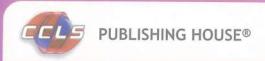
advanced stage extbook



Version 1.0

TT 0 _ TR



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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 9

To The Top — Advanced Stage — Book 9 is designed for teenagers and adults who have already attained intermediate-level proficiency in English.

In Book 9, some lessons contain a number of dynamically presented real-life situational dialogues. Real-life dialogues are also present in Lesson 6. which contains a cartoon of an American girl taking her cat on a plane trip. Lesson 5 is based on an article which appeared in the newsmagazine Newsweek; the article examines the consequences of too much text messaging for teenagers. In Lessons 8 and 10, humorous texts written by our staff writers are accompanied by a video. Lesson 8 presents a VLOG with a young man talking about an experience he had while driving and, Lesson 10 deals with some of the peculiarities of the English language. The objective of both Lessons 5 and 10 is to improve students' reading skills and to encourage them to read for information and for pleasure. In both lessons, students will be encouraged to consult an English monolingual dictionary to look up words and expressions they may not be familiar with. Lesson 2 presents a promotional video which features the attractions of West Virginia. The scripts of the video clips shown in class for Lessons 2, 6, and 8 appear in the students' CALL Workbook in a section called The Video Clip. In this section, students will listen to the clips and fill in missing words or sentences in the scripts.

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

This book contains the following sections:

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

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

In the *Talking Like an American* section, students review the fixed expressions, collocations and idioms (e.g., to be in a person's element, to ask for trouble, a cursory glance) they have learned in the lesson or in previous lessons.

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

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

To The Top - Advanced Stage - Book 9 contains 695 new words.

PAGE

LESSON 1

11

COMMUNICATIVE OBJECTIVES:

 TALKING ABOUT POSSIBILITY AND IMPOSSIBILITY IN THE PAST / EXPRESSING A DESIRE / EXPRESSING CONCERN FOR OTHERS / TALKING ABOUT PAST EVENTS

WORDS THAT ARE OFTEN CONFUSED USING WOULD TO TALK ABOUT REPEATED PAST ACTIONS THAT DON'T HAPPEN ANYMORE

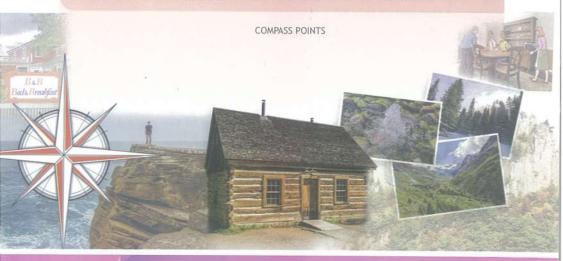


LESSON 2

34

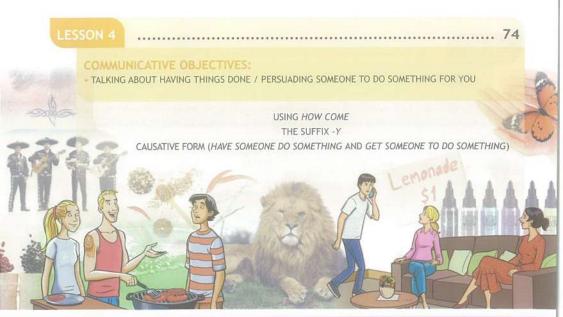
COMMUNICATIVE OBJECTIVE:

TALKING ABOUT VACATIONS, FOCUSING ON ACCOMMODATIONS AND LEISURE ACTIVITIES



PAGE





PAGE

COMMUNICATIVE OBJECTIVE:

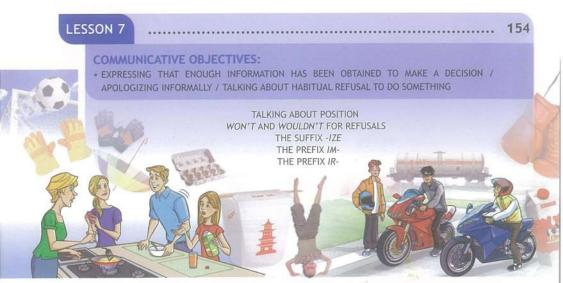
- TALKING ABOUT TEENAGERS' HABITS REGARDING BOOKS AND THE USE OF ELECTRONIC DEVICES

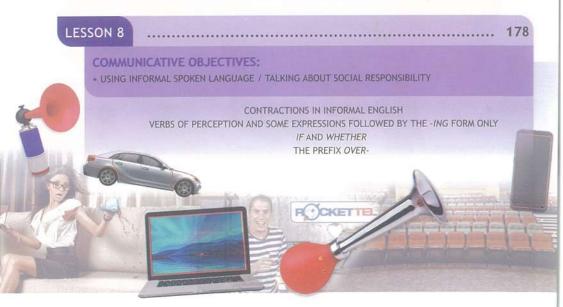
WORDS THAT ARE OFTEN CONFUSED

THE PREFIX IL
VERBS OF PERCEPTION FOLLOWED BY THE INFINITIVE WITHOUT TO OR THE -ING FORM
FEW



PAGE





PAGE LESSON 9 197 COMMUNICATIVE OBJECTIVES: * INTRODUCING AN OPINION / DESCRIBING A REACTION / EXPRESSING URGENCY / EXPRESSING **INDIFFERENCE** WORDS THAT ARE OFTEN CONFUSED USING WHATEVER PRONOUNCING EITHER AND NEITHER HELP, LET, MAKE SOMEONE DO SOMETHING USING EITHER AND NEITHER LESSON 10 218 - TALKING ABOUT LANGUAGE ACQUISITION / TALKING ABOUT THE ENGLISH LANGUAGE / OFFERING CONGRATULATIONS AND ENCOURAGEMENT USING NONE Key to the Exercises Vocabulary List Verbs 268

..... 285

Acknowledgments

LESSON 1 words in action

A JUICE BAR IS A SMALL CAFÉ THAT SPECIALIZES IN FRUIT JUICES AND OTHER HEALTHFUL BEVERAGES.



AT THIS JUICE BAR YOU CAN ORDER DELICIOUS JUICES AND SMOOTHIES.

LESSON 1 words in action



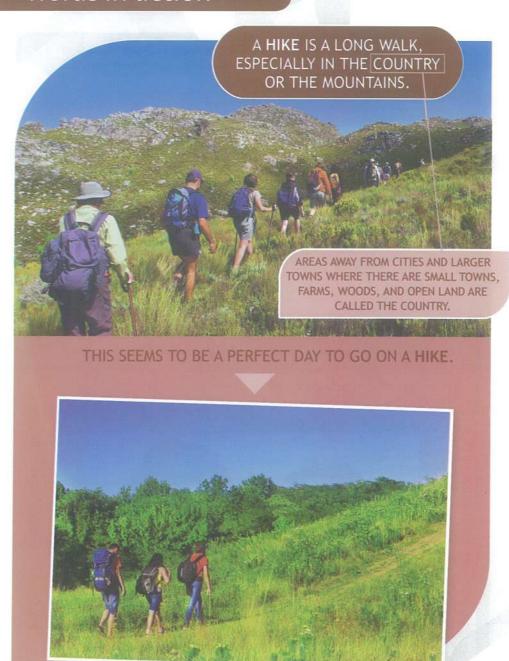
LESSON 1 words in action



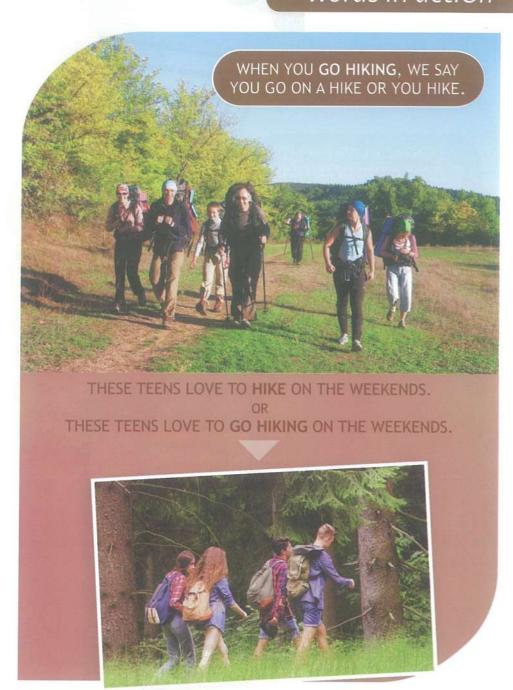
THEY'RE USING STRAWS TO SHARE THE SAME SOFT DRINK.



LESSON 1 words in action



LESSON 1 words in action



LESSON 1 words in action

A CONTACT LIST IS A LIST
OF PEOPLE YOU OFTEN CALL,
WITH THEIR PHONE NUMBERS
AND USUALLY OTHER
INFORMATION ABOUT THEM,
SUCH AS THEIR EMAIL AND
STREET ADDRESS.



THERE ARE PHOTOS FOR MOST OF THE PEOPLE ON THIS CONTACT LIST.



LESSON 1 words in action



AN **ALARM CLOCK** IS A CLOCK THAT MAKES A NOISE TO WAKE YOU UP AT A TIME YOU CHOOSE.

SHE USES THE ALARM CLOCK ON HER CELLPHONE TO WAKE UP EVERY MORNING.



LESSON 1

text

situation 1

AT THE JUICE BAR



BLC: It's a pity Tony didn't go hiking with us today.



BSS: Yeah, he should have gone. He would have been in his element. When he was a kid, his family would always spend their vacation away from the city exploring the countryside.





GGS: Why wasn't he on the hike?

> GTP: He must not have known about it.

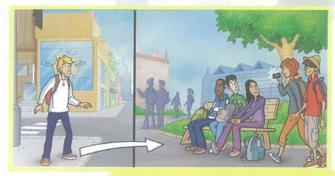
BLC = boy leaning against counter BSS = boy sitting on stool GGS = girl holding glass and straw

GTP = girl taking photos





LESSON 1



GTP: He could have gotten lost getting to the meeting point.



BLC: It's possible, but not very likely. He's got GPS.





GTP: I wish we had his home phone number.

LESSON 1

text

situation 2

MYSTERY SOLVED



BSS: Yeah, it's not like you to disappear without a trace.





7: Without my cellphone, I don't have an alarm clock either, so I overslept this morning and missed the hike.





7: Right. I don't know how long I'll be able to survive without one.

LESSON 1 reading text

LOST AND FOUND

Melanie: I wish we had directions to Katie's house.

Brandon: No problem! I have her address, and I already got directions

from this great new app.

Melanie: Cool! Then let's go!

(an hour later)

Let's text Katie and ask for directions. We're totally lost.

Brandon: That's just not possible!

Melanie: Look, I know Katie lives in the city, not out here in the

countryside. We're driving down an old road in the middle of

these scary woods.



Brandon: Well, the app says to stay on this road, so I intend to. I'm not

going to doubt it.

Melanie: Just because you're using an app with GPS, doesn't mean

you don't have to think!

Brandon: OK, fine. I don't want to argue* anymore. Let's call Katie.

*argue—when people argue, they speak to each other in an angry way because they disagree about something.

(at the party)

Melanie: I'm so glad we finally contacted Katie to get directions.

Brandon: Yeah, but I should have listened to you earlier. We missed so

much of the party. I feel really stupid now.

Melanie: Don't feel bad; you're not alone. Did you hear about the

Japanese tourists in Australia that rented a car with GPS?

Brandon: No. What happened?

Melanie: They tried to get to an island by driving there straight from

the beach, following their car's GPS directions.

Brandon: Are you kidding? They must have noticed they were driving

right into the ocean.

Melanie: Yeah, but they just kept following the directions until the car

got stuck in the sand.



Brandon: I bet they were pretty embarrassed. Well, I'm never going to

use GPS again. What a piece of trash!

Melanie: Hold on, it can be a great tool. It's just that technology isn't

always perfect!

LESSON 1 going further

WORDS THAT ARE OFTEN CONFUSED

When people are learning a new language, they often come across words that are similar to words in their own language but have a different meaning. These are often called *false cognates* or *false friends* and can cause a lot of confusion for language learners. Look at these examples with **pretend** and **intend**.

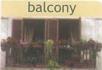


This boy likes to **pretend** he is a doctor.

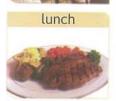


This boy intends to be a doctor one day.

Here are some more examples of words which often cause confusion.



cafeteria













the grammar you need

The exercise is to be done and corrected in class.

USING WOULD TO TALK ABOUT REPEATED PAST ACTIONS THAT DON'T HAPPEN ANYMORE

There are different ways we can talk about things that happened in the past but don't happen anymore. Let's review some of these ways. In previous lessons, you learned about the simple past tense and used to. In this lesson, you learned about using would to talk about past actions that don't happen anymore.

SIMPLE PAST TENSE

We can use the **simple past tense** to express a repeated action or a state that existed in the past but doesn't happen or exist anymore. Here are some examples.

Marla took a lot of cool photos when she lived in the country. (action)

Albert lived in Colorado before he moved to Nevada. (state)

Taylor and I worked part time when we were in college. (action)

USED TO

We can use **used to** to express a repeated action or a state that existed in the past but doesn't happen or exist anymore. Here is an example from a previous book.

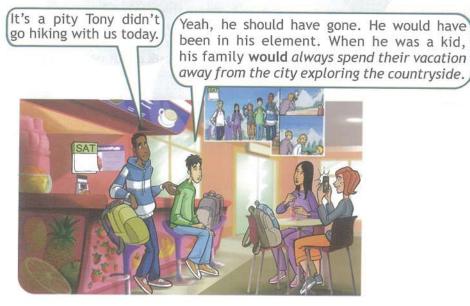


the grammar you need

WOULD

We can use would to talk about a repeated past action (not a past state) that doesn't happen or exist anymore.

Here's an example from this lesson with would.



The boy could also have said:

"When he was a kid, his family always **spent** their vacation away from the city exploring the countryside."

"When he was a kid, his family **used to** always spend their vacation away from the city exploring the countryside."

Note that in the example from a previous lesson, the girl could also have said:

"I went with my dad when I was little, but I don't know much about baseball."

"I would go with my dad when I was little, but I don't know much about baseball."

the grammar you need



REMEMBER THIS:

To express a repeated *past action* that doesn't happen anymore, use the **simple past tense**, **used to**, or **would**.

e.g., I played with toy cars when I was young.

or

I used to play with toy cars when I was young.

or

I would play with toy cars when I was young.

To express a *past state* that doesn't exist anymore, use the **simple** past tense or used to (not would).

e.g., Darla was shy when she was a teenager.

or

Darla used to be shy when she was a teenager.

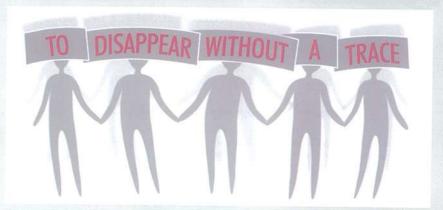


Select all of the options that can be used to complete the sentences. Remember that we do not use would to express a past state.

1. Eric a. went b. used to go c. would go	hiking every weekend when he lived in Utah.
a. lived b. used to live c. would live	on a farm when she was a girl.
a. overslept b. used to ove c. would overs	rsleep
4. Therea. was b. used to be c. would be	a bookstore in my neighborhood, but it closed.

talking like an American





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

to be in a person's element ("Does Kendra like her new job at the school?" "Are you kidding? She loves kids. She's in her element.")

to turn up ("Hey, you're wearing your favorite shirt. I thought you'd lost it." "So did I. But it just turned up in my closet.")

to get lost ("Where were you? We were worried. You said you were going to come right back." "I was walking around taking pictures and got lost. I'm so glad I found you guys.")

to not be like a person ("George was so rude to everyone yesterday. That's just not like him." "I know. He's usually so kind and polite. I think he's been under a lot of stress lately.")

to disappear without a trace ("What's that book about?" "It's a mystery about people who disappeared without a trace after World War II. It's so interesting.")

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 possibility and impossibility in the past;



He would have been in his element.

He must not have known about it.





He might not have read your message.

He could have gotten lost getting to the meeting point.





... express a desire;



I wish we had his home phone number.



- ★ 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 . . .

... express concern for others;



We were worried about you.



. . . talk about past events.



What happened?

I lost my cellphone, so I couldn't access my contact list and my messages.





. . so I overslept this morning and missed the hike.



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

just for fun

Good news! We're going to spend our vacation at Uncle Mike's house in the mountains.

He doesn't have a computer, and cellphones don't work very well up there, so we'll have lots of quality family time together!





I wish we could just stay home! Do you think we'll survive?

It's not likely.





What are you so afraid of—bears?

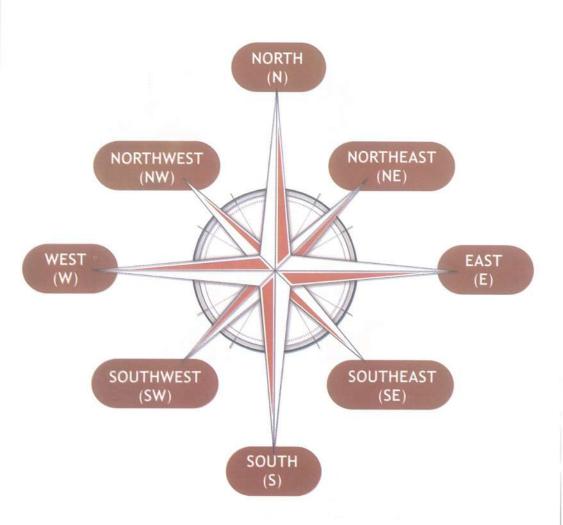


Of course not! The idea of being without Internet access or cellphones for a week is scarier than any wild* animal.

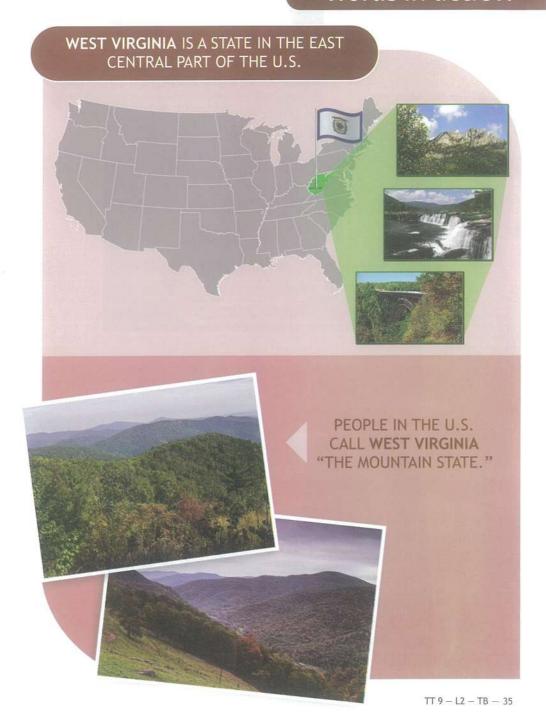


*A wild animal is an undomesticated animal that lives on its own in a natural environment.

LESSON 2 words in action

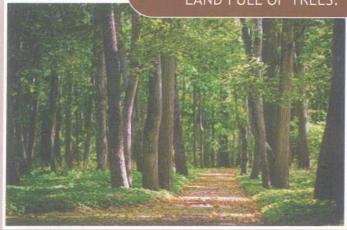


LESSON 2 words in action



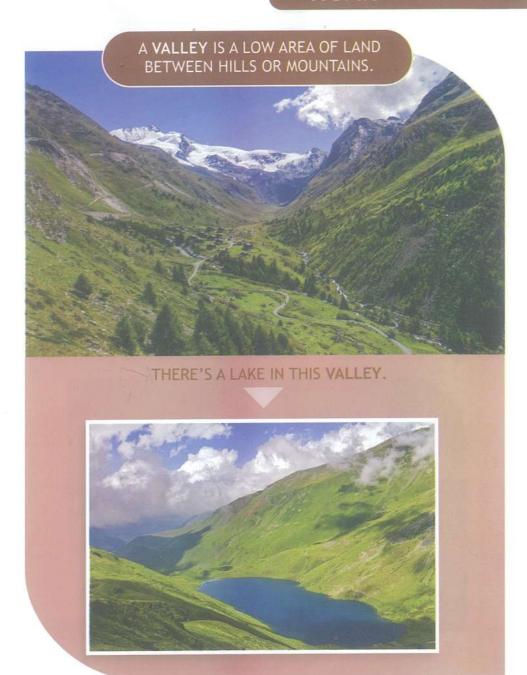
LESSON 2 words in action

A **FOREST** IS A LARGE AREA OF LAND FULL OF TREES.

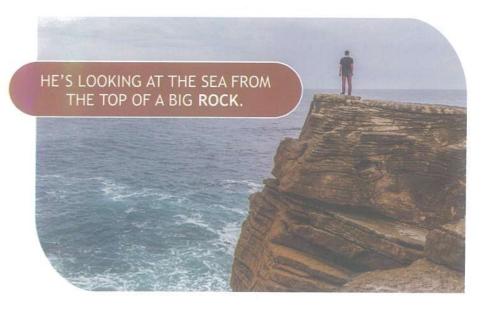


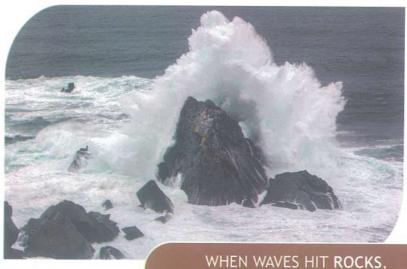
FORESTS FULL OF PINE TREES ARE USUALLY FOUND IN PLACES WHERE THE WEATHER GETS COLD.



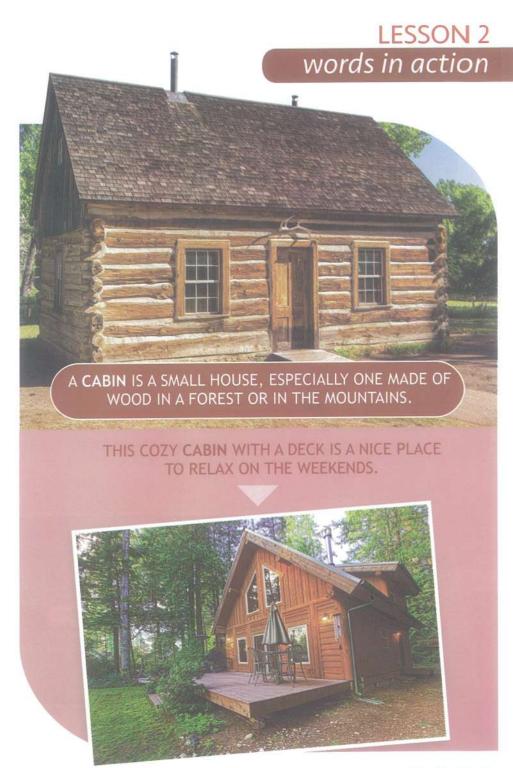


LESSON 2 words in action





WATER GOES HIGH INTO THE AIR.



LESSON 2 words in action



A BED AND BREAKFAST IS A SMALL HOTEL OR PRIVATE HOUSE THAT RENTS A ROOM YOU CAN SLEEP IN AND WHERE YOU CAN HAVE BREAKFAST IN THE MORNING.

A LOT OF COUPLES PREFER TO STAY AT A B&B
WHEN THEY TRAVEL.



A **SPRING** IS A PLACE WHERE WATER COMES UP FROM UNDER THE GROUND.

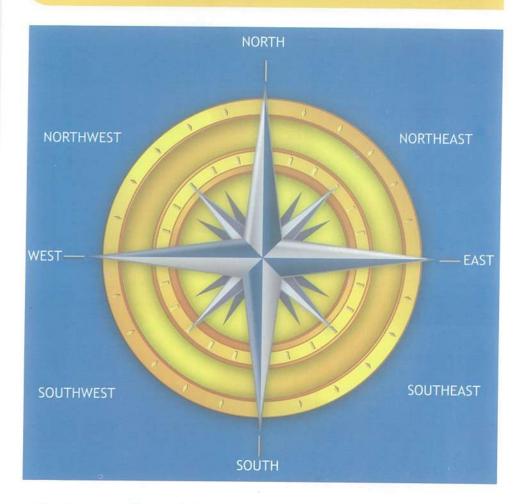


THIS PERSON IS GETTING WATER FROM A MINERAL WATER SPRING.



