight, trouble), to L. 3
go to one's head, to L. 6
good thing (e.g., *Good thing we
don't like worms.*) L. 9
grilled (WIA) L. 5
ground (WIA) L. 7

H

had better L. 10
had better not L. 10
handle, to L. 10
hang gliding (WIA) L. 7
hardly L. 6
have a (great) time, to L. 6
headphones (WIA) L. 7
Heck! (interjection used to
show we are a little irritated
or surprised) L. 3
high point (e.g., *The high point
of the party was when Matthew
asked me to dance.*) L. 6

hold it (e.g., *Hold it, Lily. If you
keep talking, I won't be able to
study.*) L. 4

hold on, to (e.g., *Hold on, Fred.
You know you have to vacuum
your bedroom before you leave.*) L. 4

hold one's horses L. 4

hold, to (e.g., *I'd like a hamburger,
but hold the pickles, please.*) L. 4

honk, to L. 4

hook (WIA) L. 8

horn L. 4

horse (WIA) L. 4

house (restaurant) L. 5

How do you want (your food)?
(e.g., *How do you want your
hamburger?*) L. 4

How's that? L. 2

hurt L. 8

hurt, to L. 8

I

I couldn't care less. L. 1

I'm just saying. (used to mean
that sth. you just said wasn't
meant to offend or criticize.) L. 4

If you say so. L. 3

immediately L. 3

in a hurry L. 10

in case of L. 10

vocabulary list

in place (in its usual or correct position)

L. 8

inspection

L. 2

instruction (WIA)

L. 3

intention

L. 2

interview

L. 10

invent, to

L. 8

J

just around the corner

L. 9

K

keep an eye on sby., to

L. 8

keep, to (e.g., *Do you always keep your New Year's resolutions?*)

L. 2

ketchup (WIA)

L. 4

L

language

L. 9

law

L. 8

less (opposite of *more*)

L. 1

let out, to

L. 2

lettuce (WIA)

L. 4

like talking to a brick wall

L. 9

limit, to

L. 8

line (e.g., *a fishing line*) (WIA)

L. 8

liner = cruise liner (WIA)

L. 6

liquid (WIA)

L. 5

list (WIA)

L. 2

look, to (used to make sure sby. is listening before you say sth. important)

L. 3

lot (short form of *parking lot*)

L. 2

loud

L. 8

M

make (it), to (e.g., *Make it/mine a tuna salad sandwich.*)

L. 4

make a splash, to (WIA)

L. 10

make up for, to

L. 1

make up one's mind, to manager

L. 3

L. 4

mean, to (e.g., *Too means the same thing as also.*)

L. 3

meat (WIA)

L. 4

meatball (WIA)

L. 3

Mediterranean (WIA)

L. 6

menu (WIA)

L. 1

middle-aged

L. 1

miss, to (e.g., *Emma missed her dad when he was in Spain.*)

L. 9

Mm! (interjection used to show you think food looks or tastes good)

L. 3

monument (WIA)

L. 6

mood

L. 1

most (of) (e.g., *Most of the houses on our street have garages.*)

L. 6

vocabulary list

move, to (to change from one

place or position to another)

L. 6

mustard (WIA)

L. 4

N

nah = no

L. 4

napkin (WIA)

L. 4

necessary

L. 10

neither . . . nor

L. 5

neither + special verb

L. 9

New Year's Day (WIA)

L. 2

New Year's Eve (WIA)

L. 2

next (next in line)

L. 4

next to (very close to each other

with nothing in between)

L. 7

next-door (e.g., *next-door*

neighbor)

L. 7

O

occasion

L. 10

on board (WIA)

L. 6

onion (WIA)

L. 4

or something (e.g., *I'm a little*

hungry. Let's stop at that diner

and get a sandwich or something.)

L. 4

order (an order of fries)

L. 4

overhear, to

L. 7

P

pal

L. 7

pale

L. 10

pass, to (to be successful in an

examination or inspection)

L. 2

passenger

L. 8

pastime

L. 7

patty

L. 4

persuade, to

L. 6

pet (teacher's pet)

L. 7

physics

L. 4

pickle (WIA)

L. 4

pick-up (pick-up window)

L. 4

piece (e.g., *Would you like a piece*

of pizza?)

L. 4

plain (simple) (WIA)

L. 4

practice, to

L. 7

prefer, to

L. 6

premium

L. 4

prize

L. 6

proud

L. 6

pull over, to (WIA)

L. 8

put together, to (WIA)

L. 3

R

raise, to (e.g., *Do you think the*

government will raise the price

of gas this month?)