LESSON 2 going further

COMPASS POINTS



In the lesson, we learned about a state with a **compass point** in its name: **West** Virginia. There is also a state in the United States called Virginia. As you can probably tell, **West** Virginia is located to the **west** of Virginia. Other states that have **compass points** in their names are **North** Dakota, **South** Dakota, **North** Carolina, and **South** Carolina.

LESSON 2 going further

In the U.S., many streets are named with a compass point; for example, **West** 57th Street, or **North** Elm Street. It's also common for people to give directions using compass points; for example, "To get to the airport from here, just drive **south** on Mountain Road for 10 miles."



In written English compass points are often abbreviated:

north—N northeast—NE south—S northwest—NW east—E southeast—SE west—W southwest—SW

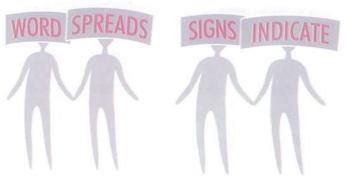
Here's a funny example about giving directions using compass points.



How about you? Do you prefer getting directions with compass points or with points of reference? Why?

talking like an American





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

a hectic lifestyle ("You have such a hectic lifestyle. You should take some time to relax." "I prefer to think of it as an active lifestyle. I'm a high-energy person, and I like to keep busy.")

to take a deep breath ("I have so much to tell you! I'm so excited, I don't even know where to start." "Well, just take a deep breath, and start at the very beginning.")

experience life to its fullest ("Look at these incredible photos. You've traveled all over the world." "Well, I like to experience life to its fullest.")

a getaway vacation ("I'm going to spend two weeks at an exclusive resort on a tropical island." "Wow, sounds like a real getaway vacation.")

word spreads ("I only told a few people about the great new restaurant in my neighborhood, but now it's so busy that I can't even make a reservation to eat there." "Well, once you tell a few people about a good thing, word spreads quickly.")

signs indicate ("Signs indicate that the economy is growing." "That's excellent news. We'll have to hire more employees soon.")

a good time ("Did you have a good time at Tim's party last night?" "I sure did. Tim always throws great parties.")

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 vacations, focusing on accommodations and leisure activities.



Nighttime brings its own special pleasures: sleeping under the stars, in a secluded cabin, at a bed and breakfast, or under the sheets of a world-class resort.

Always a grand retreat, the resorts and spas of West Virginia fulfill expectations of class and service.





West Virginia has always been the ideal getaway vacation . . . It started with a good, warm bath and a place to get away from it all.

There are all kinds of places to play in this backyard: world-famous rivers, mountains that challenge you either going up, or coming down, outdoor fun, indoor fun, and fifty state parks and forests . . .





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

FYI

In this lesson, we discovered that West Virginia is the perfect place to test our limits while exploring some of the breathtaking mountains, valleys, and rivers this magnificent state has to offer.

For example, forbidding Seneca Rocks is one of the world's most popular places for rock climbing¹. Even experienced climbers are challenged by this astounding rock formation that extends 900 feet² into the sky.



¹ rock climbing (noun)— to move up, down, or across mountains or rocks using one's feet and hands as a sport.

² 900 feet = 274.32 meters (1 ft = 0.3048 m)



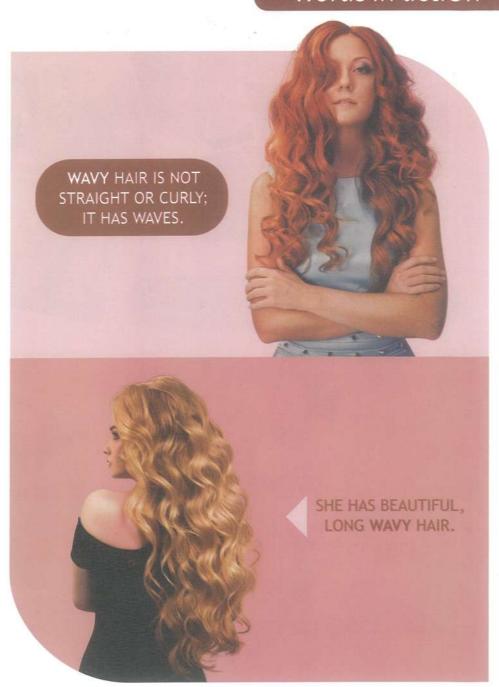
New River Gorge* is in another region of astounding beauty in West Virginia, where people love to come to live life to its fullest. It is, of course, a popular spot for water sports and fishing, and its parks and forests are also excellent for all kinds of outdoor sports, such as hiking, rock climbing, and biking. But perhaps you prefer calmer activities such as bird watching, camping, and having picnics? Then New River Gorge is also the perfect place for you.

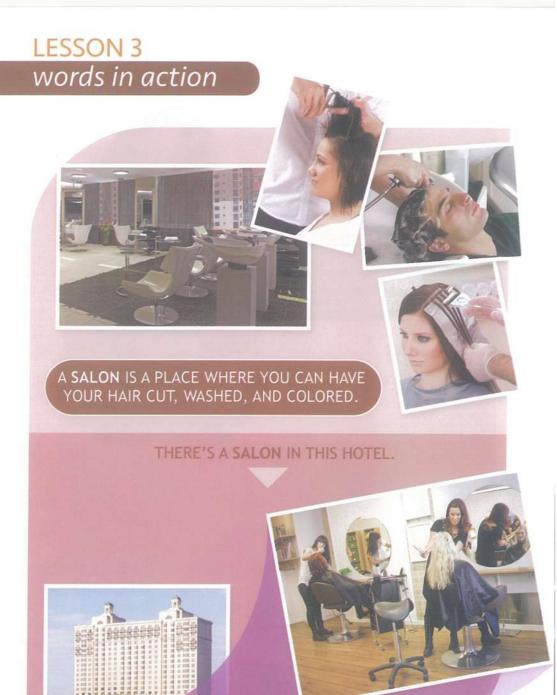
As you can imagine, there are many beautiful places like these in West Virginia. It's an ideal retreat for people who want to just get away from it all and enjoy nature. Wouldn't you like to visit West Virginia some day?

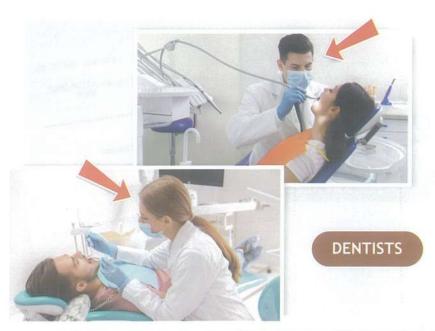
^{*}gorge (noun)—a very deep valley, especially one in which a river passes through.

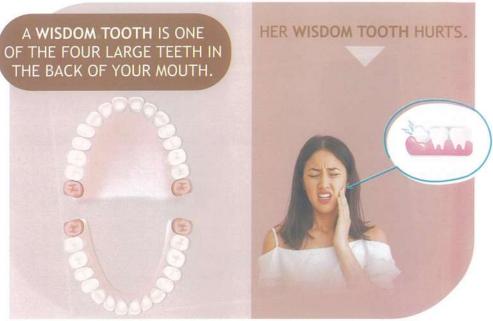
LESSON 3 words in action A HAIRDO IS THE WAY A PERSON'S HAIR IS CUT OR ARRANGED. UNUSUAL HAIRDO. 48 - TT 9 - L3 - TB

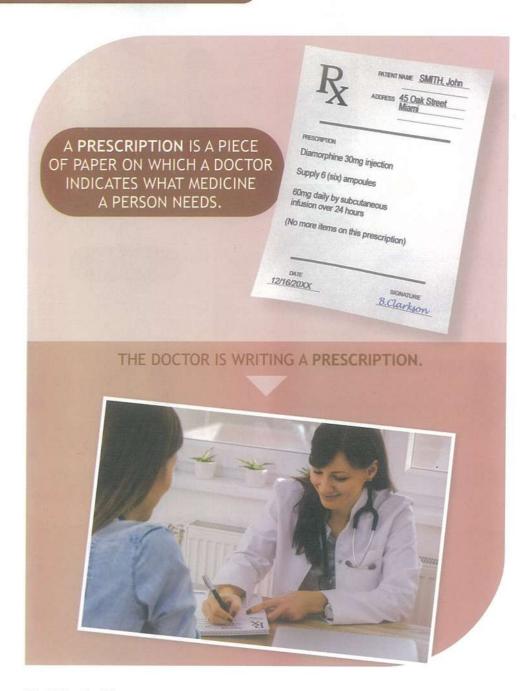
LESSON 3 words in action









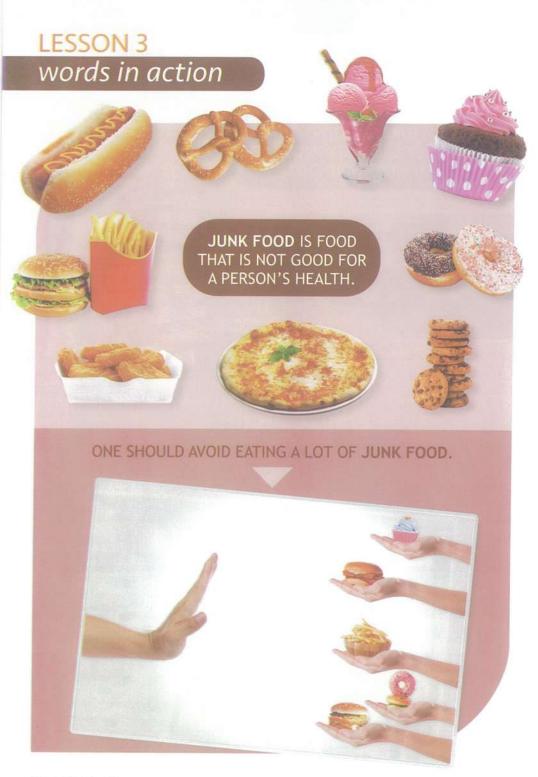


A **DRUGSTORE** IS A STORE THAT SELLS MEDICINE, BEAUTY PRODUCTS, AND ALSO DRINKS AND SNACKS.



THEY'RE SHOPPING AT A DRUGSTORE.









text

situation 1

A NEW HAIRDO

GSH: Jane got her hair cut at that hip new salon downtown.





GWH: Really? I'm dying to see her new look!

GSTH: Hey! So, what do you think?

GSH: I won't lie; it's different. Overall, um, it looks very original.



GWH: My sentiments exactly.

GSTH: Well, a daring, innovative cut like this isn't for just anybody.

text

situation 2

JUST KIDDING



M: Fine, but Rachel had a wisdom tooth extracted this morning.



M: I got your prescription filled at the drugstore.





G: But where's my ice cream?!



м: Huh? The instructions don't say anything about that.



W = woman

M = man

G = girl

text

situation 3

A STOMACH ACHE?









reading text

Take a look at what Amanda Jones wrote in her diary last week.

Monday, January 20 Dear Diary,

You won't believe what happened to me! There's this cute new guy named John in my English class. He looks kind of like my ex-boyfriend Jack, but even cuter. Anyway, I really wanted John to notice me, so on Saturday I decided to get a new haircut. I went to a salon at the mall, and as I was feeling a little more daring than usual, I told the hairstylist to surprise me. What was I thinking? I look like an alien with this new cut!

I was so nervous about seeing John this afternoon in English class that I bought a bunch of junk food in the cafeteria and ate it all in like 5 minutes!

When I got to class, the first person I saw was John, of course. You know how your stomach feels like it's full of butterflies when you see someone you really vike? That's how I felt when I saw him, and with all that junk food, it was the making of a disaster. He walked over to me and said, "Hi there, Amanda." I said, "I think I'm gonna be sick!" and ran out of the classroom straight to the nurse's office. I actually did throw up, and the nurse said I could go home.

I wish I hadn't gotten this stupid haircut,
I wish I hadn't eaten all that junk food, and I
wish I hadn't embarrassed myself in front of John.
I wish I could just disappear without a trace!

Love,

Amanda

Tuesday, January 21

Dear Diary,

Well, when I got to English class today I was really hoping that John wouldn't notice me, so I could just try to forget about yesterday, which was the most embarrassing day of my life. But John walked right over to me again. He asked if I was OK, and I said that I was. He told me that he noticed I had a new look and that my hair looked really cool and modern. How awesome was that? I couldn't believe what I was hearing. I realized he was not just cute, but also a nice, considerate person. But wait—it gets better! He said that yesterday after I left, Mrs. Lin told the class about the endof-semester group project. He wanted to know if we could work on it together! Of course, I agreed. @

So, once again, just when life started to seem hopeless, there was a happy ending after all

Love,

Amanda

the grammar you need

The exercises are to be done and corrected in class.

CAUSATIVE FORM (HAVE SOMETHING DONE AND GET SOMETHING DONE)

HAVE SOMETHING DONE

Take a look at this example from the lesson with have something done.



In the example above, when the man says that Rachel had a wisdom tooth extracted, we know that Rachel didn't extract her own wisdom tooth. We understand that Rachel arranged for someone else to extract her wisdom tooth for her: in this case, a dentist.



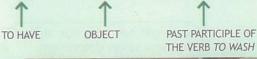
REMEMBER THIS:

We use the *causative form* have something done to focus on what is done to something or someone, and to stress the fact that we are *causing* someone else to perform a service for us.

the grammar you need

Now look at these examples with have something done.

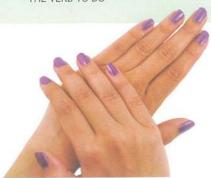
Grandpa had his old station wagon washed yesterday. It looks brand new!





Ellie had her nails done* especially for her daughter's wedding this week.





In the examples above, notice that the object always comes between the verb to have and the past participle of the main verb.

^{*} Another way to say you had a manicure is to say that you had your nails done.

the grammar you need

GET SOMETHING DONE

Now take a look at this example from the lesson.



In the example above, when the girl with straight hair says that Jane got her hair cut, we know that Jane didn't cut her own hair. We understand that Jane arranged for someone else to cut her hair for her: in this case, a hairdresser at a salon.



REMEMBER THIS:

We use the *causative form* **get something done** to focus on what is done to something or someone, and to stress the fact that we are *causing* someone else to perform a service for us.

the grammar you need

Now look at these examples with get something done.



Sam smiles all the time ever since he got his teeth whitened*.



PAST PARTICIPLE OF THE VERB TO WHITEN



In the examples above, notice that the object always comes between the verb to get and the past participle of the main verb.

^{*} If something is whitened it is made whiter or a lighter color.

the grammar you need

Compare these examples with have something done and get something done. Notice that we can use the causative form with different tenses of the verbs to have and to get.

Grandma always has her prescriptions filled at CVS Pharmacy®.

or

Grandma always gets her prescriptions filled at CVS Pharmacy®.

My parents are going to have our house painted next week.

or

My parents are going to get our house painted next week.

Lilly's having her hair cut at Supercuts® this afternoon.

or

Lilly's getting her hair cut at Supercuts® this afternoon.

Tim had his eyes checked yesterday, and he needs to wear glasses.

or

Tim got his eyes checked yesterday, and he needs to wear glasses.





We can say **get something done** instead of **have something done** (although **get something done** is more informal).

Now look at these examples.

"Your hair is much too long, Jason. Go and get your hair cut!"

"But all the girls think I look cool with long hair!"

"You can't keep borrowing my car. Get your car fixed!"

"OK, OK. I'll take it to the mechanic tomorrow."



We usually use get (not have) in the imperative form.

the grammar you need



for his wife.

for his grandkids.

Clark

- I. Rewrite the sentences in the causative form with have something done or get something done. The first two are done for you.
- 1. Jane fixed her cellphone yesterday. (have) Jane had her cellphone fixed yesterday. 2. Max painted his house. (get) Max got his house painted. 3. Ron changed the locks on his front door. (have) Ron on his front door. 4. Fiona delivered flowers to her mother. (get) Fiona to her mother. 5. I wrote a report about our new products. (have) about our new products. 6. I extracted my dog's infected tooth. (get) 7. Ian built a tree house in his backyard for his kids. (have) in his backyard for his kids. 8. Mila decorated the garden for her wedding reception. (get) Mila for her wedding reception. 9. Nate made a beautiful necklace for his wife. (have) Nate

10. Clark put together this big playhouse for his grandkids. (get)

the grammar you need

WISH

In a previous book you learned about making a wish about the present. Now take a look at an example from this lesson with wish.



From the example above, we understand that the boy did eat a lot of junk food at some point in the past, but he thinks it would have been nice if he hadn't. He expresses a wish about the past. That is, he uses the past perfect subjunctive (in the negative form in this example) after wish to refer to a situation that happened in the past and which he is sorry about.

Here are some more examples with a wish about the past.

Tom and Doug wish they had gotten to work on time. (But they didn't.)

My parents wish my little sister hadn't thrown up in our car. (But she did.)

My grandma always says she **wishes** her children *hadn't grown up* so fast. (But they **did**.)



REMEMBER THIS:

- To express a wish about the past, we use wish + a verb in the past perfect subjunctive
- Notice that the form of a verb in the past perfect subjunctive is the same as the form of that verb in the past perfect tense.

the grammar you need

Here are some more examples.

Paul and Carl wish they had been at practice when their coach chose players for the next game.

My little brother wishes he hadn't gotten such a daring new haircut.



Lilly wishes she had been at the meeting when her boss was choosing new team leaders.

I wish I hadn't been sick with a stomach ache on my birthday.

Max and Amy wish they had eaten less junk food at the baseball game.

Bart wishes he hadn't been in such a hurry to get to the party.



the grammar you need



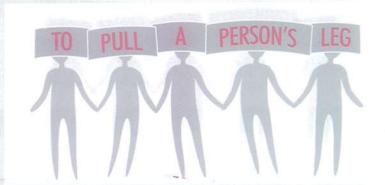
- II. Use the information in parentheses to complete each sentence with a wish about the past. The first two are done for you.
- (My dog bit my neighbor.)
 I wish my dog <u>hadn't bitten</u> my neighbor.
- 2. (Luis didn't go to the dentist to check his wisdom teeth.)
 Luis wishes he had gone to the dentist to check his wisdom teeth.

3. (Belle got a crazy new haircut.)	
Belle wishes she	a crazy new haircut.
4. (Karl didn't take any medicine for	his headache*.)
Karl wishes he	Mark State Construction and the state of the
headache.	
5. (Polly's cat threw up in her new sh	oes.)
Polly wishes her cat	in her new shoes.
6. (Mike didn't accept the job offer a	t the law office.)
Mike wishes he	the job offer at the law
omee	
7. (Ariana rented an apartment near	downtown.)
Ariana wishes she	an apartment near
downtown.	

^{*} If a person has a headache, he or she feels an ache or a pain in his or her head.



talking like an American



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

to be dying to do something ("I just bought some gorgeous shoes. I'm dying to wear them when we go to some place special." "Sounds like a good excuse for us to go out dancing next weekend.")

to lighten up ("Melissa got angry with me because I was ten minutes late for our date." "Ten minutes isn't that long. She needs to lighten up a little bit.")

to throw up ("You look so pale! Are you OK?" "Not really. I just threw up. I guess something I ate for lunch didn't agree with me.")

to pull a person's leg ("Darron invited us to his art exhibition." "Darron Kenmore? You're pulling my leg! I didn't know he was an artist.")

to grow up ("Here are some recent photos of my kids." "Wow! They've really grown up since I last saw them.")

My sentiments exactly. ("Mark really needs to grow up." "My sentiments exactly. He thinks everything is about him.")

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 . . .



... express urgency;



Really? I'm dying to see her new look!



... express agreement;



My sentiments exactly.



... greet someone;



Hi there, Doug! How's the family?



- ★ 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 sympathy;



Oh, poor thing.



... express disgust;







... tell someone not to do something.



Don't you dare throw up in here.



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

FYI

BUYING MEDICINE IN THE U.S.

In one of the situations in this lesson, a girl's father gets a prescription filled for her at a drugstore. Let's learn some more about buying medicine in the U.S. In the U.S., a place where you can buy medicine is called a pharmacy or a drugstore. Some are very small, and some are quite large stores which sell almost everything. What they all have in common is a part of the store that sells prescription medicine.

The word *drug*store comes from the fact that medicine is also sometimes referred to as prescription *drugs*.

In the U.S., medicine is generally separated into two types: prescription medicine and over-the-counter medicine.



Prescription medicine (or prescription drugs) may only be sold to people who have a prescription. The pharmacist does not return the prescription to the customer, but will keep it at the store.

Over-the-counter medicine (or overthe-counter *drugs*) is medicine which may be sold without a prescription, such as aspirin. This kind of medicine can usually be found on store shelves where customers can find them on their own.



In the U.S., many different stores besides drugstores (like some supermarkets) have a pharmacy counter where they sell prescription medicine. If you see the symbol $\[R_{\rm c}\]$ on display, you will know that you can buy prescription medicine there.



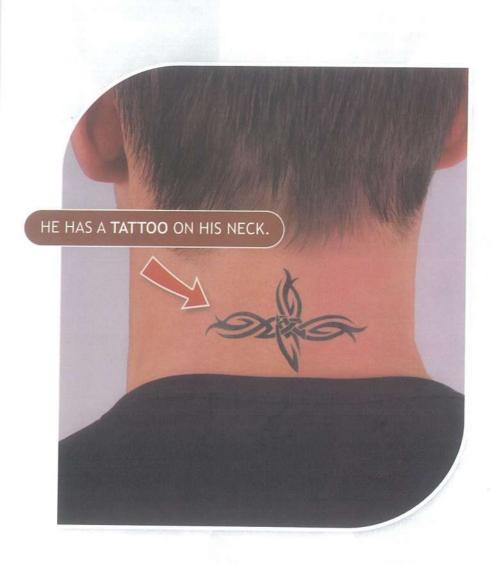


You might wonder why- R is a common abbreviation for prescription, since prescription starts with the letter P and not the letter R. The explanation is that the symbol R comes from the Latin word recipe, meaning receive, take. Because a patient is supposed to receive and take the medicine written in the prescription, R became a quick way to write prescription.

Along with the medicine, you sometimes also receive a package insert or prescribing information with details about things such as the effects of the drug on a person, how a patient should take it, and warnings about possible allergies.



Hopefully you won't ever get sick while you are traveling in the U.S., but if you ever do, this information will definitely come in handy.



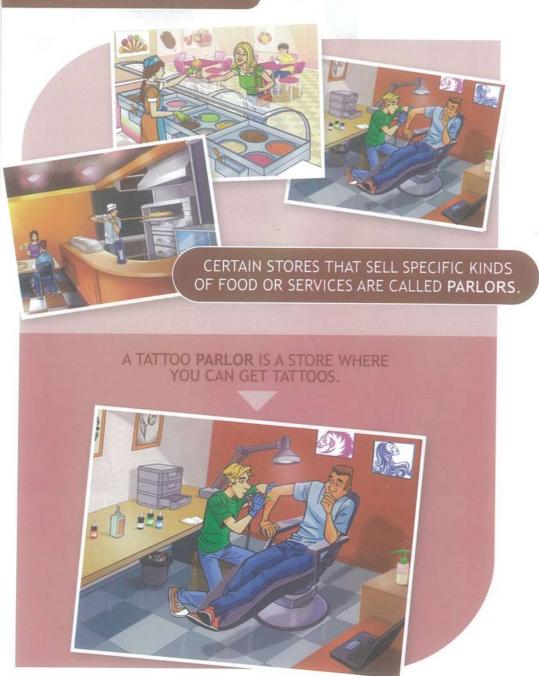
words in action



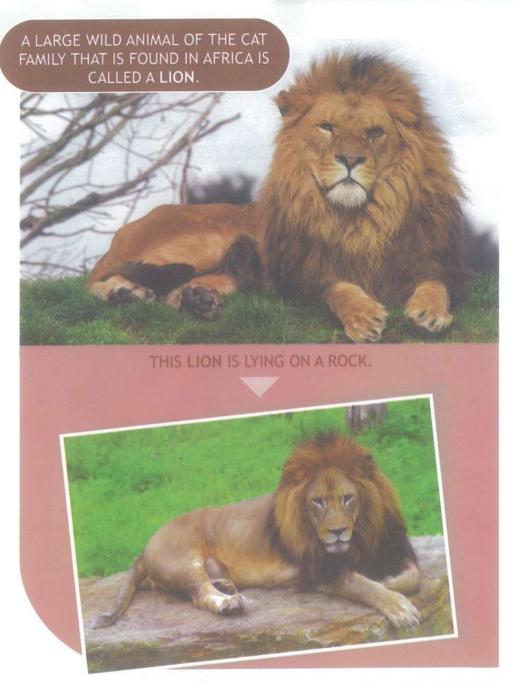


TATTOO INKS

words in action

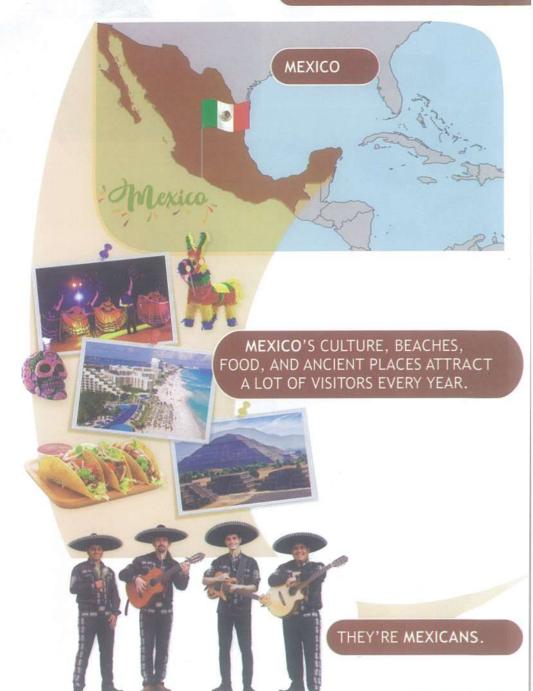


words in action



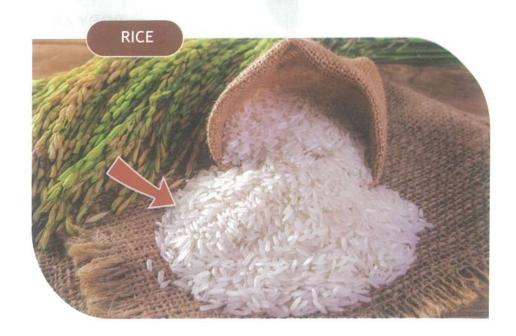


words in action



TT 9 - L4 - TB - 79



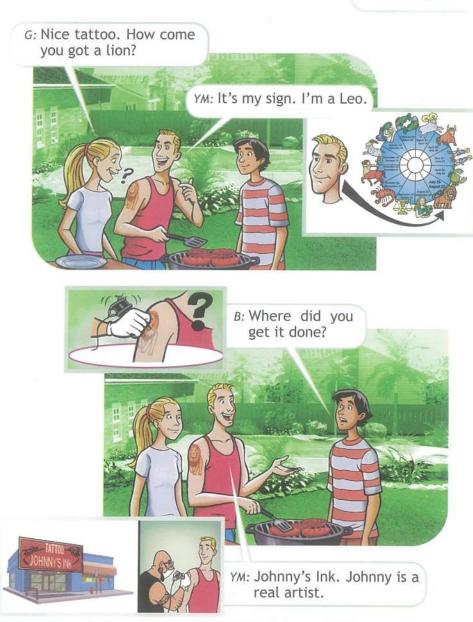




text

situation 1

BODY ART



G: I'd like to have him tattoo a little butterfly on my neck, but I need to get permission from my parents first.





YM: Kind of. But it depends on the location.

B: Well, if I'm going to have Johnny do it, it'll have to be at his tattoo parlor, right?



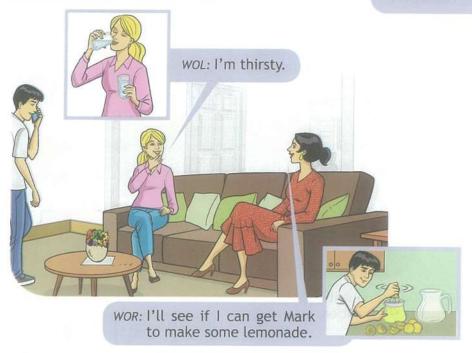


YM: I meant where on your body, you nitwit.

text

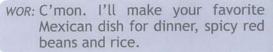
situation 2

BRIBERY





YM: Aw, Mom. I'm busy right now.









WOR: My powers of persuasion are legendary!

reading text

A DIFFICULT DECISION

Lucy: I'm thinking of getting a tattoo . . . if my parents give me permission.

Sally: Tattoos are extremely difficult to remove, you know. You'd better think about it a lot before you decide to get one, or you might be sorry.

Lucy: What are you talking about?

Sally: For example, my friend Cindy got a tattoo of a butterfly on her arm, because she thought butterflies were really pretty.

Lucy: Yeah, so?

Sally: So on her last vacation, she and her parents went to this cool butterfly zoo in Florida, but she got freaked out by the hundreds of butterflies flying all around her. Now she's terrified of butterflies and can't look at her own arm!

Lucy: Gosh.

Sally: Then there's the story of what happened to my big brother. He was totally into this girl he was dating, and she suggested that they get matching heart tattoos

with their names, you know, to show their love for each other.

Lucy: How romantic!

Sally: Mm-hm. Anyway, he really didn't want to, but she used her powers of persuasion to get him to do it.

Lucy: What happened?

Sally: About a month after that, they got in a big fight and broke up. He really hates her now, but he's still got to see her name all the time.

Lucy: Oh, I can see how that might be upsetting.

Sally: And there's my friend Jill. She had a tattoo artist write something in Chinese that she thought meant "courage" on her neck. She just found out that it really means "foolish" in Chinese!

Lucy: What a nitwit!

Sally: I know. Anyway, so what kind of a tattoo are you thinking of getting?

Lucy: Um, I'm gonna have to think about that some more!

Sally: Good idea.



going further

USING HOW COME

In this lesson, you learned that the expression how come is an informal way to say why. Here's an example with how come from the situation Body Art.

Nice tattoo. How come you got a lion?

It's my sign. I'm a Leo.



The girl in the example above asked: "How come you got a lion?" You know she could also have asked: "Why did you get a lion?"

Now look at these examples with **how come** and *why*. You know that we invert the order of the subject and verb to form a question with *why*. Notice that questions with **how come** are in normal word order.

I know you're thirsty. How come you didn't drink your lemonade? I know you're thirsty. Why didn't you drink your lemonade?

"How come you bought a butterfly necklace?" "Because I love butterflies." "Why did you buy a butterfly necklace?" "Because I love butterflies."

How come I can't work from home next week? Why can't I work from home next week?

You won't let me get a tattoo, Dad. So how come Tom can get one? You won't let me get a tattoo, Dad. So why can Tom get one?

"How come you are late for work, Tom?" "My car broke down." "Why are you late for work, Tom?" "My car broke down."

How come you aren't working on your essay? Why aren't you working on your essay?

When you use expressions like **how come** in informal situations, you speak English in a very natural way.

the grammar you need

The exercise is to be done and corrected in class.

THE SUFFIX -Y

Now let's learn about the suffix -y. Here's an example.

Jessica hates *rainy* days because she can't go outside to play.



Notice that in the example above, the suffix -y is added to the noun rain to make the adjective rainy. The suffix -y means characterized by so we can understand from this example that Jessica hates days that are characterized by rain.

Here's an example from the lesson with the suffix -y.



In the example above, the suffix -y is added to the noun *thirst* to make the adjective *thirsty*. We can understand from this example that the woman on the left feels a sensation that is *characterized by* thirst.



REMEMBER THIS:

The suffix -y is an adjective-forming suffix meaning characterized by.

the grammar you need

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

NOUN	ADJECTIVE
boss	a bossy older brother
cloud	a cloud y day
cream	some creamy chocolate
dirt	a child's dirty hands and face
fruit	a fruit y drink
health	a healthy meal
ice	icy weather
luck	a lucky guess
mess	a messy room
rain	a rain y night
sand	a sandy beach
sleep	a sleep y baby
smell	a smell y bathroom
snow	a snowy morning
spice	a spicy dish of Indian food
sun	a sunny afternoon
wave	beautiful wav y hair

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

-ABLE (enjoyable, acceptable)	-LESS (endless, speechless)
-AL (financial, personal)	-LY (definitely, surely)
-ER (player, teacher)	-Y (cloudy, healthy)
-FUL (helpful, peaceful)	

the grammar you need

CAUSATIVE FORM (HAVE SOMEONE DO SOMETHING AND GET SOMEONE TO DO SOMETHING)

HAVE SOMEONE DO SOMETHING

Take a look at this example.



Karen is having her hair cut.

As you have already learned, this statement expresses the idea that Karen's hair is being cut because she asked someone to do it. She is not cutting her own hair. However, this statement does not tell us who is cutting Karen's hair because, in this case, it is not important to mention who is performing the action. The emphasis is on what is being done, not who is doing it, so the construction having her hair cut is used.

Now look at this example.



Karen is having Anne cut her hair. She's the best hairdresser at this salon.

Again, this statement expresses the idea that Karen's hair is being cut because she asked someone to do it, but it also tells us *who* she asked. The emphasis here is on who is performing the action because it's important that we know. (Karen asked Anne to cut her hair because Anne's the best hairdresser at the salon.) In this statement, the construction having Anne cut her hair is used.

the grammar you need

Notice that when we want to emphasize who we asked to do something for us, we mention the person immediately after the verb to have.

Karen is having Anne cut her hair.

Now let's compare the following examples with the verb to wash.

Bella's having her car washed.

PAST PARTICIPLE

Bella's having Mike wash her car.

INFINITIVE WITHOUT TO

Notice that in the first example, the **past participle** of the verb *to wash* is used. In the second example, the **infinitive without** *to* is used.

Here's an example from the lesson with have someone do something.

I'd like to have Johnny tattoo a little butterfly on my neck, but I need to get permission from my parents first.

Maybe I'll get a tattoo.





REMEMBER THIS:

When we want to say that someone does something for us because we ask him or her to do it, and when we want to emphasize who it is that we ask, we use the construction

have someone do something.

the grammar you need

GET SOMEONE TO DO SOMETHING

Take a look at this example with have someone do something.

John: I had my sister fix my computer for me.

In the example above, I <u>had</u> my sister fix my computer expresses the idea that John's sister fixed his computer because he asked her to do that.

Now look at this example with get someone to do something.

John: I got my sister to fix my computer for me because I didn't know how to. She didn't want to, but I persuaded her by offering to fix her car.

In the example above, I <u>got</u> my sister to fix my computer expresses the idea that John's sister fixed his computer for him because he was able to persuade or convince her to do that although she didn't want to at first.

Now let's take another look at the two examples.



Notice that **have** is followed by the *infinitive without to* and **get** is followed by the *infinitive with to*.

the grammar you need

Now take a look at this example from the lesson.





REMEMBER THIS:

To say that someone does something for us because we persuade or convince him or her to do it, we can use the construction get someone to do something.

Here are some more examples with get someone to do something.

I got my parents to give me permission to get a tattoo. They really didn't want me to, but I promised them I would get a very small one.

Sherrie got Dan to teach her how to surf by promising that she would help him learn how to ride a skateboard.

Using bribery, Tina got her brother to drive her to the party. She said she wouldn't tell their parents about his fight at school.

Tim **got his girlfriend to help** him study for his exams by offering to teach her how to play the guitar.

the grammar you need

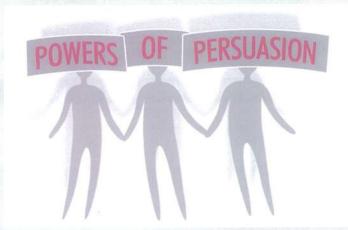


Rewrite the sentences in the causative form with have someone do something or get someone to do something. The first two are done for you.

Ellen weighed her dog yesterday Ellen <u>had the veterinarian weigh</u>	
2. Tiana mowed her lawn last week Tiana got her neighbor to mow h	사용하는 점심 다른 사람들은 경기를 받는 것이 없었다.
Diane always checks the weekly sa Diane always	les reports. (have; her assistant; check) the weekly sales reports.
4. Harry picks out beautiful gifts for Harry	his girlfriend. (get; his mom; pick out) beautiful gifts for his girlfriend.
5. Bia planned the company meeti secretary; plan) Biain Mexico.	ng at a resort in Mexico. (have; her the company meeting at a resort
6. William makes spicy barbecued c wife; make) William special occasions.	hicken on special occasions. (get; his spicy barbecued chicken on



talking like an American



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

how come ("How come you always order red beans and rice whenever we eat here?" "It's my favorite dish. I never get tired of it.")

to depend on ("Does it take long to get downtown from here?" "It depends on the traffic. It could take anywhere from half an hour to two hours.")

powers of persuasion ("I can't believe your wife let you buy this motorcycle." "Well, I just used my powers of persuasion to convince her. Oh, and I suggested that we go on a trip to Europe next month.")

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 having things done;



Where did you get it done?

I'd like to have him tattoo a little butterfly on my neck . . .





Maybe I'll get a tattoo.

Well, if I'm going to have Johnny do it, it'll have to be at his tattoo parlor, right?





. . . persuade someone to do something.



I'll see if I can get Mark to make some lemonade.

Hey, Mark, can you make us some lemonade?





C'mon. I'll make your favorite Mexican dish for dinner . . .



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

LEMONADE

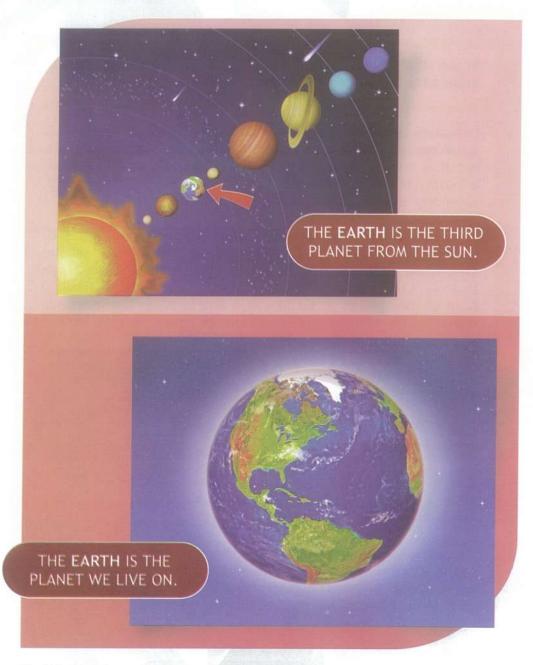
In the situation *Bribery* in this lesson, a woman asks her son to make some lemonade because her friend is thirsty.

Lemonade is a cold drink which is very popular in the U.S. It can easily be made at home with lemon juice, water, and sugar, but it is also popular in instant form. People can choose from a variety of instant lemonade products such as diet lemonade, sugar-free lemonade, and even pink lemonade.

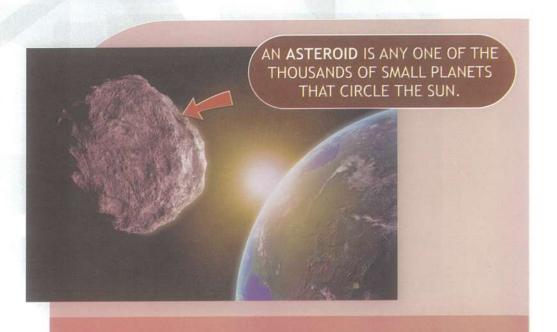
In the summer, many children in neighborhoods in the U.S. decide to start lemonade stands. It's really very simple. They make some homemade or instant lemonade, make a sign that says LEMONADE with the price, then sell it on the sidewalk in front of their homes or perhaps at a nearby park. The lemonade stand can be made out of wood, out of boxes, or may be just a table.



Operating a lemonade stand is a way for kids to make some money while they are on vacation from school. It is also thought of as good business experience for young people, and is considered a traditional part of growing up in the U.S. It is also a lot of fun!

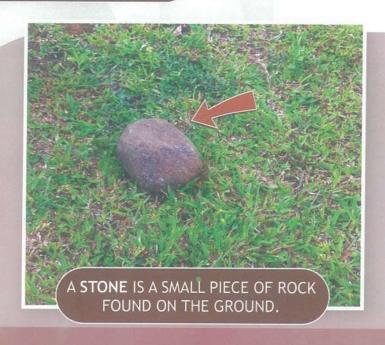


words in action



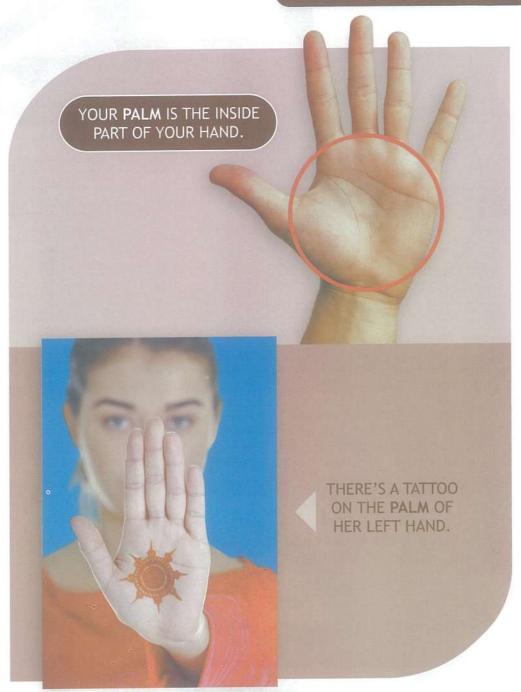
ASTEROIDS SOMETIMES HIT BIGGER PLANETS.

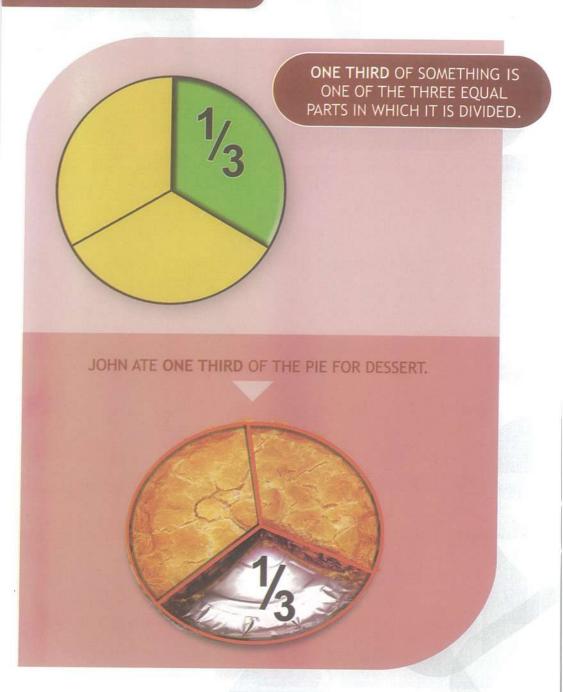


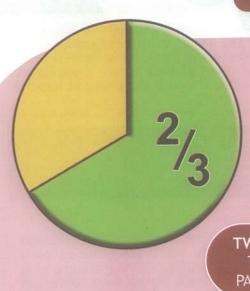


THE GIRL IS THROWING A STONE INTO THE WATER.









TWO THIRDS OF SOMETHING IS TWO OF THE THREE EQUAL PARTS IN WHICH IT IS DIVIDED.

TWO THIRDS OF THE EARTH'S SURFACE IS COVERED BY WATER.



magazine article

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

Texting Makes U Stupid

The U.S. is producing civilizational illiterates. How will they compete against America's global rivals?

BY Niall Ferguson

THE GOOD NEWS is that today's teenagers are avid readers and prolific writers. The bad news is that what they are reading and writing are text messages.

(. . .) According to a survey by Nielsen, Americans between the ages of 13 and 17 send and receive an average of 3,339 texts per month.

Even if you don't have teenage kids, you'll see other people's offspring slouching around, eyes averted, tapping away, oblivious to their surroundings. Take a group of teenagers to see the Seven Wonders of the World. They'll be texting all the way.



vocabulary dictionary entries

all the way expr. during the whole period of time that something is happening.

average n. the result calculated by adding several amounts together and dividing the total by the number of amounts. The average of 3, 5, and 7 is 5 $(3 + 5 + 7 = 15 \div 3 = 5)$.

averted adj. if a person's eyes or thoughts are turned away from something else, they are averted from that thing.

avid adj. extremely interested in or enthusiastic about something.

away adv. without stopping or slowing down; continuously.

illiterate adj. a person who is illiterate is unable to read or write.

oblivious (to) adj. if you are oblivious to someone or something, you are not aware of or do not notice that person or thing.

offspring n. a humorous or formal way to refer to a person's children.

prolific adi, producing a large number of something. A prolific artist produces a large amount of artwork.

survey n, a set of questions you ask a large number of people or organizations with the purpose of finding out information, opinions, etc.

tap v.i., v.t. to touch the screen of a cellphone, tablet, etc. to give an instruction or to write text.

text v.i., v.t. to send a text message. Texting while driving is the cause of many traffic accidents. If you text a person while you are driving, you might get hurt or hurt someone else.

magazine article

Show a teenager Botticelli's get a cursory glance before a buzz signals the arrival of the earth is hit by a gigantic asteroid or engulfed by a super tsunami, millions of lithe young fingers will be typing the human race's last inane words to itself:



Now, before I am accused of throwing stones in a glass house, let me confess. I probably send about 50 emails and text messages a day, and I receive what seem like 200 of the same. But there's a difference. I also read books. It's a quaint old habit I picked up as a kid, in the days before cellphones began nesting, cuckoolike, in our palms.

Half of today's teenagers Adoration of the Magi. You might don't read books-except when they're made to. According to a survey by the National Endowment latest text. Seconds before the for the Arts, the proportion of Americans between the ages of 18 and 24 who read a book not required at school or at work is now 50.7 percent, the lowest for any adult age group younger than 75, and down from 59 percent 20 years ago.

> (. . .) When the NEA last looked at younger readers' habits, it was already the case that fewer than one in three 13-year-olds read for pleasure every day. Especially terrifying to me as a professor is the fact that two thirds of college freshmen read for pleasure for less than an hour per week. A third of seniors don't read for pleasure at all.

vocabulary dictionary entries

at all adv. in any way or under any circumstances, to any extent. Used to add emphasis to negative sentences and questions.

be made to expr. be forced to.

buzz n. (onomatopoeia) a low sound, similar to the sound insects make, made by some machines.

cuckoo n. a gray bird that lays its eggs in other birds' nests.

cuckoolike adj. when like is used at the end of a noun it means similar to. In this text, it is used at the end of the noun cuckoo to mean similar to a cuckoo.

cursory adj. used to describe something done quickly, little attention paid to detail.

down adv. in or towards a lower level or smaller amount.

engulf v.t. to cover something completely so that it is destroyed.

freshman n. a student in his or her first year of high school or college.

glance n. a quick look at someone or something.

inane adj. used to refer to something that is stupid or senseless.

lithe adj. moving in a graceful way.

nest v.i. to live in a nest-a home birds make in which they lay their eggs.

pick up ph. v. to learn something new by practicing it. In this text, the author says he picked up the habit of reading books when he was young.

quaint adj. if you think something is quaint, you think it is attractive and unusual because it is or seems antiquated.

signal v.t. to show or notify that something has happened or will happen.

magazine article

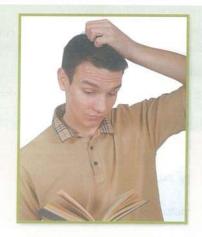
Why does this matter? For two reasons. First, we are falling behind more-literate societies. According to the results of the Organization for Economic Cooperation and Development's most recent Program for International Student Assessment, the gap in reading ability between the 15-year-olds in the Shanghai district of China and those in the United States is now as big as the gap between the U.S. and Serbia or Chile.

But the more important reason is that children who don't read are cut off from the civilization of their ancestors.

So here's what you should do.

Step one: Make a list of the books you think everyone should read; your own personal canon of great literature. Then take a look at your bookshelves and acquire the titles you don't have.





Step two: When vacation time comes around, tell the teenagers in your life you are taking them to a party. Or to camp. They won't resist.

Step three: Drive to a remote rural location where there is no cellphone reception whatsoever.

Step four: Reveal that this is, in fact, a reading party and that for the next two weeks reading is all you are proposing to do—apart from eating, sleeping, and talking about the books. Welcome to Book Camp, kids.



apart from prep. except for, other than.

canon n. a list of writers, musicians, etc., whose work is generally accepted or agreed to be good, important, and worth studying.

come around ph. v. if an event comes around, it happens as a regular event.

cut off from ph. v. to cause a person or thing to be separated from or to lose contact with other people or things.

fall behind ph. v. to make less progress or be less successful than other people.

gap n. a large difference between two groups of people or things.

literate adj. a person who is literate is able to read and write.

title n. books, magazines, etc., can be referred to as titles.

whatsoever adv. at all, used after a noun group to emphasize a negative statement.

magazine article

The author of this article is a college professor, and his comments are based on his observations of his teenage students' reading habits. His intention is to sound the alarm about what he views as teenagers' excessive use of cellphones and lack of reading. Do you think the habits he describes apply only to teenagers or do they apply to people of all ages? What about you? The following statements will help you reflect on whether or not your own habits regarding reading and cellphone usage are ideal.