L. 4

vocabulary list

reach, to (e.g., *Have you been able to reach Ben on his cell today?*)

L. 9

recover, to

L. 6

red meat (WIA)

L. 4

regular (e.g., *Does the regular hamburger come with fries too?*)

L. 4

remind, to

L. 6

Renaissance

L. 6

reply

L. 1

resolution (WIA)

L. 2

right = exactly

L. 2

rule

L. 2

S

salad bar

L. 4

salmon (WIA)

L. 5

save, to (to record sth. in the computer so it can be used later)

L. 2

saying (= proverb)

L. 9

schedule (WIA)

L. 9

sea (WIA)

L. 5

seafood (WIA)

L. 5

seasick

L. 6

seasickness

L. 6

seat

L. 4

seat belt (WIA)

L. 8

sec (short form of *second*)

L. 8

separately

L. 4

serve, to (e.g., *How may I serve you?*)

L. 4

sesame (WIA)

L. 4

sesame seed (WIA)

L. 4

ship (WIA)

L. 6

side (e.g., *You should listen to my side of the story before coming to a conclusion.*)

L. 6

sight (WIA)

L. 6

sightsee, to

L. 6

since = because

L. 4

sink (WIA)

L. 5

sis (short form of *sister*)

L. 2

sit down, to (WIA)

L. 3

sit up, to (WIA)

L. 3

slouch, to (WIA)

L. 3

so + special verb

L. 8

soap (WIA)

L. 5

soap opera

L. 2

social studies

L. 7

spaghetti (WIA)

L. 3

specialty

L. 5

speed

L. 8

speed limit

L. 8

splash (e.g., *Tony usually makes a huge splash when he dives into the pool.*) (WIA)

L. 10

start over, to

L. 4

start sth. off, to

L. 2

vocabulary list

stay	L. 6	the following (day, week, month, year)	L. 6
stay up, to	L. 9	there (e.g., <i>There, dinner is finally ready.</i>)	L. 4
steering wheel = wheel (WIA)	L. 8	There you are/go.	L. 4
stick, to	L. 2	they (e.g., <i>They have good food at that restaurant.</i>)	L. 1
still (e.g., <i>Martha dresses in a strange way. Still, I like her style.</i>)	L. 1	this (informal spoken English, used as an emphatic substitute for the indefinite article, e.g., <i>I won this really important essay competition.</i>)	L. 6
stomach	L. 4	ticket (e.g., <i>You can get a ticket for driving over the speed limit.</i>) (WIA)	L. 8
story	L. 6	timing (bad, good, perfect)	L. 2
stubborn	L. 3	toilet (WIA)	L. 5
stuck (is/was/got stuck)	L. 2	topping (e.g., <i>ice cream toppings, pizza toppings</i>)	L. 4
success	L. 6	total = complete	L. 6
sunburn	L. 6	tradition	L. 2
sunburned	L. 6	tuna (WIA)	L. 5
		turtle (WIA)	L. 10
T		U	
Take it easy.	L. 1	unfortunately	L. 9
take off, to (a hat, clothes) (WIA)	L. 3	upset, to	L. 2
take, to (e.g., <i>Hang gliding takes a lot of courage.</i>)	L. 7		
talk sby. into doing sth., to	L. 6		
that (relative pronoun)	L. 7		
that much	L. 6		
The early bird catches the worm.	L. 9		

vocabulary list

V

visit, to L. 4

W

wall (one of the sides of a room or building) (WIA) L. 7

watch, to (e.g., *You'd better watch where you're going.*) L. 10

well done (e.g., *Well done, Pam. You played very well.*) L. 4

wheel (e.g., *Bicycles, cars, and buses are examples of things that move on wheels.*) (WIA) L. 8

wheel = steering wheel (WIA) L. 8

whew (e.g., *Whew! I found the tickets for the play.*) L. 4

white bread (WIA) L. 4

white meat (WIA) L. 4

who (relative pronoun) L. 7

whoa (an interjection we use when we are surprised or think sth. is impressive) L. 1

whole wheat bread (WIA) L. 4

wing (WIA) L. 1

witch (WIA) L. 7

with everything L. 4

wonder, to L. 7

work, to (e.g., *Do you know how these sprinklers work?*) L. 4

worm (WIA) L. 9

worth L. 9

writer L. 6

Y

You got that? = Got it? L. 4

You've got to be kidding. = Are you kidding? L. 7

yours truly (an informal, humorous way of referring to yourself) L. 6

verbs

This list contains the verbs that appear in Books 1 through 7.

Infinitive

Past Tense

Past Participle

A

to accept	accepted	accepted
to add to	added to	added to
to add	added	added
to admit	admitted	admitted
to adopt	adopted	adopted
to agree	agreed	agreed
to answer	answered	answered
to apply	applied	applied
to appreciate	appreciated	appreciated
to arrive	arrived	arrived
to ask	asked	asked
to avoid	avoided	avoided

B

to back (back off)	backed	backed
to be	was; were	been
to beat	beat	beaten
to become	became	become
to beg	begged	begged
to begin	began	begun
to believe	believed	believed
to bend	bent	bent
to bet	bet	bet
to bite	bit	bitten
to blow	blew	blown
to borrow	borrowed	borrowed
to bother	bothered	bothered
to break	broke	broken
to breathe	breathed	breathed

verbs

Infinitive	Past Tense	Past Participle
to bring	brought	brought
to browse	browsed	browsed
to brush	brushed	brushed
to buckle up	buckled up	buckled up
to buckle	buckled	buckled
to build	built	built
to buy	bought	bought