- I check my cellphone at least every 30/15/10 minutes.
- Isometimes check my cellphone when I'm talking to a person face-to-face.

- I answer calls or check new text messages in the middle of meetings or conversations.
- I use my cellphone while watching TV.
- I feel anxious when I don't have my cellphone with me, and I even take it with me to the bathroom.
- The first thing I do after waking up and the last thing I do before going to sleep is check my cellphone.
- I regularly read print books or e-books, or listen to audio books, for pleasure.
- I read at least one book a week/month/year.
- I never/sometimes/always find the time to read (or listen to) a book.



vocabulary dictionary entries

face-to-face adv. used to describe a situation such as a meeting or a conversation in which you can look directly at another person.

lack (of) n. in a situation in which there is not any or enough of something, you can say there is a lack of that thing.

regarding prep. with respect to; concerning.

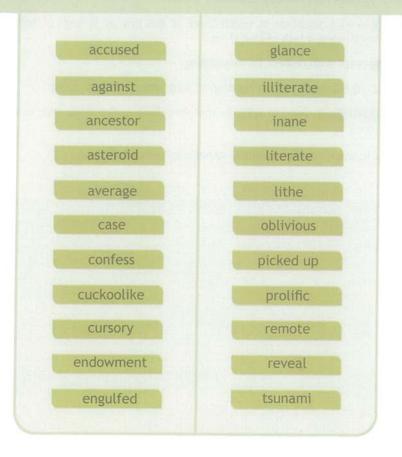
sound v.t. to express a certain reaction to a situation, idea, or event.

(the) following adj. used to refer to the next thing or the thing that is about to be mentioned.

view v.t. to think about or consider something in a certain way.

vocabulary

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the article "Texting Makes U Stupid."



going further

WORDS THAT ARE OFTEN CONFUSED

You know that when people are learning a new language, they often come across words that are similar to words in their own language but have a different meaning in English. In a previous lesson, you learned that these are often called *false cognates* or *false friends* and can cause a lot of confusion for language learners. Take a look at these examples with **gross** and **rude**.



This food is gross!



This woman is rude (gross).

Here are some more examples of words that often cause confusion.

subtitles / legends

- The movie was in French and didn't have subtitles (legends), so I couldn't understand a thing.
- Elvis Presley was one of the legends of rock and roll music.

high school / college

- · Most kids start high school (college) when they are 13 or 14 years old.
- · At college', young people usually decide on their future profession.

undergraduate degree / graduation

- Tim wants to be a doctor. He has an undergraduate degree (graduation) in biology, and he'll start medical school next year.
- · Mary's whole family went to her graduation. They were so proud of her!

polite / educated

- Eve is very polite (educated). She always says "please" and "thank you."
- Bill is the most educated person in his family. He's the only one with a college degree.

^{*}The difference between **college** and **university** is that most **colleges** are smaller than **universities** because they generally do not offer master's degrees.

The exercise is to be done and corrected in class.

THE PREFIX IL-

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

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

"The U.S. is producing civilizational *illiterates*. How will they compete against America's global rivals?"

Notice that the negative prefix il- is added to the word *literate* to make the new word *illiterate*. The prefix il- has a *negative* effect, so we can understand from this example that the author does not think that young people in the U.S. are *literates*, that is, he thinks they are *illiterates*.



REMEMBER THIS:

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

Here are some more examples with the prefix il-.

Erica had a difficult test at school on Monday, so the *logical* thing would have been to stay home studying for it. Instead she made the *illogical* decision to hang out with her friends all weekend.

It's important that medical prescriptions be *legible*, so I always ask my doctor to type them. I have to, because his writing is very difficult to read; in fact, sometimes it's totally **illegible**.

Here is a list of words (notice that they all begin with the letter L) and the new words we can form by using the *negative* prefix il-.

legal	illegal
legible	illegible
legitimate	illegitimate
literate	illiterate
logical	illogical

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

PREFIXES
DIS- (disagree, disbelief)
IL- (illiterate, illegal)
IN- (incompatible, informal)
UN- (unhappy, unload)

LESSON 5 the grammar you need

VERBS OF PERCEPTION FOLLOWED BY THE INFINITIVE WITHOUT TO OR THE -ING FORM

Verbs of perception are verbs that describe the use of our senses: sight, hearing, touch, taste, and smell.

Take a look at the following list of verbs of perception commonly used in everyday speech and writing.

to feel	to notice
to hear	to see
to listen to	to smell
to look at	to watch

These verbs of perception (except to smell) can usually be followed by a verb in either the infinitive without to or the -ing form. You will learn more about verbs of perception in a future lesson.

Compare these examples with the verb of perception to watch.

"I watched my kids leave (infinitive without to) for school this morning."

"I watched my kids leaving (-ing form) for school this morning."

Now you know that these **verbs of perception** (except *to smell*) can be followed by a verb in either the **infinitive without** *to* or the **-ing form**. But how do you know when one form is better to use than the other? Here is something to keep in mind:

When we want to emphasize an action in progress, a **verb of perception** is usually followed by a verb in the **-ing form**. Look at these examples.

Look at that girl running. What is she afraid of?

When I got home, I heard my daughter playing the piano.



REMEMBER THIS:

- Verbs of perception can be followed by a verb in either the infinitive without to or in the -ing form.
- A verb of perception is usually followed by a verb in the -ing form to emphasize an action in progress.
- Exception: the verb of perception to smell can only be followed by a verb in the -ing form. (e.g., I smelled the cake burning.)

Here's an example from the lesson with the **verb of perception** to see followed by a verb in the **-ing form** (slouching and tapping).

"Even if you don't have teenage kids, you'll **see** other people's offspring **slouching** around, eyes averted, **tapping** away, oblivious to their surroundings."

FEW

You learned in a previous book that a few means *some* and that we can use a few to talk about plural countable nouns. Here are some examples.

"Can I have a few of those cookies? They look delicious."
"Sure! Here you are."



My brother has a few more things to do before we can leave.

Now let's learn about when we use few. Here are some examples.

Few people know that *tsunami* is a Japanese word that means "harbor* wave."



Very **few** people Kelly interviewed for her survey had read a book in the past year.



REMEMBER THIS:

- We use a few and few with plural countable nouns.
- A few means some. We use a few to talk about a positive idea. e.g., I have a few friends, so I'm never alone on the weekends.
- Few means not many. We use few to talk about a negative idea. e.g., I have few friends, so I'm usually alone on the weekends.

Look at these examples with **fewer**. The first one is from the lesson. Notice that **fewer** means *less* (than) and is also used to talk about a negative idea.

"(. . .) When the NEA last looked at younger readers' habits, it was already the case that **fewer** than one in three 13-year-olds read for pleasure every day."

George has **fewer** than 2 hours of free time per day, but he reads a new book every month.

There were **fewer** than 5 inches of snow on the road last week, but it was enough to cut off my small town from the rest of the world.

*harbor (noun)—a calm area of sea next to the land, where it is safe for ships to anchor.

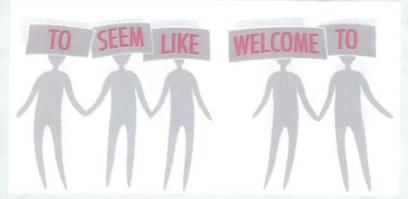


Select the correct option to complete the sentences.

1. Martina can speak words in Serbian, the official language of Serbia. a. a few b. few c. fewer
2 people I know ever turn off their cellphones. a. A few b. Few c. Fewer
3. Most people I know read than five books a year. a. a few b. few c. fewer
4. Very people know that Mr. Tuttle is a published author of several titles about his travels in South America. a. a few b. few c. fewer
5. Every year asteroids pass by Earth, but they are so small that we cannot see them, even with a telescope. a. a few b. few c. fewer
6. On average, than three tsunamis happen every year. a. a few b. few c. fewer

talking like an American





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

a cursory glance ("Did the judge like your painting?" "I don't think so. She only gave it a cursory glance before moving on to the next one.")

to throw stones in a glass house ("Harry says I use my cellphone too much." "Man, talk about throwing stones in a glass house! Harry never puts his cellphone down.")

to seem like ("It seems like Theo doesn't even live here." "I know. He has such a busy social life that we hardly ever see him.")

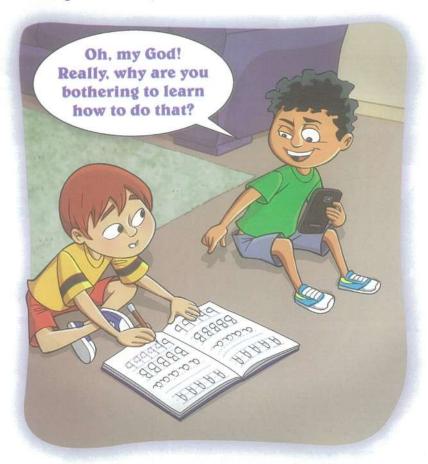
cut off from ("What was it like to camp in the mountains for a whole week with no cellphone?" "It was strange being cut off from civilization like that, but after a while, I felt really calm and peaceful.")

welcome to ("Sarah, meet our new sales manager, Carl Cruz." "Nice to meet you, Carl. Welcome to the team.")

sound the alarm ("Look at this: 'Health officials are sounding the alarm that cigarette use by teens is growing.'" "Don't worry about me, Mom. I think smoking is completely inane.")

just for fun

Enjoy this funny moment inspired by the magazine article "Texting Makes U Stupid."



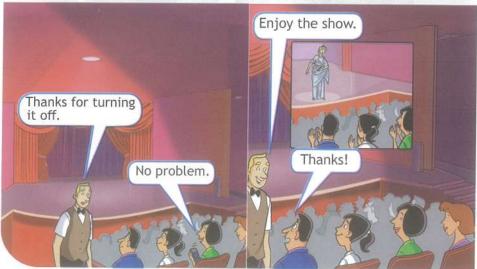
The child on the right is suggesting that, with the popularity of computers and cellphones being used for written communication, it might not be necessary for people to learn to write by hand anymore (for example, with a pen or pencil). Do you agree?

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.

AT A SHOW





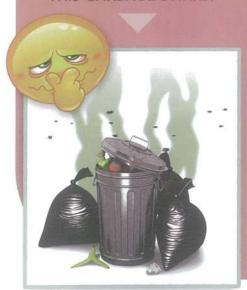




GARBAGE IS THE WORD WE USE TO DESCRIBE THINGS THAT WE THROW AWAY BECAUSE THEY'RE NOT USEFUL OR WANTED ANYMORE.



THIS GARBAGE STINKS.



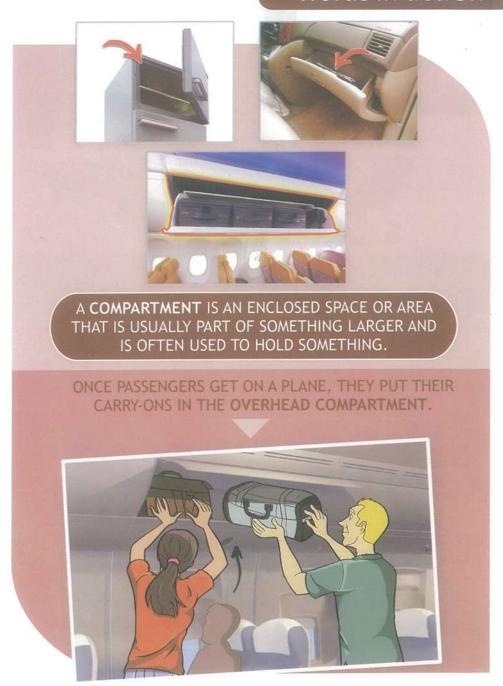


THE FLIGHT ATTENDANT IS COLLECTING THE PASSENGERS' GARBAGE.



HER HAND LUGGAGE
SEEMS TO BE QUITE
HEAVY.
OR
HER HAND BAGGAGE
SEEMS TO BE QUITE
HEAVY.

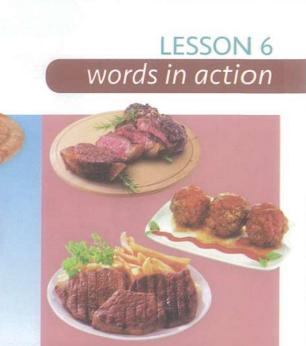




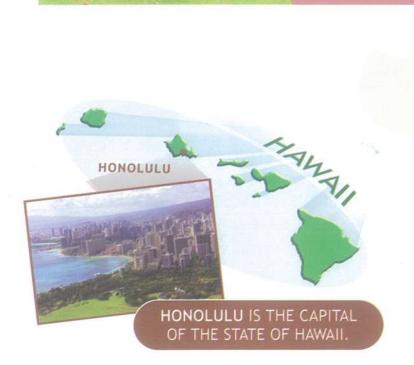


ALL PLANES MUST GET PERMISSION FROM THE CONTROL TOWER AT THE AIRPORT BEFORE THEY TAKE OFF.

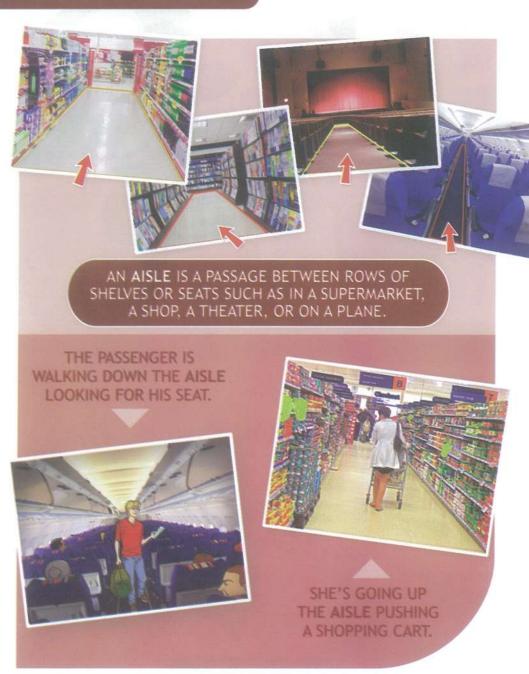


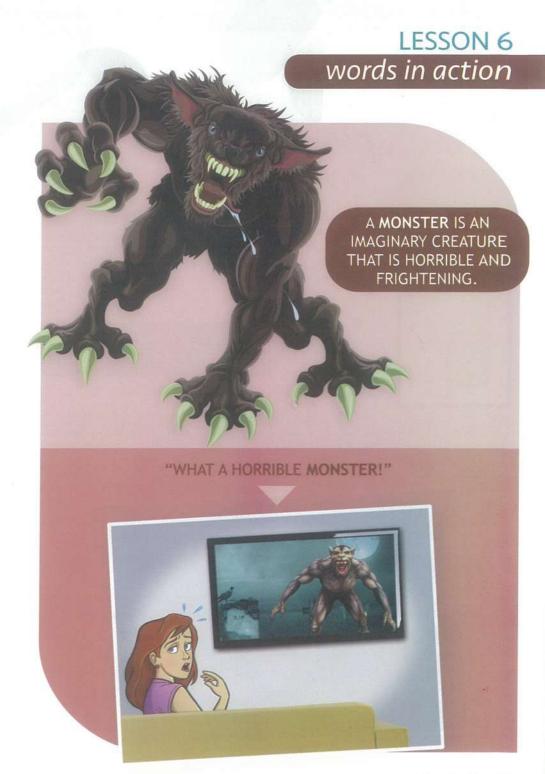


MOM KNOWS HOW TO COOK BEEF IN MANY DIFFERENT WAYS.



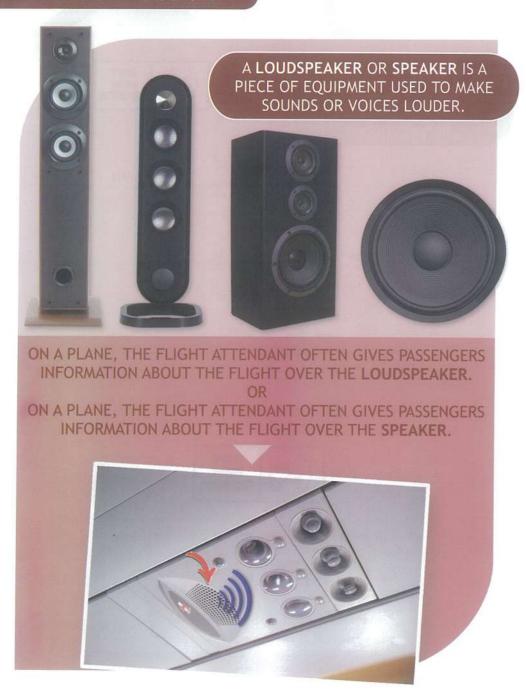
BEEF IS THE MEAT OF A COW.











LESSON 6 text situation 1

ABOARD AN AIRCRAFT



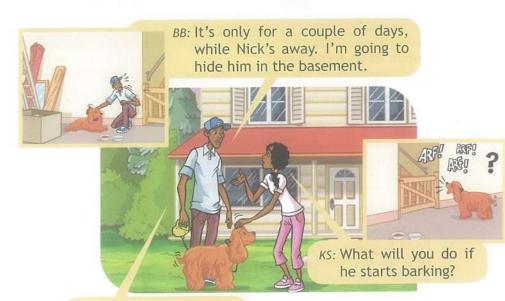


LESSON 6 text

situation 2

ON THEIR OWN





BB: I'll cross that bridge when I come to it.



KS: You're really asking for trouble this time, Robert.

The exercises are to be done and corrected in class.

POLITE REQUESTS

Asking someone to do something

Look at these examples from the cartoon The Box.

Gloria, can you do me a big favor?

What is it?

In the example above, Lee uses can to ask someone (Gloria) to do something (a favor).

Could you straighten your seat, please? Please put your hand baggage completely under the seat in front of you or in the overhead compartments. If it doesn't fit, we can put it in the closet at the front of the aircraft. **Could** you fasten your seat belts, please?



In the example above, the flight attendant uses **could** to politely ask someone (some of the passengers) to do something (straighten their seats and fasten their seat belts). Notice that she also says *please* when she makes a polite request.

When politely asking someone to do something, we can use can, will, could and would. Let's look at some more examples.

"Can you take the garbage out after dinner?" "Sure thing, Mom."

"Will you please stop joking about my new haircut?" "Sorry. I'll stop."

Could you put the dog outside? He keeps barking, and it's so irritating.

Would you teach me how to make this beef soup? It's so delicious!

There is very little difference in meaning between can, will, could and would. However, can and will are often used informally and sound less polite than could and would. Though could and would are equally polite, could is probably more commonly used and is appropriate in both formal and informal situations.

the grammar you need

But what if you want to make a request in a more polite way? You can very politely ask someone to do something by using an *indirect question*. Take a look at this example from the lesson.



In the example above, the boy uses I wonder if you could to very politely ask his sister if she could help him smuggle a dog into their house.

Here are some more examples of ways we can very politely ask someone to do something using *indirect questions*.

It's really chilly in this plane. Do you think you could get me a blanket?

I know you're busy, but do you think you might be able to call me later?

Would you be so kind as to remove your hat so I can see the show better?

I wonder if there's any way you could help me with this essay question.

I wonder if it would be possible for you to buy me a car, Dad.

the grammar you need

We can also very politely ask someone to do something by using an *indirect* question with would you mind. Here's an example from the lesson.

Would you mind putting your seat in the upright position, please?



The flight attendant uses **would you mind** to ask the teenager in an *indirect* way to do something. Notice that when asking someone to do something, **would you mind** is followed by a verb in the *-ing* form.

Here are some more examples.

"Would you mind giving me a ride to school on your way to work, Dad?" "OK, David. But be ready to leave in 10 minutes."

"Would you mind switching seats with me so I can sit next to my friend?"
"No problem. I don't mind at all."

"Excuse me, sir, would you mind not sitting there? I'm saving that seat for my husband."

"Of course not. I'll sit somewhere else."

"Sweetheart, would you mind walking the dog?"

"I've got to study for a test, Mom. But I'm sure Johnny can do it."



When asking someone to do something, we can use would you mind + -ing form.

the grammar you need

Asking for permission to do something

When asking for permission to do something, we usually use can, could or may. Look at these examples.

"Can we have some more ice cream?"

"Of course."

"Could my little brother use your restroom?"

"Sure, no problem."

"May I see your driver's license, ma'am?"

"Here it is, officer."



We use **can** to request permission especially if we are talking to someone we know pretty well. **Could** and **may** are usually considered to be more polite and formal than **can**.

We can also use "Would it be all right if . . .?" or "Is it OK if . . .?" when asking for permission. Here are some examples.

"Would it be all right if I sat next to the window?"

PAST SUBJUNCTIVE TENSE

"Sure. I actually prefer sitting in an aisle seat on flights."

"Is it OK if I turn off the TV?"

PRESENT SUBJUNCTIVE TENSE

"Suit yourself, but your favorite show is about to come on."

the grammar you need

Another way that we can very politely ask for permission is by using "Would you mind if . . ." Look at this example.

Would you mind if I turned on the light?

Notice that "Would you mind if . . ." is followed by a verb in the past subjunctive tense. Here are some more examples.

"Would you mind if I put my hand luggage on this seat for a moment?"
"Not at all."

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





When asking for permission, we can use would you mind if + a verb in the past subjunctive.

(Remember that the form of a verb in the *past subjunctive* tense is the same as the form of that verb in the *simple past tense*.)

the grammar you need



- Complete the sentences with the information in parentheses. The first two are done for you.
- 1. Bring me some water. (could)
 Could you bring me some water?
- 2. I want to switch my seat. (can) Can I switch my seat?
- 3. Give me a ride to work. (can)

 me a ride to work?
- 4. Stop joking about my name. (will)
 _____ joking about my name?
- 5. Teach me how to use this computer program. (would)

 _____ me how to use this computer program?
- 6. We want to have another hour for lunch. (could) another hour for lunch?
- 7. I want to see your notes from the meeting. (may)
 _________ your notes from the meeting?

the grammar you need

OFFERS

Offering something to someone

As you already know, it is polite to use would you like when offering something to someone. Look at these examples.

"I'd like a whiskey, please."

"Don't be silly. You're too young. Would you like some lemonade?"

"You must be thirsty. Would you like a glass of water?"

"Yes, please. It's really hot today."

There are other polite ways of making offers. Here's an example from the lesson.



Offering to do something for someone

When offering to do something for someone, we often use will (in affirmative statements) and can. Here's an example from the lesson with can.

Did you drop something, ma'am? Can I help you?



Oh no, don't bother, it . . . it was just a dime.



Here are some more examples.

"I'll help with the dishes, Mom."
"Thanks a lot, baby. You're so helpful."



"Can I help you find anything in the store?"

"Yes, I'm looking for a new bikini to wear on my vacation in Honolulu!"

When we're not sure if the offer we're making is necessary, we often add if you want or if you like after using will or can. Look at the following examples.

"I'll help you get ready for the dance, if you want."

"Thanks, Mom. That would be wonderful."



"I can help you put your bag in the overhead compartment, if you like." "Thanks! That would be great."

LESSON 6

the grammar you need

It's possible to very politely offer to do something for someone by using would you like instead of will or can. Here's an example from the lesson.



Now compare these examples with will, can, and would you like, all used to offer to do something for someone.

"I'll help you with these documents."

or

"Can I help you with these documents?"

or

"Would you like me to help you with these documents?"



"I'll help you find this blouse in your size."

or

"Can I help you find this blouse in your size?"

or

"Would you like me to help you find this blouse in your size?"



LESSON 6

the grammar you need



II. Write sentences according to the information given.
The first two are done for you.

1.	You think a guest at your party is thirsty.	Offer	him	or he	er some	juice
	using would you like and would you care	for.				

Would you like some juice?

Would you care for some juice?

You notice your neighbor trying to move some boxes. Offer to help him or her move the boxes using will, can, and would you like.

I'll help you move those boxes.

Can I help you move those boxes?

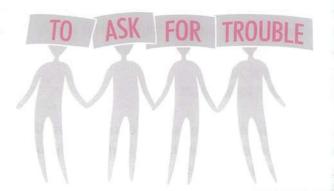
Would you like me to help you move those boxes?

take a nap on the couch. Offer him a blawould you care for.	nket using would you like and
919	, Grandpa?
	, Grandpa?
 On a boat trip, you notice that your frie aboard the boat. Offer to help him or he will, can, and would you like. 	er step aboard the boat using
	the boat.
eln <u>.</u>	the boat?
	the hoat?

3. Your grandparents are visiting you and your grandfather decides to

talking like an American





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

upright position ("This article says it's not a good idea to lie down after eating." "That's right. Our bodies digest food better in an upright position.")

to cross that bridge when one comes to it ("One of the language requirements for this new position is fluent Japanese. What are you going to do if they ask you to speak Japanese during the interview?" "I'll cross that bridge when I come to it.")

to keep an eye out for ("Have you seen my glasses? I lost them this morning and can't find them anywhere." "No, but I'll keep an eye out for them.")

to ask for trouble ("I can drive home. I've only had a few beers." "No way. You should never drink and drive. That's just asking for trouble.")

LESSON 6 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 polite request;



Would you mind putting your seat in the upright position, please?



... offer assistance;



Would you like me to take that garbage for you, sir?



. . . request assistance;



I wonder if you could help me smuggle Nick's dog into the house.



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

LESSON 6 I know how to . . .

... express disagreement;



You must be joking.



... give orders.



Now stay here, and keep an eye out for Mom.



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

Take a look at this dialogue from the cartoon The Box.



Flight Attendant 1: Chicken or beef?

Gloria: Uh, beef, please.

Lee: Same here.

Notice that the flight attendant offered two meal options: chicken or beef. You already know that *meat* is the flesh of animals that people cook and eat. There are many different kinds of *meat*, but in this lesson you learned that the *meat* of a cow is specifically referred to as beef. The word beef can sometimes cause confusion for people learning English because it may be similar to a word in their own language. Take a look at this dialogue.

Customer: Do you have any lunch specials without *meat*? I'm a vegetarian*.

Waitress: Hm. Sorry, we don't.

The lasagna is made with ground beef, and the quiche is made with ham and sausage.

The soup of the day is chicken noodle. And there's tuna fish in the cold pasta salad.

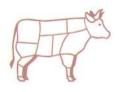


Customer: Oh, then I'll just have a fruit salad and a grilled cheese sandwich.

Notice in the dialogue above that all of the marked words are considered *meat*.

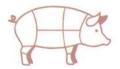
FYI

If you still get confused, these pictures will help you remember.





steak with vegetables and fries





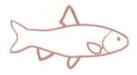
sausages and bacon

MEAT





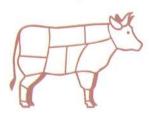
baked chicken





baked salmon with salad and potatoes

BEEF





steak with vegetables and fries



a hamburger

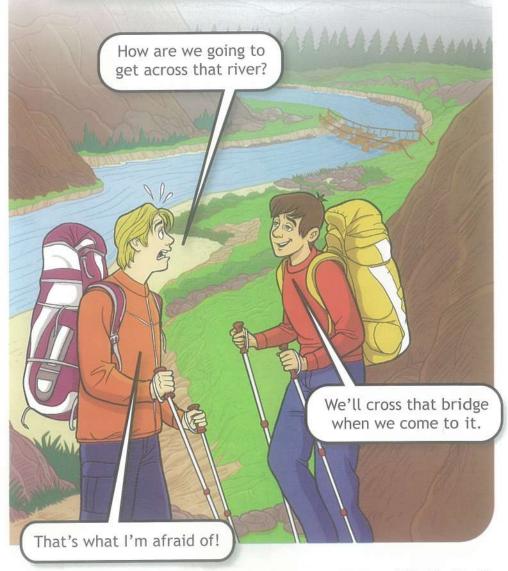


spaghetti with meatballs

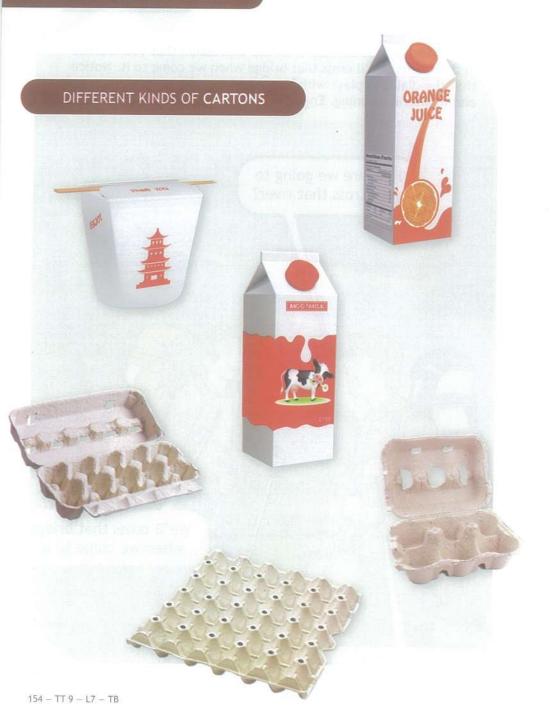
This information will be very helpful the next time you go to a restaurant in the U.S.!

just for fun

Take a look at this cartoon with the expression that you learned in this lesson: we'll cross that bridge when we come to it. Notice that the dialogue plays with the use of the idiomatic expression and its literal meaning. Enjoy!



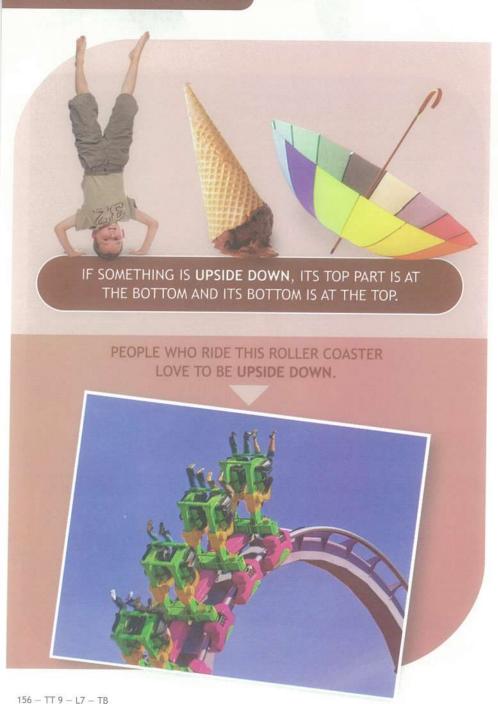
LESSON 7 words in action



words in action What's going on?

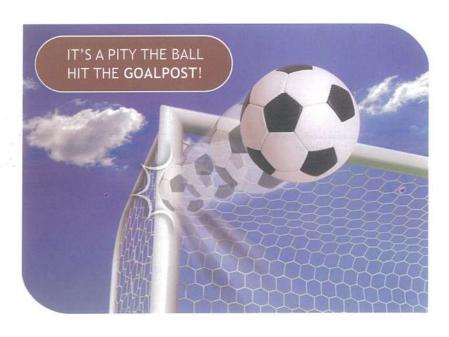


LESSON 7 words in action



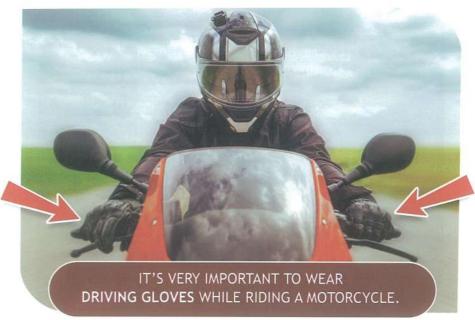
LESSON 7 words in action





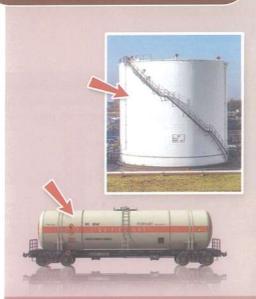
LESSON 7 words in action





LESSON 7 words in action

A TANK IS A LARGE METAL CONTAINER FOR LIQUID OR GAS.







ON A
MOTORCYCLE,
THE GAS TANK
IS IN FRONT
OF THE SEAT.



LESSON 7

text

situation 1

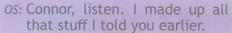
DOMESTIC CRISIS





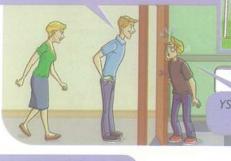
м: Derek, how can you be so immature?

> os: Oh, Connor's such a wimp. I'll go talk to him.





os: The only thing they'll do to you today is hang you upside down from a goalpost.



YS: That settles it. I'm not going to school.

M: Derek! You've just made matters worse.



os: My bad. But it was irresistible.

LESSON 7

text

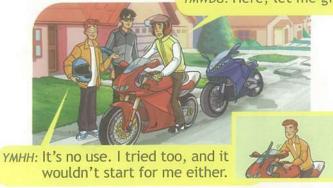
situation 2

OUT OF GAS



YMWS: My bike died, and it won't start again.

YMWDG: Here, let me give it a try.





YMWDG = young man wearing driving gloves YMHH = young man holding helmet YMWS = young man wearing sunglasses

LESSON 7 reading text

WORRIED ABOUT STARTING SCHOOL

Adam: I'm kind of nervous about the first day of school

tomorrow.

Trent: Why's that?

Adam: Well, I heard that the older students play pranks on

the new kids. Is that true?

Trent: Sometimes. It happened to me, but it wasn't a big deal.

Adam: Really? What happened?

Trent: Just some dumb stuff.

The first week of school someone taped a silly note on my back. But my friends told me about it

and took it off.

Adam: What else?

Trent: Someone put a big plastic bug on my desk to try to frighten me.

At first I thought it was real, but then I saw that it wasn't, and I

started to laugh.

Adam: That doesn't sound so bad. But I'm still worried.

Trent: Look, I know it's tough starting a new school, but you'll be fine. And if anyone is terrorizing you and

won't stop, they'll have to answer to me.

Adam: Thanks, Trent!



LESSON 7 going further

TALKING ABOUT POSITION

Take a look at this example from the lesson with upside down.

The only thing they'll do to you today is hang you upside down from a goalpost.

That settles it. I'm not going to school.



The boy on the left uses **upside down** to talk about the position his little brother would be in if he were hanging from the goalpost by his feet.

We can use **upside down** to refer to people or things. Saying that someone or something is **upside down** simply means that the side that should be up (the **upside**), is **down i**nstead.

Here are some more examples with upside down.



This car was in an accident and is now upside down on the highway.



Oh, no! This cupcake fell **upside down** on the plate.

If we want to say that a person or a thing is *not* upside down, then we say that person or thing is **right-side** up. Take a look at these examples.

Cans of paint should always be stored right-side up.

Mrs. Smith's doctor checked and said that her baby is still **right-side up**, so it's probably not ready to be born yet.

The exercise is to be done and corrected in class.

WON'T AND WOULDN'T FOR REFUSALS

Take a look at this example from the lesson with won't.



In the example above, some young men are talking about a bike. The bike died, and the young man wearing sunglasses wants it to start again. However, the bike refuses to start again.

We can express the idea that someone or something *refuses* to do what we want by using won't. We can use won't to express refusal in the present.

Here are some more examples with won't.

"Mom, Jennifer's really mad at me and won't talk to me at all."
"Well, you really shouldn't have read her diary, you know."

"Some kids at school won't stop teasing me about my new glasses."
"Oh, sweetheart. You just ignore those kids and soon they'll stop."

"Daddy! Everything's dark, and the lights won't turn on!"
"It's OK, honey. The power went out, that's all. Let's go get a flashlight."

LESSON 7

the grammar you need

Now take a look at this example from the lesson with wouldn't.

It's no use. I tried too, and it wouldn't start for me either.

Here, let me give it a try.



In the example above, the young men are still talking about the bike that died. The young man holding a helmet says that he already tried to start the bike too, but when he did, the bike *refused* to start.

We can express the idea that someone or something *refused* to do what we wanted by using wouldn't. We can use wouldn't to express *refusal* in the past.

Here are some more examples with wouldn't.

- "Jane just got back from lunch and she's all wet."
- "Well, I told her as she was leaving that the weather forecast predicted rain in the afternoon, but she wouldn't take her umbrella with her."

"I noticed it was difficult for you to pay attention in the meeting today, Ben." "Sorry, Mr. Fields. You know my wife just had twins, and they **wouldn't** stop crying all night long. I'm exhausted."

The windows in my bedroom were stuck and **wouldn't** open, so I had to turn on the air conditioner last night.



Complete the sentences with won't or wouldn't and the verb in parentheses. The first two are done for you.

1. "Mom, I need to take a shower, but Polly <u>won't get out</u> o bathroom." (to get out) "I'll talk to her."	f the
2. "Why didn't you mow the lawn yesterday?" "I tried and tried, but the lawnmower wouldn't work." (to work)	()
3. "Jayden didn't get the job." "I told him he needed to prepare for the interview but to me." (to listen)	it he
4. "Dan has a fever and he crying." (to "I think I'd better call Dr. Rosen."	stop)
5. "What's wrong with Alexandra?" "She has a bad stomach ache, but she	
6. "Kent has the coolest motorcycle. Didn't you try to buy it from "Yeah, but he it to me." (to sel	

THE SUFFIX -IZE

In previous lessons, you learned that the suffixes -able, -al, -er, -ful, -less, -ly, and -y can be added to the end of a word to make another word. Now let's learn about the suffix -ize. Take a look at this example.

Derek likes to terrorize his little brother.

In the example above, the suffix -ize is added to the noun *terror* to make the verb **terrorize**. We can understand from this sentence that the way Derek likes to treat his little brother is characterized by *terror*.

Now look at this example from the lesson with the verb **terrorize** in the present perfect continuous tense. Notice the spelling changes to form the word **terrorizing**.

Derek's been terrorizing Connor with stories about the pranks they play on new kids at middle school.





REMEMBER THIS:

The suffix -ize is a verb-forming suffix that can be added to adjectives and nouns. In general, we can say that the suffix -ize means to make or characterized by.

The suffix -ize is one of the most productive suffixes in the English language. Here are some of the most common words that end with the suffix -ize.

	adjective + -IZE	
(central) CENTRALIZE	(internal) INTERNALIZE	(private) PRIVATIZE
(familiar) FAMILIARIZE	(legal) LEGALIZE	(public) PUBLICIZE
(final) FINALIZE	(modern) MODERNIZE	(rational) RATIONALIZE
(formal) FORMALIZE	(neutral) NEUTRALIZE	(social) SOCIALIZE
(general) GENERALIZE	(normal) NORMALIZE	(special) SPECIALIZE
(ideal) IDEALIZE	(popular) POPULARIZE	(visual) VISUALIZE

	noun + -IZE	
(apology) APOLOGIZE	(hospital) HOSPITALIZE	(symbol) SYMBOLIZE
(authority) AUTHORIZE	(memory) MEMORIZE	(terror) TERRORIZE
(criticism) CRITICIZE	(priority) PRIORITIZE	(theory) THEORIZE
(economy) ECONOMIZE	(revolution) REVOLUTIONIZE	
(emphasis) EMPHASIZE	(summary) SUMMARIZE	

Notice that when we add the suffix -ize to the end of a word, the usual spelling rules for adding word endings apply. For example, for words ending in y (memory), we drop the final y before adding -ize (memorize).

Here are some examples with words that end with the suffix -ize.

Michael felt very bad that he missed his grandmother's birthday party, so he sent her some flowers to apologize.

The affordable Model T, produced by Ford Motor Company from 1908 until 1927, helped **popularize** the automobile in the U.S.



Karen asked me to **publicize** her campaign for class president. So I put up posters all over school, where everyone would see them.

Fred is an amazing cook, and although he loves preparing all kinds of food, he decided to **specialize** in desserts.

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

SUFFIXES

- -ABLE (enjoyable, acceptable)
- -AL (financial, personal)
- -ER (player, teacher)
- -FUL (helpful, peaceful)
- -IZE (emphasize, terrorize)
- -LESS (endless, speechless)
- -LY (definitely, surely)
- -Y (cloudy, healthy)

THE PREFIX IM-

You already know that a *prefix* can be added to the *beginning* of a word to make a new word. You learned that the negative prefixes in-, un-, dis-, and il- can be added to the beginning of a word to make a new word. Now let's learn about the prefix im-. Look at this example from the lesson.



Notice that the negative prefix im- is added to the word mature to make the new word immature. The prefix im- has a negative effect, so we can understand that the mother in the example above does not think that her son Derek is mature, that is, she thinks he is immature.



REMEMBER THIS:

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

Here are some more examples with the prefix im-.

Mrs. Gates came home with a present for Jim last night. He was dying to know what it was, but Mrs. Gates told him to be *patient* and wait for his birthday next week. However, he was so **impatient** that he couldn't stop himself from taking a quick look to see what it was.

My neighbor Trisha is usually very *polite*, but last week she didn't even say hello when she saw me. Today she apologized for being so **impolite**, but she had a terrible headache that day and it hurt even to talk.

Here is a list of words and the new words we can form by using the *negative* prefix im-.

mature	immature
moral	immoral
mortal	immortal
patient / patience	impatient / impatience
perfect	imperfect
personal	impersonal
polite	impolite
possible	impossible
probable	improbable
proper	improper

THE PREFIX IR-

Let's learn about another prefix in this lesson: ir-. Here's an example from the lesson.



To make the adjective **irresistible**, the suffix **-ible** (similar to the suffix **-able**) is added to the end of the verb *resist*, and the prefix **ir-** is added to the beginning. The prefix **ir-** has a *negative* effect, so we understand from the example above that the boy on the left could not *resist* the opportunity to terrorize his little brother, that is, the opportunity was **irresistible**.



REMEMBER THIS:

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

Here are some more examples with the prefix ir-.

Julia is usually a pretty calm and *rational* person. But when it comes to dogs, she freaks out. If she even sees a dog, even a little one, she starts to get extremely upset and tries to run away. In other words, she becomes totally **irrational**, and it's no use telling her to try to calm down.

I'm a pretty *responsible* kid, so my parents have a lot of confidence in me, and let me do a lot of things on my own. They even gave me my own house key. With my brother, however, it's a different story. He never keeps his promises, and Mom and Dad can't depend on him for anything. In other words, he's a completely **irresponsible** person.

Here is a list of words (notice that they all begin with the letter R) and the new words we can form by using the *negative* prefix ir-.

rational	irrational
regular	irregular
relevant	irrelevant
reparable	irreparable
resistible	irresistible
responsible	irresponsible
reversible	irreversible

Now take a look at all of the prefixes you already know.

P	REFIXES
DIS- (disagree, disbelief)	IN- (incompatible, informal)
IL- (illiterate, illegal)	IR- (irregular, irrelevant)
IM- (immature, impossible)	UN- (unhappy, unload)



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

to play a prank on ("I have a great idea for a prank we can play on Simon." "I don't think that's a good idea. He doesn't have a very good sense of humor.")

to make something up/to make up something ("Henry wanted to impress Lauren on their first date, so he made a story up about owning his own business." "How silly of him!" / "Darcy was late for work again today." "I know. I think she made up some excuse about missing the bus or something.")

to make matters worse ("What's wrong?" "I forgot my bag at work, and there are a lot of important things in there. To make matters worse, the office is closed until Monday.")

to be out of something ("Why didn't you make pancakes for breakfast?" "Because we're out of milk.")

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 . . .



... express that enough information has been obtained to make a decision;



That settles it.



. . . apologize informally;



My bad.



... talk about habitual refusal to do something.



My bike died, and it won't start again.

I tried too, and it wouldn't start for me either.





Of course it wouldn't.

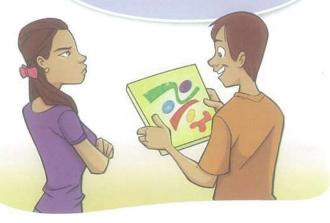


- * I need to study this a lot more.
- * I need to study this a little more.
- ★★★ I know this very well.

just for fun

Here's a comic strip with new vocabulary words from the lesson. Have you ever been in this boy's shoes?

Wow! This is a super cool painting! You're so talented, Diane!



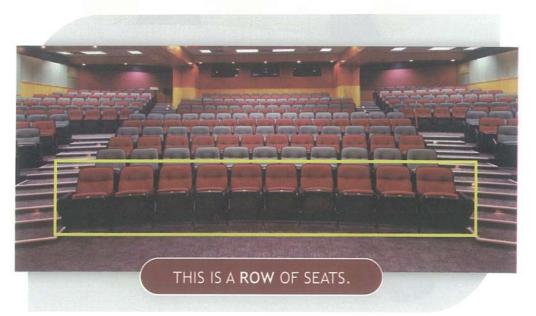
Thanks a lot, Ted. Except you're holding it **upside down**. Duh!



I am? Oh. **My bad**.

LESSON 8 words in action





LESSON 8 words in action

WHAT HAPPENED?



NANCY **SPILLED** SOME COFFEE ON THE SOFA THIS MORNING.

LESSON 8 words in action





CONTRACTIONS IN INFORMAL ENGLISH

Let's take a look at some examples from the lesson. In this example, Mark Higgins uses the informal *gonna* (going to) to talk about the episode.

This episode is *gonna* be a little different because when I was driving home last night, something wild happened.



Makes you wanna scream, doesn't it?

. . . drivers who have no regard for traffic laws or other drivers, endangering our lives, and their own, just to get to where they wanna go a little faster.

And in the examples above, Mark uses the informal contraction wanna (want to) to talk about being frustrated, and to talk about irresponsible drivers.

Now let's take a look at these examples. Mark uses the informal contraction lemme (let me) while asking to finish his request. He also uses gimme (give me) while talking to his viewers.

So *lemme* just finish with this request: Let's all just take a look at the way we drive and ask ourselves if we're not just a bit guilty of acting like we're more important than everybody else.



So, as always, thanks for putting up with my ranting, and if you enjoyed today's show, gimme a like below the video.

People often use contractions in informal spoken English, and sometimes in informal written English. Here are some more examples for you to take a look at. You can listen to them too as your teacher plays Part 1 of the recording.



When you encounter contractions like these in spoken or written English, remember that they are very common in informal situations and that they are a very natural way to use the English language.

ABBREVIATIONS AND ACRONYMS IN INFORMAL ENGLISH

People often use expressions such as "Oh, my God!" to express surprise. This expression is also very common in informal written English, such as that used in emails, text messages, and social media, where people usually write **OMG**.

Here are some examples.

ASAP-as soon as possible

BC—because

BF—boyfriend

BFF-best friends forever

BRB-be right back

C-see

CTN-can't talk now

CU-see you

CUL8R-see you later

FYI-for your information

GF-girlfriend

G2G-got to go

IDK-I don't know

JK-just kidding

LMA-leave me alone

LOL-laughing out loud

LYLAS-love you like a sister

OMG-Oh, my God! / Oh, my gosh!

PDA—public display of affection

POS—parent over my shoulder (so watch what you say)

ROTFL—rolling on the floor laughing

THX-thanks

TTYL-talk to you later

U—you

XOXOXO-kisses and hugs

2-to / too

4-for

OMG! Did U see Sarah and John at the party last night? 2 much PDA!

CTN, I'm hanging out with Tessa. We're watching some crazy vlogs! LOL! G2G. TTYL.



OK. CUL8R, BFF! LYLAS!

Besides being very common in informal written English, some of these abbreviations and acronyms have also become common in informal spoken English. Listen to these examples as your teacher plays Part 2 of the recording.

"John, I need those reports ASAP."

"Sure thing!"

"You and Betsy have been spending a lot of time together."

"Yeah, she's my new BFF."

"Everyone already knows that Karen broke up with me."

"FYI, nothing's private anymore."

Father: How about a good morning kiss, hon? Mother: You're so handsome; I can't say no!

Son: Yuck! Too much PDA, guys. I don't want to see my parents

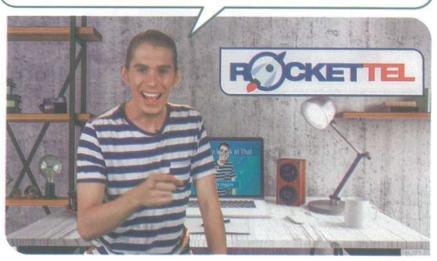
kissing.

The exercises are to be done and corrected in class.