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 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 come	came	come
to compete	competed	competed
to complain	complained	complained

verbs

Infinitive	Past Tense	Past Participle
to compose	composed	composed
to concentrate	concentrated	concentrated
to convert	converted	converted
to cook	cooked	cooked
to copy	copied	copied
to cost	cost	cost
to count	counted	counted
to cross	crossed	crossed
to cry	cried	cried
to cut	cut	cut

D

to dance	danced	danced
to date	dated	dated
to daydream	daydreamed	daydreamed
to decide	decided	decided
to deliver	delivered	delivered
to deny	denied	denied
to deserve	deserved	deserved
to detest	detested	detested
to discover	discovered	discovered
to dive	dived; dove	dived
to do	did	done
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

Infinitive

Past Tense

Past Participle

E

to eat	ate	eaten
to edit	edited	edited
to elect	elected	elected
to end	ended	ended
to enjoy	enjoyed	enjoyed
to enroll	enrolled	enrolled
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 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
to fix	fixed	fixed

verbs

Infinitive	Past Tense	Past Participle
to flunk	flunked	flunked
to follow	followed	followed
to fool	fooled	fooled
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 guess	guessed	guessed

H

to hand	handed	handed
to handle	handled	handled
to hang (hang out, hang around)	hung	hung
to happen	happened	happened
to hate	hated	hated
to have	had	had
to head	headed	headed
to hear	heard	heard
to help	helped	helped

Infinitive	Past Tense	Past Participle
to hide	hid	hidden
to hit	hit	hit
to hold	held	held
to honk	honked	honked
to hope	hoped	hoped
to hurry	hurried	hurried
to hurt	hurt	hurt

I

to imagine	imagined	imagined
to introduce	introduced	introduced
to invent	invented	invented
to invite	invited	invited

J

to join	joined	joined
---------	--------	--------

K

to keep	kept	kept
to kid	kidded	kidded
to kneel	kneeled; knelt	kneeled; knelt
to knock	knocked	knocked
to know	knew	known

verbs

Infinitive

Past Tense

Past Participle

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	lay	lain
to like	liked	liked
to limit	limited	limited
to listen	listened	listened
to live	lived	lived
to look	looked	looked
to lose	lost	lost
to love	loved	loved

M

to make	made	made
to mean	meant	meant
to meet	met	met
to mention	mentioned	mentioned
to mind	minded	minded
to miss	missed	missed
to move	moved	moved
to mow	mowed	mowed

verbs

Infinitive

Past Tense

Past Participle

N

to name
to need
to network
to notice

named
needed
networked
noticed

named
needed
networked
noticed

O

to open
to order
to organize
to overhear
to owe

opened
ordered
organized
overheard
owed

opened
ordered
organized
overheard
owed

P

to panic
to pass
to pay
to pee
to perform
to persuade
to pet
to pick
to play
to practice
to predict
to prefer

panicked
passed
paid
peed
performed
persuaded
petted
picked
played
practiced
predicted
preferred

panicked
passed
paid
peed
performed
persuaded
petted
picked
played
practiced
predicted
preferred

verbs

Infinitive	Past Tense	Past Participle
to pretend	pretended	pretended
to promise	promised	promised
to pull	pulled	pulled
to push	pushed	pushed
to put	put	put

R

to rain	rained	rained
to raise	raised	raised
to reach	reached	reached
to read	read	read
to realize	realized	realized
to receive	received	received
to recognize	recognized	recognized
to recommend	recommended	recommended
to record	recorded	recorded
to recover	recovered	recovered
to recycle	recycled	recycled
to relax	relaxed	relaxed
to remember	remembered	remembered
to remind	reminded	reminded
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 rollerblade	rollerbladed	rollerbladed
to root	rooted	rooted
to row	rowed	rowed
to run	ran	run

Infinitive

Past Tense

Past Participle

S

to save	saved	saved
to say	said	said
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 share	shared	shared
to shop	shopped	shopped
to show	showed	showed; shown
to shut	shut	shut
to sightsee	sightsaw	sightseen
to sit	sat	sat
to sleep	slept	slept
to slip	slipped	slipped
to slouch	slouched	slouched
to smell	smelled	smelled
to smile	smiled	smiled
to sneak	snuck	snuck
to sneeze	sneezed	sneezed
to snooze	snoozed	snoozed
to sound	sounded	sounded
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

verbs

Infinitive	Past Tense	Past Participle
to stop	stopped	stopped
to straighten	straightened	straightened
to study	studied	studied
to suggest	suggested	suggested
to surf	surf	surf
to swear	swore	sworn
to sweep	swept	swept
to swim	swam	swum
to switch	switched	switched

T

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

U

to uncover	uncovered	uncovered
to upset	upset	upset
to use	used	used

Infinitive

Past Tense

Past Participle

V

to vacuum
to visit
to vote

vacuumed
visited
voted

vacuumed
visited
voted

W

to wait
to wake
to walk
to want
to warn
to wash
to waste
to watch
to wear
to weigh
to win
to wonder
to work
to worry
to write

waited
woke
walked
wanted
warned
washed
wasted
watched
wore
weighed
won
wondered
worked
worried
wrote

waited
woken
walked
wanted
warned
washed
wasted
watched
worn
weighed
won
wondered
worked
worried
written

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