VERBS OF PERCEPTION AND SOME EXPRESSIONS FOLLOWED BY THE -ING FORM ONLY

Let's look at this example from the lesson. Notice that the verb to find is followed by another verb: to wait (waiting).

If you often **find** yourself **waiting** too long on a slow Internet connection, you need RocketTel, the world's fastest and most reliable Internet provider.



When the verb of perception to find is followed by another verb, the second verb is *always* in the *-ing* form. Here is an example.

When Jill found her brother reading her text messages, she got very angry.

Another verb of perception that can only be followed by the -ing form is the verb to smell. Look at these examples.

Yuck! I smell something stinking up the refrigerator. I think Mom forgot to take out the leftovers from last week, and now they're rotten.

Johnny could **smell** his grandma's famous chocolate cupcakes **baking** as soon as he opened the door. When they were ready, he ate three!



REMEMBER THIS:

When verbs of perception such as

to find or to smell

are followed by another verb, the second verb is always in the

-ing form.

There are also some expressions that follow the same rule. Take a look:

spend time spend money waste time waste money have trouble have difficulty

Verbs used after the expressions above are *always* in the *-ing* form. Here are some examples from the lesson with have trouble.

You won't have any trouble surfing the Web like a rocket with the world's fastest and most reliable Internet provider.



So, my experience yesterday made me start wondering why I have so much trouble dealing with the way people drive.



Here are some more examples.

Veronica spends a lot of time studying for her MBA every week.

I don't know why Kelly wastes so much time getting ready for class.

Ken's going to spend all his money fixing up an old motorcycle he bought.

Marshall had some difficulty passing his driving test last year.



REMEMBER THIS:

When the expressions

spend time/money, waste time/money

and

have trouble/difficulty

are followed by a verb, this verb is always in the -ing form.



I. Complete the sentences with the verbs in parentheses in the -ing form.

1.	Sometimes,	in	the	middle	of	a	meeting,	1	find
	myself						(to day	dre	eam)



2. I didn't have any idea where my cat was, but I finally found her ______ in my closet. (to sleep)



3. It's incredible how Lisa never has any trouble
______ a new language.
(to learn)



4. Can you believe Gus wasted his money

a fancy new sports
car? (to buy)



5. As soon as Ted walked in the kitchen, he smelled lasagna ______ in the oven. (to bake)



IF AND WHETHER

Take a look at this example from the lesson.

My question, though, is **whether** he would ever admit that his behavior on the road was just as unfair as the other guy's behavior in the line at the movie theater.



In the example above, both if and whether can be used, although whether is more formal. However, in some cases, we should only use whether.

We only use whether (and not if):

After a preposition

e.g., I talked to Carl about whether he should get a master's degree.

Before an infinitive

e.g., We are trying to decide whether to take a vacation this year.

Directly before or not

e.g., The following statements will help you reflect on whether or not your own habits regarding reading and cellphone usage are ideal. (This example is from a previous lesson.)



II. Select all of the options that can be used to complete the sentences.

Priya couldn't decide on	to order Chinese food for dinner or not.
a. whether	b. if
2. We need to know show. a. whether	it's still possible to buy a ticket for the b. if
3. People often forget that, have to respect traffic law	or not they are in a hurry, they still
a. whether	b. if
4. After watching the presid	ential debate, Danny and I talked about med sincere.
a. whether	b. if
5. When buying a new home there are any good schools	e, most parents are interested in in the neighborhood.
a. whether	b. if
6. Travis doesn't know while he's traveling on vac	he'll always have an Internet connection ation.
a. whether	b. if

LESSON 8 the grammar you need

THE PREFIX OVER-

In previous lessons, you learned that the prefixes in-, un-, dis-, il-, im-, and ir- can be added to the *beginning* of a word to make a new word. Now let's learn about the prefix over-. Look at this example from the lesson.

OK, maybe he just thinks about doing it, because he's afraid the guy might *overreact* . . .



Notice that the prefix **over**- is added to the word *react* to make the new word **overreact**. The prefix **over**- indicates excess, so we can understand that the big dude who didn't wait his turn in line might *react* excessively, that is, he might **overreact** if someone spilled a drink on him.



REMEMBER THIS:

We add the prefix **over-** to the beginning of a word to indicate something happens or exists *in excess*.

Here's a list of words and the new words we can form by using the prefix over-.

charge	to overcharge a customer When Max got back from the store, he noticed the clerk had overcharged him.
crowded	an over crowded restaurant We waited for hours for a table at the <i>overcrowded</i> restaurant.
due	an over due library book Hank forgot to return his library book, and now it's <i>overdue</i> .
load	an overload of homework The students were stressed because of an <i>overload</i> of homework.
react	to over react to something Will felt fine after he fell off his bicycle, but his mom <i>overreacted</i> and took him to the hospital.
sleep	to over sleep in the morning When Kim finally woke up, she realized she had <i>overslept</i> and missed the bus.
weight	an overweight bag At the airport, Jenna had to pay extra to check her bag because it was <i>overweight</i> .

Now take a look at all of the prefixes you already know.

		PREF	IXES		
DIS-	disagree,	disbel	ief)		
IL- (i	literate,	illegal)			
IM- (mmature	, impos	sible)		
IN- (i	ncompati	ble, inf	ormal)		
IR- (i	rregular, i	rreleva	int)		
OVE	- (overre	act, ov	ersleep	0)	
UN-	unhappy,	unload	1)		

LESSON 8 talking like an American





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

to have no regard for something or someone ("Did you know that Edward drove himself home after the party? He must have had a whole bottle of whiskey." "What? I can't believe that. People who drive after drinking have no regard for anyone.")

to take advice from ("Everyone is telling me what I should do with my life. I'm not sure who I should listen to." "Well, I only take advice from people I admire, people who live happy and successful lives.")

a mere mortal ("I just watched a video about people who practice extreme sports. They didn't even seem human—more like super heroes." "I know, but they are mere mortals like the rest of us, and they often get hurt.")

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 . . .



... use informal spoken language;

This episode is gonna be a little different . . .



Makes you wanna scream, doesn't it?

. . . just to get to where they wanna go a little faster.

So lemme just finish with this request . . .

. . . gimme a like below the video.



- ★ 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 . . .

... talk about social responsibility.

With no consequences, they throw socially acceptable behavior out of the window with their trash.



Let's all just take a look at the way we drive and ask ourselves if we're not just a bit guilty of acting like we're more important than everybody else.

. . . there is something called socially acceptable behavior, and we care about what other people think about us.



[★] I need to study this a lot more.

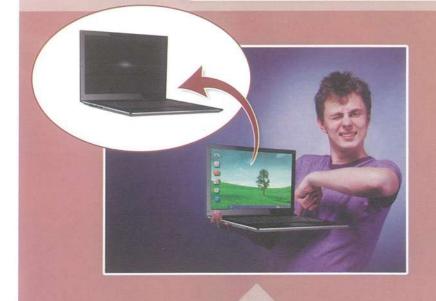
^{**} I need to study this a little more.

^{★★★} I know this very well.

words in action



IF YOU **SHUT OFF** SOMETHING SUCH AS A MACHINE, YOU TURN IT OFF.



HE'S SHUTTING OFF THE LAPTOP.

LESSON 9

text

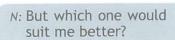
situation 1

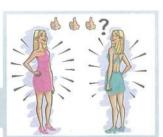
DISAPPROVAL

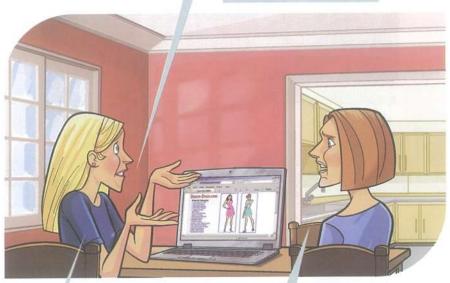
N: Can you help me decide which dress to get for the dance?





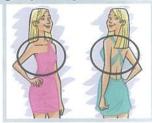






A: Neither! They're both too revealing for a girl your age.

N: Oh, never mind.



LESSON 9

text

situation 2

AGITATED





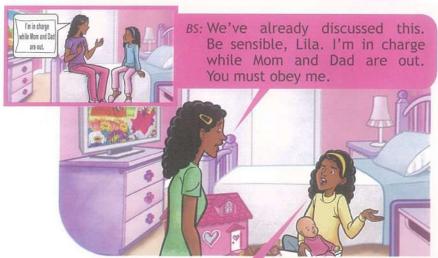
LESSON 9

text

situation 3

PROTESTING





KS: Whatever! But this is tyranny.

LESSON 9 reading text

SEARCHING FOR THE PERFECT DRESS

Hm. This dress is on sale. It's really pretty, and I look great in this color. I think it would be perfect for Charlotte's wedding. I'm going to try it on!





Oh my God! I look stunning in this dress! It's a perfect fit! I love it! I love it! Hold on. I can't let myself get carried away. I have to be sensible and think about this calmly.

Hm. What would Mom think of this dress? She might disapprove of it because she told me I couldn't wear anything too revealing, and it is a little short . . . but it's not that short after all.





As far as I'm concerned, this is the one! When I get home, I'll try it on for Mom and Dad. If either of them doesn't think it's appropriate, then I'll just discuss it with them calmly until they agree with me. It's that simple!

WORDS THAT ARE OFTEN CONFUSED

You know that when people are learning a new language, they often come across words that are similar to words in their own language but that have a different meaning. In previous lessons, you learned that these are often called *false cognates* or *false friends* and can cause a lot of confusion for language learners. Let's look at some more examples.

These examples compare argue and discuss.

This couple is **arguing** (discassing) about which way to go.



This couple is **discussing** what to order for dinner.



desired LESSON 9 going further

Now take a look at these examples with upset and nervous.

Mrs. Miller is very **upset** (nervous) about her broken vase.



Harold is very **nervous** about his job interview.



Here are some more examples of words that often cause confusion.

sensitive / sensible

- I told Mary that I didn't like her new bracelet, and she started to cry. She is so sensitive (sensible)!
- On very cold days, John always wears a coat, hat, and gloves, because that's the **sensible** thing to do.

only / unique

- Zachary is the **only** (unleque) boy in class whose name begins with the letter z.
- Allison's photographs are so unique. I've never seen anything like them.

answer / attend

- When I call Lucy, nobody answers (attends). She must be really busy.
- My brother Kenneth attends Harvard University in Boston.

remember / record

- Mr. Brown can't remember (record) what year he went to Paris.
- Tracy loves to record herself playing music and singing.

tongue / language

- Andy bit his tongue (language) while he was chewing his food.
- Nancy has lived all over the world and can speak five different languages.

steak / beef

- Brenda's doctor told her to eat less red meat, but her favorite meal is grilled steak (beef) with a baked potato.
- Tina doesn't eat a lot of beef. She prefers chicken and fish.

USING WHATEVER

You learned that we can use **whatever** to refer to something when we don't know its exact meaning or its exact name, as in this example from the article *Thoughts on the Art of Cooking*.

"Her special talent is whipping up a great meal from whatever ingredients we have on hand, even when it seems that the cupboard is bare."

The word whatever can also be used to say in an irritated or frustrated way that a person won't try to change what someone thinks, says, or does, even though he or she doesn't agree, as in this example from this lesson.

We've already discussed this. Be sensible, Lila. I'm in charge while Mom and Dad are out. You must obey me.

Whatever! But this is tyranny.



In the example above, the girl on the right uses **whatever** to show in an irritated or frustrated way that she won't try to change what her big sister is saying but that she doesn't agree with her.

PRONOUNCING EITHER AND NEITHER

As you might have imagined, in a country with a large population like the United States, you are sometimes going to hear different pronunciations of the same word. Let's focus on the words either and neither used in this lesson. Listen to these words pronounced two different ways in the following dialogues.

"Do you want to order pizza or Chinese food for dinner tonight?"

"Either of them is fine with me."

"Does your dog seem more agitated or more calm after he takes this medicine?"

"Neither, actually. He just seems normal."

As you will hear **either** and **neither** often in the English language, it is important for you to know that they are commonly pronounced these two very different ways. Don't worry; both ways are correct and accepted!

HELP, LET, MAKE SOMEONE DO SOMETHING

Help someone do something

Take a look at this example from the lesson.



The verb **to help** is *usually* followed by the **infinitive without** *to*, as in the example above.

Now look at this sentence.

Can you help me to decide which dress to get for the dance?

Though less common, the verb to help can also be followed by the infinitive with to.



REMEMBER THIS:

The verb to help can be followed by either the infinitive without to (more common) or by the infinitive with to (less common).

LESSON 9

the grammar you need

Let someone do something

Let's look at this example from the lesson.



The verb to let is always followed by the infinitive without to, never by the infinitive with to, as in the example above.

LESSON 9

the grammar you need

Make someone do something

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



Like the verb to let, the verb to make is always followed by the infinitive without to, never by the infinitive with to, as in the example above.



REMEMBER THIS:

The verbs **to let** and **to make** are *always* followed by the infinitive without *to*.

LESSON 9 the grammar you need

Now let's look at some more examples with the verbs to help, to let, and to make.

"I always help my parents keep/to keep our house neat and clean, because that's what they expect." (verb to help in the present tense)

"So do I, but my parents give me an allowance for doing that."

"Check out the new bathing suit I just bought!"

"Are you crazy? Your parents will never **let** you **wear** something that revealing." (verb **to let** in the future tense)

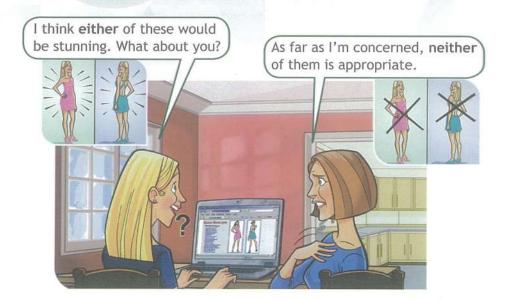
"Wow! You play the piano really well!"

"Thanks. My mom made me take lessons, even though I didn't want to. Now I'm glad she did." (verb to make in the past tense)

In the examples above, notice that it doesn't matter if the verbs to help, to let, or to make are expressed in the past, present, or future tense. The verb that follows to help can still be expressed in the infinitive without to or the infinitive with to, and the verb that follows to let or to make is always in the infinitive without to.

USING EITHER AND NEITHER

In a previous book, you learned how to use either . . . or and neither . . . nor. Now let's see how we use either (without or) and neither (without nor). Take a look at this example from the lesson with either and neither in which a girl is showing her aunt two dresses she is thinking of buying.



In the example above, the girl uses **either** (without *or*) to say that she thinks *either* the dress on the left *or* the dress on the right would be stunning.

Also in the example above, the woman uses **neither** (without *nor*) to say that she thinks *neither* the dress on the left *nor* the dress on the right is appropriate.



REMEMBER THIS:

- We use **either** (without *or*) to refer to *two* previously mentioned people, places, or things.
- We use neither (without nor) to make negative statements that refer to two previously mentioned people, places, or things.



When we use neither, we put the verb in the affirmative form.

Now look at this dialogue with either and neither.

Kim: Which of these two photos should I use for my profile?
Erica: Actually, I do **not** like **either** of them. (more common)
or
Actually, I like **neither** of them. (less common)



In general, not . . . either is more common than neither.

Now look at this dialogue with neither.

Tina: Has Jarrod or Justin ever ditched school?

Myra: No way. Neither of my brothers would ever do anything like that.



REMEMBER THIS:

Remember that only **neither** (not *not either*) can be used at the beginning of a sentence.

Now look at this example from the lesson.





REMEMBER THIS:

We can say **neither** (instead of *neither of them*) as a short negative answer.

LESSON 9 talking like an American





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

as far as I'm concerned ("What did you think of the cinematography in this movie?" "As far as I'm concerned, it's the most visually stunning movie ever made.")

never mind ("I can't believe Jack refused to work on this project with us." "Never mind him. We don't need his help anyway.")

to get carried away ("Who are all these presents for?" "They're birthday presents for Sarah. You know I always get a little carried away when it comes to birthdays.")

to put away something/to put something away ("You know about Grandpa's disapproval of cellphones at the dinner table, don't you?" "Oh, right. I'll put away my cellphone right now. / I'll put it away right now.")

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



... introduce an opinion;



As far as I'm concerned, neither of them is appropriate.



. . . describe a reaction;



I got a little carried away.



. . . express urgency;



Hurry up!



. . . express indifference.



Whatever!



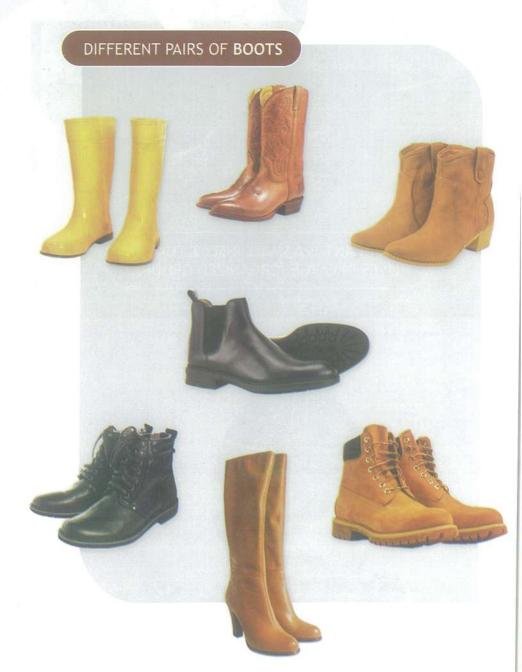
- ★ I need to study this a lot more.
- ** I need to study this a little more.
- ** 1 know this very well.

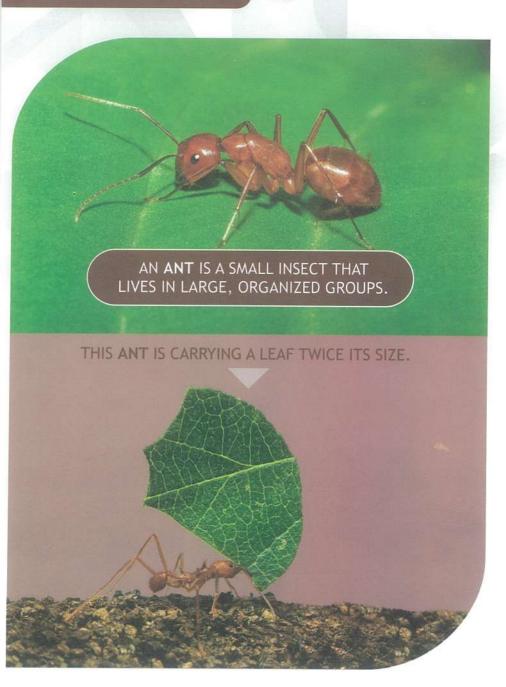


SHE'S **SEWING** A BLOUSE ON THE SEWING MACHINE.



HE'S **SEWING** A SUIT COAT BY HAND.



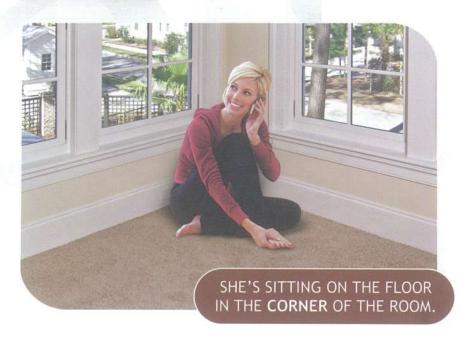








words in action





ENGLISH IS SPOKEN IN EVERY CORNER OF THE GLOBE.

YOUR **BRAIN** IS THE ORGAN IN YOUR HEAD THAT ALLOWS YOU TO THINK AND FEEL AND CONTROLS YOUR BODY.



THE DOCTOR IS SHOWING THE WOMAN A MODEL OF THE HUMAN BRAIN.



LESSON 10

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

SOMETIMES AN ENDING IS JUST A BEGINNING

There's an old joke that goes something like this:



What do you call a person who speaks two languages?



Bilingual.



What do you call a person who speaks three languages?



Trilingual.



What do you call a person who speaks only one language?

An American.



We don't mean to offend our friends from the U.S. with this joke, and actually the team here at CCLS and CCAA includes a fair number of Americans. But the joke illustrates a point, even though, like most jokes, it plays on a stereotype. And that point is that far fewer Americans are fluent in a second language than people in the rest of the world.

There are many reasons that few people in the States make the effort to really learn a foreign language, and we're not going to get into those reasons here. The undeniable fact, however, is that learning a second language is hard and takes a lot of work. And that is why everyone at CCLS and CCAA wants to congratulate you, our students, and tell you how proud we are that you have come so far and are, at the very least, bilingual.

even though conj. a more intense way to say though, although.

fair adj. used before a noun to emphasize that an amount, size, number, etc., is large.

far adj. used to emphasize a difference when making a comparison (far more, far fewer, far better, far worse, etc.).

go v.i. to consist of a certain series of words, facts, or musical notes. If you can't remember how a story or a song goes, ask a friend for help.

play on ph.v. to parody, make fun of or ridicule in a playful manner.

undeniable adj. unable to be denied, unquestionable, used to describe something that is certainly correct or true.



LESSON 10

article

We realize that it wasn't easy. The English language is a strange, quirky thing that is always proving the old maxim that rules are made to be broken. First, there's the issue of its crazy and inconsistent pronunciation. No sane person will ever attempt to explain why the words to, too, two, through, blue, shoe, and new all rhyme. But none of the words in the following pairs—to and go, too and floor, through and although, blue and guess, shoe and toe, new and sew—share the same vowel sounds. It's as if a bunch of people in the in-group got together and made things difficult just to confuse outsiders, so that later they could look for opportunities to play jokes like this on foreigners:



^{*} The pronunciation of basic vowel sounds by foreigners often leads Americans to misunderstand the words being spoken. Thus they may hear *pain* when the nonnative speaker is attempting to say *pen*, or *leave* when the nonnative speaker is attempting to say *live*.

vocabulary dictionary entries

break v.t. to fail to do what one has promised to do or is required to do by rule or law.

broken adj. used to describe something that has been violated such as a promise, rule, or law.

fill out ph.v. to complete a form by writing or typing the required information in the spaces provided.

go away ph.v. to disappear. If you burn some food while cooking, opening a window will help make the smell go away.

in-group n. a small or exclusive group of people united by common interests or beliefs.



LESSON 10

It doesn't get any easier when you look at plural forms either. You've learned several rules for plurals, but the exceptions are as numerous as ants at a picnic*. This is another case that makes you wonder if there isn't some kind of plot in progress to embarrass the uninitiated. If the plural for foot is feet, then shouldn't the plural for boot be beet? And if you have one mouse and two mice, then why don't you have one house and two hice? I can just hear the evil plotters laughing at their inside jokes when they hear foreigners getting these odd plurals mixed up.

As if this isn't bad enough, the use of prepositions in English is so arbitrary that no one could even come up with any general rules or guidelines. So given that the language is far from perfect, it doesn't seem fair that you've had to struggle with it while a lot of native English speakers aren't bothering to learn a second language.



* Americans often make jokes about something or someone being "as numerous as ants at a picnic" or "as irritating as ants at a picnic" because a common complaint at picnics is that ants always appear where food is being eaten outdoors, especially when people are sitting on a blanket spread on the ground.

vocabulary dictionary entries

given that conj. considering that, since.

mixed up adj. marked by confusion or disorder.

plot *n*. a secret plan to do something wrong, cause injury or destruction; intrigue.

plotter n. a person who plots or conspires.



LESSON 10

article

But you brave souls didn't just sit around blaming the British Empire for establishing outposts across the globe where English began to infect the local cultures*. And you didn't feel sorry for yourselves because its rebellious colony in North America became an economic powerhouse in the 20th century, solidifying English as the international language of business and trade**. As the English language continues to invade your country through music, movies, TV shows, and the Internet, you haven't been complaining and playing the part of the victim. You've attacked the problem head-on by learning the language.



You didn't get discouraged when you realized you had problems with pronunciation after you offered a native speaker a *snack* and he responded by saying he was afraid of *snakes*. Or when you tried to order a *steak* in a restaurant, and the waiter gave you a strange look because he thought you wanted a *stick*. No, you've put up with the frustration and the occasional embarrassment that was required to get to where you are today.

^{*} England began establishing colonies as early as the 16th century, and by the 19th century the British Empire was the largest empire in history.

^{**} The British colonies in North America declared independence and became the U.S.A. at the end of the 18th century.

vocabulary dictionary entries

feel sorry for expr. to pity or to show pity for someone or oneself.

part n. the character performed by an actor in a movie, play, etc. Many aspiring actors get experience in small parts in local plays.

play v.t. to perform a part in a movie, play, etc. To play the part of a superhero in a movie, an actor needs to be in excellent physical condition.

sit around ph.v. to spend time doing very little or nothing useful.

sorry adj. feeling sadness, sympathy, pity.

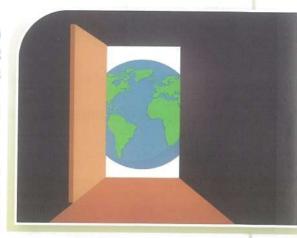


LESSON 10

article

And that, in our opinion, makes you winners. Yes, you've won the right to take a phrase from that old but still popular song by the British rockers, Queen, and sing out "We are the champions!*" That's because while you still have everything that your own culture and language have to offer, you've opened yourselves up to a whole world of additional opportunities.

And that's what we mean when we say that sometimes an ending is just a beginning. Because getting to this level is just the foundation. Now a door is opening for you to explore the world outside. And you can have fun doing it. You can get more enjoyment out of music sung in English when you understand the lyrics; you're able to watch movies and



TV shows in English without having to read subtitles or put up with dubbed soundtracks; and you can enjoy the humor of viral videos, comedy sites, and other content on the Internet that is so widely available in English. You can travel in the real world, or in the virtual world, and communicate not only with native speakers of English, but with the millions of people just like you who are learning English as a second language in countries in every corner of the globe.

^{*} From the song "We are the champions," written by Freddie Mercury, first released on the British band Queen's 1977 album "News of the World" by EMI Records in the United Kingdom and Elektra Records in the United States. The album was coproduced by Queen and recording engineer Mike Stone.

content *n*. the material or ideas in something written, created, or represented.

dubbed adi. used to describe a movie or video that has had its sounds and speech changed to a language different from that of the original. Movies made for children are often dubbed into many different languages.

lyrics n. the words of a song.

right n. if you have the right to do or have something, you are morally or legally permitted or authorized to do it or have it. Only after many long years of study does a person finally have the right to call him or herself a doctor. / At the age of 18, U.S. citizens have the right to vote.

subtitle n. the words that appear on a screen during a movie or video that translate the dialogue or narrative. Some people prefer watching foreign movies with subtitles so they can hear the actors' real voices, while others prefer watching the dubbed version so they can pay more attention to the action.

LESSON 10

article



Of course, all of those things people told you when you started to study English are still true. It will give you an advantage as you compete in the job market and help you throughout your life. And did you know that studies show that being bilingual is good for your brain? It's a mental exercise that actually helps make you smarter and has been shown to keep people sharper as they age and more resistant to diseases like Alzheimer's and dementia.

Yes, your accomplishment is impressive, so we salute you and encourage you to enjoy and make use of what you've learned and will continue to learn as you go on with your studies. As my 80-year-old grandmother said to me before she took off on her motorcycle the other day—"Use it or lose it, baby!""

^{*} Americans often use the phrase "use it or lose it" to mean that if you don't continue to practice or use a skill, you will lose that skill.

vocabulary dictionary entries

age v.i. to become older.

go on v.i. to continue happening or doing something as before.

sharp adj. used to describe a person of quick intellect and penetrating intelligence; astute.

take off ph.v. to suddenly leave somewhere.



LESSON 10 vocabulary

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the article "Sometimes an Ending is Just a Beginning."

attempt, attempting	quirky
bilingual	rhyme
blame, blaming	salute
colony, colonies	sane
complaint	sew
confuse	snack
congratulate	snake
declare, declared	steak
dementia	stereotype
dubbed	stick
foreigner	subtitle
illustrate	throughout
infect	trilingual
invade	undeniable
maxim	uninitiated
mixed up	viral
none	virtual
numerous	vowel

LESSON 10

the grammar you need

USING NONE

Take a look at this example from the lesson.

"But none of the words in the following pairs—to and go, too and floor, through and although, blue and guess, shoe and toe, new and sew—share the same vowel sounds."

We use **none** to mean *not any* or *not one*. In the example above, the narrator uses **none** to mean that *not any* of the words in the pairs share the same vowel sounds.

Here are some more examples.

None of my friends are trilingual, but many of them are bilingual. None of my classes at school will help me prepare for my future career as a famous rock singer!

I've met a lot of brilliant people in my life, but **none** of them are as sharp as my 90-year-old great-grandmother.



REMEMBER THIS:

- We use none to refer to not any or not one of three or more people, places, or things.
- When we use **none** in a sentence, we put the verb in the affirmative form.



In formal usage, none is considered a singular pronoun. In general usage, however, none can be considered singular or plural, depending on whether the noun to which it refers is singular or plural.

- · None of the staff was late today.
- · None of the employees were in the office.

LESSON 10 the grammar you need

Now look at this dialogue with any and none.

Max: Which would you like for a pet: a dog, a cat, a snake, or a mouse?

Eve: I would **not** like **any** of them; I'm afraid of animals. (more common)

Eve: I would like none of them; I'm afraid of animals. (less common)



In general, not . . . any is more common than none.

Now look at this dialogue with none.

Franklin: Did any of your friends play jokes on people for Halloween?

Heather: No. None of my friends did anything like that.



REMEMBER THIS:

Remember that only **none** (not *not any*) can be used at the beginning of a sentence.

the grammar you need

Take a look at this dialogue with none.

Tina: Of all the amazing desserts on this menu, which one do you like

the best?

Myra: None. I really prefer fresh fruit for dessert.



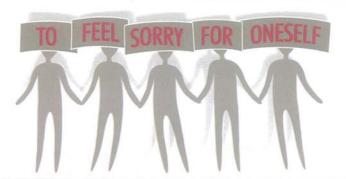


REMEMBER THIS:

We can say *none* or *none* of them as a short negative answer.

talking like an American





Remember that the situations, texts, and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned. Here are some you learned in Lesson 10.

a fair number (A fair number of students in my biology class plan to study medicine.)

to make things difficult ("How's it going with your new job?" "Not so well. I don't think my coworkers have accepted me yet. They seem to enjoy making things difficult for me.")

to not get any easier ("It's only the first week of my physics class and I'm already lost." "Then maybe you should get a tutor, because it's not going to get any easier.")

as if something isn't bad enough ("It's time to go, and it just started to rain." "Oh, no. And as if that isn't bad enough, I forgot to bring an umbrella!")

to feel sorry for oneself ("I can't believe Carrie broke up with me. I'll never love again!" "I know you're upset, but feeling sorry for yourself won't change anything. Let's do something fun to cheer you up!")

to play the part (When I was in high school, I played the part of Romeo in the school play. / Marla was tired of playing the part of the serious, hardworking executive, so she took a year off to travel.)



WHY DO MOST AMERICANS SPEAK ONLY ENGLISH?

In the article "Sometimes an Ending Is Just a Beginning," we read about the fact that few Americans are able to communicate in a second language. The article states there are many reasons few Americans make the effort to become fluent in a foreign language. Let's learn a little about some of these reasons.

Limited Foreign Language Learning in School

Most American students start to learn a foreign language in school. In fact, many children are introduced to a foreign language in elementary school. But in high school, students are usually only required to take two years of foreign language instruction, and if they continue on to college, foreign language classes are usually not required at all. All of this means that very few Americans finish their education with fluency in a second language.

United States Geography

The U.S. is a very large country, and it shares borders with only two countries: Canada and Mexico. In the north along the border with Canada, there is usually no need for Americans to learn a foreign language, because one of the official languages of Canada



is English. However, in the south along the border with Mexico, the influence of Spanish is very strong, and Americans who live there come into contact with many native speakers of Spanish every day. But the fact remains that, throughout most of the U.S., there is no need to be able to speak another language in order to communicate.

U.S. Immigrants and English

Immigrants to the U.S. come from every corner of the world, but they soon find that the key to getting a good job, a good education, and becoming integrated into American society is by learning to speak English as quickly as possible. Also, they are expected to attain a certain level of fluency in English in order to become U.S. citizens. These people usually continue to speak their native languages at home, but their U.S.-born children usually feel like they are more American than foreign, and prefer speaking English whenever possible. The U.S. does not actually have an official language, but for all practical purposes, English is the language that people use to communicate.

English Is Spoken in Many Countries and Professions

When Americans travel abroad, they find that English has become a global language. Americans who travel abroad on business realize that English is often the primary language in international commerce and in



many professions, such as the sciences and engineering. And American tourists usually find they can easily communicate in English with staff in hotels, restaurants, etc., in any country in the world.

So, we see that most Americans actually do receive some instruction in a foreign language at school. However, because the country is so large, because most citizens are (or are expected to become) fluent in English, and because English is spoken all over the world, the majority of

Americans do not feel the need to learn to communicate in any other language besides English. How do the reasons discussed above compare with the need to learn a foreign language where you live?



LESSON 1

the grammar you need

- 1. a-b-c
- 2. a-b
- 3. a-b-c
- 4. a-b

LESSON 3

the grammar you need

PAGE 65

- 1.
 - 3. had the locks changed
 - 4. got flowers delivered
 - 5. had a report written
 - 6. got my dog's infected tooth extracted
 - 7. had a tree house built
 - 8. got the garden decorated
 - 9. had a beautiful necklace made
- 10. got this big playhouse put together

- 11.
- 3. hadn't gotten
- 4. had taken
- 5. hadn't thrown up
- 6. had accepted
- 7. hadn't rented

LESSON 4

the grammar you need

- 3. has her assistant check
- 4. gets his mom to pick out
- 5. had her secretary plan
- 6. gets his wife to make

LESSON 5

the grammar you need

- 1. a
- 2. b
- 3. c
- 4. b
- 5. a
- 6. c

LESSON 6

the grammar you need

PAGE 143

- 1.
- 3. Can you give
- 4. Will you stop
- 5. Would you teach
- 6. Could we have
- 7. May I see

PAGE 147

11.

- Would you like a blanket Would you care for a blanket
- I'll help you step aboard
 Can I help you step aboard
 Would you like me to help you step aboard

LESSON 7

the grammar you need

- 3. wouldn't listen
- 4. won't stop
- 5. won't take
- 6. wouldn't sell

LESSON 8

the grammar you need

PAGE 189

- 1.
- 1. daydreaming
- 2. sleeping
- 3. learning
- 4. buying
- 5. baking

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11.

- 1. a
- 2. a, b
- 3. a
- 4. a
- 5. a
- 6. a, b

This list contains the new words in *To The Top—Advanced Stage—Book 9* 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.

(the) country (areas away from citie	S	advanced	L. 10
and larger towns where there are smal	l	against (e.g., When two teams	
towns, farms, woods, and open land)	L. 1	compete in a sport, we say that they	
(the following)	L. 5	are playing against each other.)	L. 5
(the) very (used to emphasize that		age, to	L. 10
something is exactly so)	L. 8	agitated	L. 9
(X)-year-olds (e.g., Very few 13-		air horn (WIA)	L. 8
year-olds read for pleasure nowadays.)	L. 5	aircraft (WIA)	L. 6
		aisle (WIA)	L. 6
A		alarm	L. 5
		alarm clock (WIA)	L. 1
a /one third (WIA)	L. 5	all the way (e.g., It took us an hour to	
aboard	L. 6	get to school today because it was	
acceptable	L. 8	raining all the way and traffic was	
accidentally	L. 8	terrible.)	L. 5
accidentally on purpose	L. 8	allow, to	L. 6
accomplishment	L. 10	along (e.g., We walked along the	
accuse of, to (e.g., He accused		side of the road until we got to a	
his sister of breaking his cellphone.)	L. 5	diner.)	L. 8
accused	L. 5	along for the ride	L. 2
ache	L. 3	Alzheimer's	L. 10
acquire, to	L. 5	amazed	L. 2
act, to (e.g., Luke acted correctly		amused	L. 3
when he told his parents the truth		ancestor	L. 5
about his grades.)	L. 2	answer	L. 8
action	L. 2	ant (WIA)	L. 10
additional	L. 10	apart from	L. 5
adult	L. 5	appear, to	L. 10
		T-0 11 0 -	a 10001

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apply, to (e.g., This rule only		В	
applies to kids under five years old.)	L. 5	The state of the s	
appropriate	L. 9	baby (an affectionate way of calling	
approximately	L. 6	a person or a pet)	L. 6
arbitrary	L. 10	badly = very much	L. 8
argue, to	L. 9	badly (e.g., John drives so badly I	
argument	L. 8	feel scared when I ride with him.)	L. 8
as (e.g., Ann has worked as a		banged-up base on, to	L. 8 L. 5
teacher for ten years now.)	L. 5	be accused of, to	L. 5
as far as (as far as I'm concerned,		be based on, to	L. 5
as far as I know)	L. 9	be dying to do sth. or for	
aspirin (WIA)	L. 6	sth., to	L. 3
assessment	L. 5	be in one's element, to	L. 1
		be made to, to	L. 5
asteroid (WIA)	L. 5	be sick, to = to vomit	L. 3
astounding	L. 2	be sure, to	L. 6
at all	L. 5	be/get lost, to	L. 1
at the very least	L. 10	bean (WIA)	L. 4
attack, to	L. 10	beauty	L. 2
attempt, to	L. 10	bed and breakfast (WIA)	L. 2
attention	L. 8	beef (WIA)	L. 6
audio book	L. 5	beginning	L. 10
	M Social	behave, to	L. 8
author	L. 5	behavior	L. 8
average	L. 5	believed	L. 2
averted	L. 5	Berkeley Springs	L. 2
avid	L. 5	better nature	L. 8
away (e.g., I wanted to talk to		bilingual	L. 10
Joe, but he just ignored me and		bite one's tongue, to	L. 8
	LE	blame, to	L. 10
kept typing away on his laptop.)	L. 5	nrast	L. 8

body	L. 4	chilly (a little cold)	L. 6
boorish	L. 8	civilization	L. 5
boot (WIA)	L. 10	civilizational	L. 5
bother, to	L. 8	class (e.g., Diana dresses with a lot	
brain (WIA)	L. 10	of class.)	L. 2
brave	L. 6	clown (a silly, stupid person)	L. 8
break, to (e.g., John always says		C'mon.	L. 4
that rules were made to be broken.)	L. 10	colony	L. 10
breathtaking	L. 2	come around, to (when a	
bribery	L. 4	regular event happens again)	L. 5
British	L. 10	come back, to	L. 6
bum	L. 8	come to an end, to	L. 6
butterfly (WIA)	L. 4	come upon, to	L. 8
buzz	L. 5	comment	L. 5
		communicate, to	L. 10
		company (people you are with)	L. 6
		compartment (WIA)	L. 6
		complaint	L. 10
cabin (WIA)	L. 2	complete, to (to finish sth.)	L. 1
call = phone call	L. 1	completely	L. 6
call one's own, to	L. 2	confess, to	L. 5
call sby. out, to	L. 8	confuse, to	L. 10
calm	L. 2	congratulate, to	L. 10
Canon (the authentic works of a		connection	L. 8
writer)	L. 5	consequence	L. 8
carton (WIA)	L. 7	contact list (WIA)	L. 1
case = situation	L. 5	contact, to	L. 1
century	L. 2	content	L. 10
challenge, to	L. 2	continue, to	L. 2
champion	L. 10	convince, to	L. 8
charm	L. 2	corner (WIA)	L. 10
Chile	L. 5	countryside	L. 1

256 - TT 9 - vocabulary list - TB

crime	L. 8	die, to (to want very much to do sth.)	L. 3
crisis	L. 7	disappear without a trace, to	L. 1
cuckoo	L. 5	disappear, to	L. 1
cuckoolike	L. 5	disapproval	L. 9
cultural	L. 8	discouraged	L. 10
curled up	L. 6	discuss, to	L. 9
current	L. 8	disease	L. 10
ursory	L. 5	dislike, to	L. 6
cut = haircut	L. 3	district	L. 5
cut off (from), to (e.g., Children		ditch, to (e.g., Susie ditched school	L. 5
who don't read are cut off from the		to go shopping.)	L. 9
civilization of their ancestors.)	L. 5	domestic	L. 7
cut, to (e.g., She decided to cut		don't you dare	
classes this afternoon to go to the		2 2 3	L. 3
beach.)	L. 9	double	L. 6
		down (in or towards a lower level or	. 2
		smaller amount)	L. 5
		downtown	L. 3
D		drugstore (WIA)	L. 3
		dubbed	L. 10
daily	L. 2	dust	L. 8
daring	L. 3		
deal with, to	L. 8		
decade	L. 2	F	
declare, to	L. 10	E	
defensive	L. 8		
dementia	L. 10	earth (planet) (WIA)	L. 5
dentist (WIA)	L. 3	east (WIA)	L. 2
detail	L. 1	eastern	L. 2
die, to (to stop living)	L. 3	e-book	L. 5
die, to (e.g., I'm sorry I couldn't call		effect	L. 2
you earlier. My cellphone died.)	L. 7	effort	L. 10

either (of) (e.g., "The last two		F	
episodes of the series Mysteries of			
the Sea were wonderful." "I haven't		face-to-face	L. 5
seen either of them.")	L. 9	fair (e.g., There were a fair number of	
embarrass, to	L. 10	people at the play last night.)	L. 10
embarrassment	L. 10	fall behind, to	L. 5
embrace, to	L. 2	false	L. 6
empire	L. 10	false alarm	L. 6
encourage, to	L. 10	far (e.g., The accident was far more	
endanger, to	L. 8	serious than we thought.)	L. 10
ending	L. 10	feel sorry for, to	L. 10
engage, to	L. 8	fender (WIA) fender bender	L. 8
engulf, to	L. 5	few (not many)	L. 8 L. 5
enjoyment	L. 10	fill out, to	L. 10
enter, to	L. 7	fill, to (e.g., Neil got his prescription	L. 10
error	L. 8	filled at the drugstore near his work.)	L. 3
error of one's ways	L. 8	flee, to	L. 8
establish, to	L. 10	flight attendant (WIA)	L. 6
even though	L. 10	forbidding	L. 2
eventually	L. 8	foreigner	L. 10
evil	L. 10	forest (WIA)	L. 2
exception	L. 10	form (e.g., Complete the dialogue with	
excessive	L. 5	the correct forms of the verbs in	
excitement	L. 2	parentheses.)	L. 10
expectation	L. 2	foundation	L. 10
experience, to	L. 2	frèshman	L. 5
explore, to	L. 1	frustration	L. 8
extract, to (e.g., Kyle had two	L. 1	fuel, to (e.g., The coach's words just	
wisdom teeth extracted.)	L. 3	fueled her determination to keep	1 2
extreme	L. 2	<pre>practicing.) fulfill, to</pre>	L. 2 L. 2
CALICITIC	hart day	rutitt, to	L. /

G		
gap	L. 5	ı
garbage (WIA)	L. 6	ı
general	L. 8	ı
gentleman	L. 6	ı
gentlemen	L. 6	ı
get a prescription filled, to	L. 3	ı
get away (from it all), to	L. 2	ı
get away with, to	L. 8	ı
get away, to (to go somewhere		ı
different from where you live in order		ı
to have a rest or a vacation.)	L. 2	ı
get carried away, to	L. 9	ı
get going, to	L. 8	ı
get one's hair cut, to	L. 3	ı
get sby. started on sth., to	L. 8	l
get sby. to do sth., to	L. 4	l
get sth. mixed up, to	L. 10	l
get to one's goat, to	L. 8	ı
getaway (a short vacation)	L. 2	ľ
gimme (give me)	L. 8	ı
give a shout-out, to	L. 8	ı
give sth. a try, to	L. 7	l
given that (considering that, since)	L. 10	l
glance	L. 5	ı
global	L. 5	l
globe	L. 10	l
glove (WIA)	L. 7	
go away, to	L. 10	
go crazy, to	L. 6	
go hiking, to (WIA)	L. 1	

go on, to = to continue	L. 10
go, to (e.g., It's a shame I can't	
remember how Pinocchio's story	
goes.)	L. 10
goalpost (WIA)	L. 7
GPS	L. 1
grand	L. 2
grieve over, to	L. 8
grieve, to	L. 8
gross	L. 3
grow up, to	L. 3
grow, to (e.g., The number of	
people learning a foreign language	
has been growing.)	L. 2
grumble, to	L. 8
guideline	L. 10
guilty	L. 8
guilty pleasure	L. 8
Н	
hairdo (WIA)	L. 3
half	L. 5
hand luggage = hand	
baggage (WIA)	L. 6
hang, to (e.g., I asked my brother	
to hang the new mirror in the	
bathroom.) (WIA)	L. 7
happen to, to (e.g., I went to	
Rome last July and happened to	

meet a friend from school on the

L. 2

plane.)

have a tooth extracted, to	L. 3	in the driver's seat	L. 2
have regard for, to	L. 8	inane	L. 5
have sby. do sth., to	L. 4	include, to	L. 10
head-on	L. 10	inconsistent	L. 10
hectic	L. 2	independence	L. 10
help sby. do sth., to	L. 9	indicate, to	L. 2
hero	L. 6	indoor	L. 2
heroine	L. 6	industry	L. 2
hi there	L. 3		L. Z
hike (WIA)	L. 1	infect, to (e.g., The coach's good	
hike, to (WIA)	L. 1	energy infected the team and	
hip	L. 3	made everybody seek victory.)	L. 10
Honolulu (WIA)	L. 6	in-group	L. 10
How about that?	L. 7	initiated	L. 10
how come	L. 4	injustice	L. 8
Hurry up!	L. 9	ink (WIA)	L. 4
hypnotized	L. 8	innovative	L. 3
		insane	L. 9
		inside joke	L. 10
		instant	L. 8
1		intend, to	L. 1
I wonder if you could	L. 6	intimidating	L. 8
I'll/We'll cross that bridge		invade, to	L. 10
when I/we come/get to it.	L. 6	irresistible	L. 7
illustrate	L. 5	irritating	L. 10
illustrate, to immature	L. 10	isolate, to	L. 2
imprudent	L. 7	issue	L. 10
	L. 8	itch, to	L. 8
in (a remote/every) corner of		It's a pity.	L. 1
(the globe/the world/the	1 40	It's no use.	
country)	L. 10		L. 7
in progress	L. 10	It's/That's not like sby.	L. 1

260 - TT 9 - vocabulary list - TB

Mass 27555		Leo (sign of the zodiac)	L. 4
		let sby. do sth., to	L. 9
job market	L. 10	level	L. 10
joke, to	L. 6	lighten up, to	L. 3
juice bar (WIA)	L. 1	like (social media: approval)	L. 8
junk food (WIA)	L. 3	likely	L. 1
justification	L. 8	lion (WIA)	L. 4
		literate	L. 5
		literature	L. 5
V		lithe	L. 5
N		local (e.g., We asked one of the	
keep an eye out for		locals to recommend a bed and	
sby./sth., to	L. 6	breakfast.)	L. 2
keep, to (e.g., Jane is freaking out	L. 0	local (e.g., Whenever I'm working in	
because she keeps thinking she		another city, I like to read the local	
might flunk math this year.)	L. 1	paper.)	L. 2
might frank math this year.	See 1	location	L. 4
		look (particular appearance)	L. 3
		look (the act of looking at sby. or sth.)	L. 8
		lose, to (the opposite of to win)	L. 8
	20 Marca	loudspeaker = speaker (WIA)	L. 6
lack	L. 5	lyrics	L. 10
landscape	L. 2		
lay eyes on sby./sth., to	L. 2		
lay on the horn, to	L. 8	TO STATE OF THE ST	
lead to, to	L. 8	M	
learn one's lesson the hard	en 860.		
way, to	L. 8	ma'am	L. 6
leave one in one's dust, to	L. 8	magnificent	L. 2
leg (WIA)	L. 3	major (important, large, or great)	L. 8
legendary	L. 4	make (a/the) light, to	L. 8
lemme (let me)	L. 8	make matters worse, to	L. 7

make sby. do sth., to	L. 9	nest, to	L. 5
make up, to (to invent a story or		never mind	L. 9
an excuse)	L. 7	nighttime	L. 2
manage; to	L. 8	nitwit	L. 4
mature	L. 7	none (of)	L. 10
maxim	L. 10	nonnative	L. 10
medicinal	L. 2	north (WIA)	L. 2
meeting	L. 5	North America	L. 10
meeting place	L. 1	northeast (WIA)	L. 2
meeting point	L. 1	northwest (WIA)	L. 2
mere	L. 8	not at all	
Mexican (WIA)	L. 4		L. 6
Mexico (WIA)	L. 4	numerous	L. 10
mice (WIA)	L. 10		
middle school	L. 7		
million	L. 5	(0)	
misunderstand, to	L. 10		
mixed up	L. 10	obey, to	L. 9
monster (WIA)	L. 6	oblivious (to)	L. 5
mortal	L. 8	observation	L. 5
mouse (WIA)	L. 10	occasional	L. 10
muscle head	L. 8	offend, to	L. 10
My bad.	L. 7	offspring	L. 5
My pleasure.	L. 9	on purpose	L. 8
My sentiments exactly.	L. 3	open up, to	L. 10
mystery	L. 1	opinion	L. 10
		out of (e.g., Vince's car died	
		because it was out of gas.)	L. 7
		outpost	L. 10
IN		outsider	L. 10
	3 72	overall	L. 3
native	L. 10	overhead (WIA)	L. 6
native speaker	L. 10	overreact, to	L. 8
neither (of)	L. 9	oversleep, to	L. 1

P			L. 10
		position	L. 6
alm (WIA)	. 5	possible	L. 1
arlor (WIA)	. 4	power (e.g., The old house door was	
ass, to (e.g., Every time I go to dance class, I pass the new juice	OLUIT CHILL	so difficult to open it required lots of	
bar and stop to have a smoothie.) ASS, to (e.g., Time passes fast	. 8	power to push it.) powerful	L. 2 L. 8
	. 2	powerhouse	L. 10
ATTACA DELL'ACTION DE PROPERTO DE L'ANTICO	. 8	practically	L. 8
eculiar L.	. 8	prank	L. 7
eeve L.	. 8	preposition	L. 10
	. 5	prescription (WIA)	L. 3
	. 4	pretty (attractive to look at)	L. 8
SEASE FOR SEASON OF STATE	. 8	print (print book)	L. 5
	. 4	prolific	L. 5
-24	. 10	pronunciation	L. 10
	. 8	proportion	L. 5
ck up, to (e.g., When Betty		- Ch	LINEAL STATE
started working, she picked up the		propose, to	L. 5
habit of saving money every month.) L.	5	protect, to	L. 8
ty L.	1	protest, to	L. 9
ay a prank on sby., to L.	7	prove, to	L. 10
ay on sth., to (to make fun of or		provider	L. 8
1		pull one's leg, to	L. 3
	10	push one's luck, to	L. 6
easant L. ot L.	200000	put away, to (e.g., Lucy always	
	10	puts away her toys when it's	
. 32	10	bedtime.)	L. 9
oor thing L.		put up with, to	L. 8
2 - TT 9 — vocabulary list — TB			

0		resistant	L. 10
g teather of		resort	L. 2
quaint	L. 5	respect	L. 8
quirky	L. 10	respond, to	L. 10
		retreat	L. 2
		reveal, to	L. 5
		revealing (e.g., Joan's dress is so	
R		short. It's too revealing for	
The state of the s		someone her age!)	L. 9
race (human race)	L. 5	revitalize, to	L. 2
rant, to	L. 8	rhyme, to	L. 10
rarely	L. 8	rice (WIA)	L. 4
reader	L. 5	right (e.g., All the students have the	
reading	L. 5	right to vote in the student council	
real (e.g., George is a real artist. His		election.)	L. 10
paintings are impressive.)	L. 4	risk	L. 8
reason	L. 5	rock (e.g., He's looking at the sea	
rebellious	L. 10	from the top of a big rock.) (WIA)	L. 2
recent	L. 5	rocker	L. 10
reception	L. 5	rocket	L. 8
reenactment	L. 8	row (WIA)	L. 8
reflect, to	L. 5	run the risk, to	L. 8
refuse, to	L. 7	rural	L. 5
regarding	L. 5	Total	L. J
region	L. 2		
regularly	L. 5		
reliable	L. 8	S	
remote (e.g., They spent the			
weekend in a remote cabin in the		sadly	L. 8
mountains.)	L. 5	safely	L. 8
reply, to	L.1	salon (WIA)	L. 3
resist, to	L. 5	salute, to	L. 10

sane	L. 10	sign (e.g., The hamster got out of the	
scream, to	L. 6	cage, and there's no sign of it	
screen (cellphone screen) (WIA)	L. 8	anywhere.)	L. 2
secluded	L. 2	sign (of the zodiac)	L. 4
securely	L. 6	signal, to	L. 5
security check = security		sing out, to	L. 10
checkpoint	L. 6	sing, to	L. 10
seek, to	L. 2	sit around, to	L. 10
sensible	L. 9	slow (opposite of fast)	L. 10
sentiment	L. 3	smuggle, to	L. 6
separate, to	L. 2	snake (WIA)	L. 10
Serbia	L. 5	SO (e.g., Let's buy the tickets online so	
serve sby. right, to	L. 8	we don't have to arrive at the train	
settle, to (e.g., The kids wanted to		station early.)	L. 8
stay longer at Grandpa's farm so we		so far	L. 10
settled on picking them up the		socially	L. 8
following weekend.)	L. 7	socially acceptable	L. 8
settler	L. 2	solidify, to	L. 10
sew, to (WIA)	L. 10	solve, to	L. 1
Shanghai	L. 5	solved	L. 1
share, to (e.g., Both of my kids		song	L. 10
share the same taste for		sorry	L. 10
vegetables.)	L. 10	sort of	L. 8
sharp = clever	L. 10	soul	L. 2
short (expressed in few words)	L. 8	sound, to (to express a certain	
shout	L. 8	reaction to a situation, idea, or event) L. 5	
shut off, to (WIA)	L. 9	soundtrack	L. 10
side (e.g., I had to pull over to the		south (WIA)	L. 2
side of the road because the baby		southeast (WIA)	L. 2
was crying a lot and I needed to		southwest (WIA)	L. 2
check him.)	L. 8	spa	L. 2
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space (e.g., Tommy would like to be		suit, to	L. 9
an astronaut and go into space		sulfur = sulphur	L. 2
some day.)	L. 6	sulphur = sulfur	L. 2
speaker (e.g., She's a fluent		super = enormous	L. 5
speaker of French.)	L. 10	surroundings	L. 5
speaker = loudspeaker (WIA)	L. 6	survey	L. 5
spice (WIA)	L. 4	survive, to	L. 1
spicy	L. 4	sweet (an informal way to say	
spill, to (WIA)	L. 8	something is very good or that we	
sponsor	L. 8	approve of something)	L. 4
spot	L. 2		
spread	L. 10		
spread, to	L. 2		
spring (WIA)	L. 2		
start, to (e.g., You need to turn the		take a photograph/photo, to	L. 1
key to the right to start the car.)	L. 7	take advantage of, to	L. 2
step (e.g., The company where I work		take off, to (to leave a place in a	
has taken its first step to save		hurry)	L. 10
energy.)	L. 5	take off, to (to leave the	
stereotype	L. 10	ground) (WIA)	L. 6
stick (WIA)	L. 10	take one's life in one's	
stone (WIA)	L. 5	hands, to tank (WIA)	L. 8 L. 7
stool (WIA)	L. 1	tap, to (e.g., Lucy was so nervous, I	L. /
straighten, to	L. 6	could hear her tapping her fingers	
straw (WIA)	L. 1	on the kitchen counter.)	L. 5
stress	L. 2	tattoo (WIA)	L. 4
struggle, to	L. 10	tattoo, to	L. 4
study	L. 10	terrifying	L. 5
stunning	L. 9	terrorize, to	L. 7
subtitle	L. 10	test, to	L. 2
suffer, to	L. 8	text, to	L. 1
Suit yourself.	L. 6	texting (verb to text used as a noun)	L. 5

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That settles it.	L. 7		
The National Endowment for		U	
the Arts (NEA) (an agency in		151	
the U.S. government that promotes		unable	L. 1
growth and development of the arts		uncivilized	L. 8
in the country)	L. 5	undeniable	L. 10
The Nielsen Company (an		unfair	L. 8
American marketing research		uninitiated	L. 10
company that studies consumers		L. L.	
habits and behavior)	L. 5	unpleasant	L. 6
thirst	L. 4	upright	L. 6
thirsty	L. 4	upside down (WIA)	L. 7
thrive, to	L. 2	usage	L. 5
throughout	L. 10	use	L. 5
throw up, to	L. 3	useless	L. 8
thus	L. 10		1.0
ticked off	L. 8		
title (book)	L. 5		
to (its/the) fullest (e.g., Jean is		V	
very smart, but she doesn't use her			
abilities to the fullest.)	L. 2	valley (WIA)	L. 2
tourism	L. 2	PS Id W	
trace	L. 1	victim	L. 10
trade	L. 10	view, to (e.g., I view Sarah as a	
traffic	L. 8	strong candidate for student	
trend	L. 8	council president.)	L. 5
trilingual	L. 10	violence	L. 8
tsunami	L. 5	viral	L. 10
turn up, to	L. 1		
two thirds (WIA)	L. 5	virtual	L. 10
type, to	L. 5	vomit, to	L. 3
tyranny	L. 9	vowel	L. 10

W	
Wanna (want to)	L. 8
Wavy (hair) (WIA)	L. 3
west (WIA)	L. 2
West Virginia (WIA)	L. 2
whatever (interjection used when	
you don't agree with sth. sby. said	
but won't argue about it)	L. 9
What's up?	L. 7
whatsoever	L. 5
when it comes to	L. 8
whip out, to	L. 8
whiskey (WIA)	L. 6
White Sulphur Springs	L. 2
widely	L. 10
wild (animals and plants)	L. 2
wild (e.g., Julian's wild way of driving	
will soon cause him serious	
problems.)	L. 8
wild (e.g., My boyfriend and I had a	
wild time hang gliding on our last	
vacation.)	L. 2
wimp	L. 7
winner	L. 10
wisdom	L. 3
wisdom tooth (WIA)	L. 3
wonder	1.5

won't (used for refusals in the

to ask Gina to the prom.)

word (e.g., Word is that Leo is going

present)

L. 7

L. 2

world-class (among the best of its	
kind in the world)	L. 2
world-famous (known or	
recognized all over the world)	L. 2
worm (one's) way into/out of	
sth., to	L. 8
worried	L. 1
would (e.g., When I was younger, I	
would spend all summer vacations	
at the beach.)	L. 1
Would you like sby. to?	L. 6
Would you mind?	L. 6
wouldn't (used for refusals in the	
past)	L. 7
wrap sth. up, to (e.g., OK, class.	
Let's wrap it up for today.)	L. 8
x-ray x-ray machine	L. 6 L. 6
zodiac	L. 4

This list contains the verbs that appear in Books 1 through 9.

Infinitive	Past Tense	Past Participle
	TODAY AND A	
A	ACTIVITY OF THE PARTY OF THE PA	
N I Helian		
to accept	accepted	accepted
to access	accessed	accessed
to accuse of	accused of	accused of
to achieve	achieved	achieved
to acquire	acquired	acquired
to act as	acted as	acted as
to act	acted	acted
to add to	added to	added to
to add	added	added
to adjoin	adjoined	adjoined
to admit	admitted	admitted
to adopt	adopted	adopted
to advertise	advertised	advertised
to afford	afforded	afforded
to age	aged	aged
to agree	agreed	agreed
to allow	allowed	allowed
to announce	announced	announced
to answer	answered	answered
to apologize	apologized	apologized
to appeal	appealed	appealed
to appear	appeared	appeared
to apply	applied	applied
to appreciate	appreciated	appreciated
to argue	argued	argued
to arrange	arranged	arranged
to arrive	arrived	arrived
to ask	asked	asked
to attack	attacked	attacked
to attempt	attempted	attempted
to attend	attended	attended
to avoid	avoided	avoided

Infinitive	Past Tense	Past Participle
В		
D		
to back off	backed off	backed off
to bark	barked	barked
to base on	based on	based on
to be	was; were	been
o beat	beat	beaten
to become	became	become
to beg	begged	begged
o begin	began	begun
o behave	behaved	behaved
o believe	believed	believed
o bend	bent	bent
o bet	bet	bet
o bite	bit	bitten
o blame	blamed	blamed
o blow	blew	blown
o board	boarded	boarded
o book	booked	booked
o borrow	borrowed	borrowed
o bother	bothered	bothered
o break	broke	broken
o breathe	breathed	breathed
o bring	brought	brought
o browse	browsed	browsed
o brush	brushed	brushed
o buckle up	buckled up	buckled up
o buckle	buckled	buckled
o build	built	built
o buy	bought	bought
o bypass	bypassed	bypassed
		TT 9 - verbs - TB -

Infinitive	Past Tense	Past Participle			
C					
to call	called	called			
to camp	camped	camped			
to cancel	canceled	canceled			
to care	cared	cared			
to carpool	carpooled	carpooled			
to catch	caught	caught			
to chalk up	chalked up	chalked up			
to challenge	challenged	challenged			
to change	changed	changed			
to charge	charged	charged			
to check	checked	checked			
to cheer	cheered	cheered			
to chew	chewed	chewed			
to chill	chilled	chilled			
to choose	chose	chosen			
to clap	clapped	clapped			
to clean	cleaned	cleaned			
to click	clicked	clicked			
to close	closed	closed			
to comb	combed	combed			
to combine	combined	combined			
to come	came	come			
to communicate	communicated	communicated			
to compete	competed	competed			
to complain	complained	complained			
to complete	completed	completed			
to compose	composed	composed			
to concentrate	concentrated	concentrated			
to confess	confessed	confessed			
to confuse	confused	confused			
to congratulate	congratulated	congratulated			
to connect	connected	connected			

Infinitive	Past Tense	Past Participle
to contact	contacted	contacted
to continue	continued	continued
to control	controlled	controlled
to convert	converted	converted
to convince	convinced	convinced
to cook	cooked	cooked
to copy	copied	copied
to cost	cost	cost
to count	counted	counted
to create	created	created
to criticize	criticized	criticized
to cross	crossed	crossed
to cry	cried	cried
to cut	cut	cut

D

to dance	danced	danced
to date	dated	dated
to daydream	daydreamed/daydreamt	daydreamed/ daydreamt
to deal with	dealt with	dealt with
to decide	decided	decided
to declare	declared	declared
to define	defined	defined
to deliver	delivered	delivered
to deny	denied	denied
to depart	departed	departed
to depend	depended	depended
to describe	described	described
to deserve	deserved	deserved
to design	designed	designed
to detest	detested	detested

Infinitive	Past Tense	Past Participle
to develop to die to disagree to disappear to discover to discuss to dislike to ditch to dive to do to dognap to doubt to dream to dress	developed died disagreed disappeared discovered discussed disliked ditched dived/dove did dognapped doubted dreamed/dreamt dressed	developed died disagreed disappeared discovered discussed disliked ditched dived done dognapped doubted dreamed/dreamt dressed
to drink to drive to drop	drank drove dropped	drunk driven dropped



to eat	ate	eaten
to edit	edited	edited
to elect	elected	elected
to embarrass	embarrassed	embarrassed
to embrace	embraced	embraced
to encourage	encouraged	encouraged
to end	ended	ended
to endanger	endangered	endangered
to endure	endured	endured
to engage	engaged	engaged
to engulf	engulfed	engulfed
to enjoy	enjoyed	enjoyed
to enroll	enrolled	enrolled
to enter	entered	entered
to establish	established	established

Past Tense	Past Participle
evaluated evened out exaggerated existed expected experienced explained	evaluated evened out exaggerated existed expected experienced explained explored
extracted	extracted
	evaluated evened out exaggerated existed expected experienced explained explored

-

to face	faced	faced
to fail	failed	failed
to faint	fainted	fainted
to fall	fell	fallen
to fasten	fastened	fastened
to feature	featured	featured
to feed	fed	fed
to feel	felt	felt
to figure	figured	figured
to fill	filled	filled
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
to flee	fled	fled
to flunk	flunked	flunked
to fly	flew	flown
to follow	followed	followed
to fool	fooled	fooled
to forbid	forbade	forbidden
to forget	forgot	forgotten

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Past Tense	Past Participle
forgave freaked out fueled fulfilled	forgiven freaked out fueled fulfilled
got gave went gossiped grabbed grieved grew grumbled guessed	got/gotten given gone gossiped grabbed grieved grown grumbled guessed
handed handled hung happened hated had headed heard	handed handled hung happened hated had headed heard
	forgave freaked out fueled fulfilled got gave went gossiped grabbed grieved grew grumbled guessed handed handled hung happened hated had headed

heated

helped

hid

hiked

hired

heated

helped

hidden

hiked

hired

to heat

to help

to hide

to hike

to hire

	5 C 5 C C C C C C C C C C C C C C C C C		
Infinitive	Past Tense	1	Past Participle
to hit	hit		hit
to hold	held		held
to honk	honked		honked
to hope	hoped		hoped
to hurry	hurried		hurried
to hurt	hurt		hurt



to ice-skate to identify to idle to ignore	ice-skated identified idled ignored	ice-skated identified idled
to ignore to illustrate	illustrated	ignored illustrated
to imagine	imagined	imagined
to imitate	imitated	imitated
to improvise	improvised	improvised
to include	included	included
to indicate	indicated	indicated
to infect	infected	infected
to intend	intended	intended
to introduce	introduced	introduced
to invade	invaded	invaded
to invent	invented	invented
to invite	invited	invited
to involve	involved	involved
to isolate	isolated	isolated
to itch	itched	itched



to join	joined	joined
to joke	joked	joked
to jump	jumped	jumped

Infinitive	Past Tense	Past Participle
K		
to keep to kick off to kid to kill to kneel to knock to know	kept kicked off kidded killed kneeled/knelt knocked knew	kept kicked off kidded killed kneeled/knelt knocked known
L		
to laugh	laughed	laughed
to lean	leaned	leaned
to learn	learned	learned
to leave	left	left
to lecture to lend	lectured lent	lectured lent
to let	let	let
to lie (to be in a horizo		(CC)
position)	lay	lain
to lie (to say sth. that		
is not true)	lied	lied
to lighten up	lightened up	lightened up
to like	liked	liked
to limit	limited	limited
to list	listed	listed
to listen	listened	listened
to live	lived	lived
to load	loaded	loaded
to lock	locked	locked
to look to lose	looked lost	looked lost
to love	loved	loved
	10100	to red

Infinitive	Past Tense	Past Participle
M		
to mail to make to manage to match to matter to mean to meet to mention to mind to miss to misunderstand to move to mow	mailed made managed matched mattered meant met mentioned minded missed misunderstood moved mowed	mailed made managed matched mattered meant met mentioned minded missed misunderstood moved mowed
to name to need to nest to network to notice	named needed nested networked noticed	named needed nested networked noticed
to obey to occur to offend	obeyed occurred offended	obeyed occurred offended

offered

opened

operated

to offer

to open

to operate

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offered

opened

operated

VCIDS		
Infinitive	Past Tense	Past Participle
to order to organize to overhear to overlook to overreact to oversleep to owe to own	ordered organized overheard overlooked overreacted overslept owed owned	ordered organized overheard overlooked overreacted overslept owed owned
to panic to park to participate to pass to pay	panicked parked participated passed	panicked parked participated passed

to panic
to park
to participate
to pass
to pay
to pee
to perform
to persuade
to pet
to pick
to pitch in
to plant
to play
to pop
to post
to practice
to predict
to prefer
to prepare
to present
to pretend
to proceed
to promise

panicked
parked
participated
passed
paid
peed
performed
persuaded
petted
picked
pitched in
planted
played
popped
posted
practiced
predicted
preferred
prepared
presented
pretended
proceeded
promised
proposed

panicked
parked
participated
passed
paid
peed
performed
persuaded
petted
picked
pitched in
planted
played
popped
posted
practiced
predicted
preferred
prepared
presented
pretended
proceeded
promised
proposed

to propose

Infinitive	Past Tense	Past Participle
to protect to protest to prove to provide to pull to pump to push to put	protected protested proved provided pulled pumped pushed put	protected protested prove provided pulled pumped pushed put
Q		
to quit	quit	quit

R

to race	raced	raced
to rain	rained	rained
to raise	raised	raised
to reach	reached	reached
to react	reacted	reacted
to read	read	read
to realize	realized	realized
to receive	received	received
to recognize	recognized	recognized
to recommend	recommended	recommended
to record	recorded	recorded
to recoup	recouped	recouped
to recover	recovered	recovered
to recycle	recycled	recycled
to reflect	reflected	reflected
to refuse	refused	refused
to relax	relaxed	relaxed
to remember	remembered	remembered

Infinitive	Past Tense	Past Participle
to remind	reminded	reminded
to rent = to rent out	rented	rented
to reply	replied	replied
to reproduce	reproduced	reproduced
to request	requested	requested
to require	required	required
to resist	resisted	resisted
to respond	responded	responded
to return	returned	returned
to reveal	revealed	revealed
to review	reviewed	reviewed
to revitalize	revitalized	revitalized
to rhyme	rhymed	rhymed
to ride	rode	ridden
to ring	rang	rung
to rinse	rinsed	rinsed
to roast	roasted	roasted
to rollerblade	rollerbladed	rollerbladed
to root	rooted	rooted
to row	rowed	rowed
to run	ran	run
to rush	rushed	rushed
	pole EUCOPOSPORTO ()	
6		

to salute	saluted	saluted
to save	saved	saved
to say	said	said
to scour	scoured	scoured
to scream	screamed	screamed
to see	saw	seen
to seek	sought	sought
to seem	seemed	seemed
to sell	sold	sold
to send	sent	sent

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Infinitive	Past Tense	Past Participle
to separate	separated	separated
to serve	served	served
to set	set	set
to settle	settled	settled
to sew	sewed	sewn
to shake up	shook up	shaken up
to share	shared	shared
to shift	shifted	shifted
to shoot	shot	shot
to shop	shopped	shopped
to show	showed	showed/show
to shut	shut	shut
to sightsee	sightsaw	sightseen
o signal	signaled	signaled
to sing	sang	sung
to sit	sat	sat
to ski	skied	skied
o sleep	slept	slept
o slip	slipped	slipped
o slouch	slouched	slouched
o smell	smelled	smelled
o smile	smiled	smiled
o smoke	smoked	smoked
o smuggle	smuggled	smuggled
o sneak	snuck	snuck
o sneeze	sneezed	sneezed
o snoop around	snooped around	snooped aroun
o snooze	snoozed	snoozed
o snowmobile	snowmobiled	snowmobiled
o snowshoe	snowshoed	snowshoed
o solidify	solidified	solidified
o solve	solved	solved
	caracranal and	e a u u a d a d
o sound	sounded	sounded

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Infinitive	Past Tense	Past Participle
to speak to spell to spend to spill to spit to spread to stand to start to stay to stick to stink to stop to straighten to strike up to struggle to study to subscribe to suffer to suggest to suit to surf to swear to sweep to swim to switch	spoke spelled spent spilled/spilt spit/spat spread stood started stayed stuck stank stopped straightened struck up struggled studied subscribed suffered suggested suited surfed survived swore swept swam switched	spoken spelled spent spilled/spilt spit/spat spread stood started stayed stuck stunk stopped straightened struck up struggled studied subscribed suffered suggested suited surfed survived sworn swept swum switched
to table to tag to tailor to take to talk to tap	tabled tagged tailored took talked tapped	tabled tagged tailored taken talked tapped

Infinitive	Past Tense	Past Participle
to tape to taste	taped tasted	taped tasted
to tattoo	tattooed	tattooed
to tease	teased	teased told
to tell to terrorize to test	told terrorized tested	terrorized tested
to text	texted	texted
to think	thought	thought
to thrive	thrived/throve	thrived/thrive
to throw	threw	thrown
to tidy	tidied	tidied
to touch	touched	touched
to travel	traveled	traveled
to try	tried	tried
to turn	turned	turned
to type	typed	typed



to uncover	uncovered	uncovered
to undercharge	undercharged	undercharged
to understand	understood	understood
to unload	unloaded	unloaded
to upset	upset	upset
to use	used	used



to vacuum	vacuumed	vacuumed
to view	viewed	viewed
to visit	visited	visited
to vomit	vomited	vomited
to vote	voted	voted

Infinitive	Past Tense	Past Participle
W		
to wait to wake to walk to want to warm up to warn to wash to waste to watch to weigh to whip up to whisper to win to wish to wonder to work to worry to write	waited woke walked wanted warmed up warned washed wasted watched wore weighed whipped up whispered won wished wondered worked worried wrote	waited woken walked wanted warned up warned washed wasted watched worn weighed whipped up whispered won wished wondered worked worried written
Y		
to yawn	yawned	yawned

acknowledgments

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