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The Student Study Guide for The Rosetta Stone English II follows the guide for English I. Learners now have sufficient proficiency in English that they can use the English II guide independently as a self-teaching guide. A teacher, while perhaps helpful, is not required. Explanations are kept simple and in uncomplicated language in order to encourage learners to teach themselves with little or no outside help.

In the English I Guide we spoke of learning a language as a cumulative process, much like building a house with bricks. Each brick is laid upon another until the desired structure is achieved. In English II we continue building brick upon brick; however, now we are far enough along that we can add the wiring and plumbing to our house. We can even choose colors for the walls and install furniture to make it useful and comfortable. A wider vocabulary, expressive words, idioms and appropriate sentences are like that. We are better able to say what we want to say in interesting and clearer ways than we could before.

This Student Study Guide is a written companion to The Rosetta Stone English Level II computer program. It contains lesson by lesson notes to assist learners by giving additional information on English grammar, vocabulary, and usage. It can be used along with the English II Workbook, which gives students practice in writing and reinforces the material they have learned in the computer program.
Comparisons: Same and Different

New Vocabulary

ages amounts colors containers different
directions female fluids genders heights
inches levels made male materials
measure metal shape sizes species
thickness(es) types vehicles

Review: Please refer to Chapter 4-03 to review numbers.

In Lessons 8-07 and 8-08, you learned how to express comparisons. Making comparisons is a useful device for describing objects to someone when you cannot see the object before you. And if you want to talk about just one member of a group of objects of the same kind, you can tell your listener which one you mean by comparing it to the others and saying how it is different.

Usage: Naming a Category and an Aspect

In this lesson we learn how to say that objects are similar and dissimilar. First, we must establish a category of items we want to compare. To what two or more items do we refer? Is it flowers or people or books, for example? Secondly, we must name the aspect that they have in common: what is it that might be similar or dissimilar.

These flowers (category) are the same color (aspect).
These animals (category) are different species (aspect).

Same expresses likeness, similarity. Different expresses dissimilarity.

Grammar: Singular and Plural

Note that when expressing sameness, you state the aspect in singular form:

These books are the same thickness.

But when expressing difference, you state the aspect in plural form:

These books are different thicknesses.

Of course, the category or items to be compared are always stated in plural form. Often the demonstrative adjective these is used to focus attention on the exact items to be compared.

These people are the same age.
And you can form a question to ask for exact information by substituting the question-word **which** in place of **these**.

**Which** people are the same age?

When comparing items of the same category that are the same in some aspects yet different in others, the conjunction **but** expresses contrast (as opposed to **and** which implies sameness.)

These people are the same age and same gender, **but** different heights.
Asking Questions: Interrogative Pronouns, Adjectives and Adverbs

New Vocabulary

because  breakfast  choose  dinner  evening
I'm  knows  lunch  noon  screaming
shopping  should  spell  that's  thing
want  way  wet  what's  whose
why

Note: At the beginning of English I, you learned the sounds which letters of the alphabet represent. Some letters may represent several sounds. However, the letters have names in English, and we must know the names in order to spell words out for others and to write them correctly. No doubt you have been asked to spell your name and other words many times already. Here are the names of the letters of the alphabet in English:

a  ay
b  bee
c  see
d  dee
e  ee
f  eff
g  jee
h  aytch
i  ai
j  jay
k  kay
l  ell
m  emm
n  enn
o  oh
p  pee
q  kyu
r  ahr
s  ess
t  tee
u  yu
v  vee
w  double yu
x  eks
y  wai
z  zee
Usage: Question Words

Questions are usually formed one of two ways:

1. Yes/no questions: those to which we expect the answer to be either yes or no.
2. Information questions: those which ask for information.

This chapter focuses on how to form information questions. These questions always begin with an interrogative pronoun, sometimes called a “question word” or wh-word. Note how these words are spelled below. Only How does not fit the wh-word spelling pattern, but we include it because of how it sounds and how it functions.

- What...? asks for clarification or identification of inanimate things
- Who...? asks for identification of a person or persons
- Where...? asks for location
- Why...? asks for explanation, reason or cause
- Which...? asks for a distinction among choices
- Whose...? asks for identification of belonging, possession
- When...? asks for time specification
- How...? asks for method, instructions

In answering wh-word questions, the wh-word is replaced by the information asked for:

- What is that? That is a bridge.
- Who is this? This is Susie.

An inversion of word order occurs, too, especially when a demonstrative pronoun that, this, these or those is used. (Not “A bridge is that,” or “Susie is this.”)

Why-questions are usually answered beginning with “Because...” followed by an explanation.

How- and When-questions usually involve a do + infinitive verb:

- How do you spell...?
- When do people eat breakfast?

Forming precise questions and giving clear answers is essential to good communication. They require lots of practice, since they involve word-substitutions and inversion of word order.
Common and Uncommon States and Activities

New Vocabulary

- appropriate
- common
- extinct
- faces
- imaginary
- inappropriate
- job
- length
- means
- normal
- office
- people’s
- place
- rare
- stone
- study
- transportation
- travel
- uncommon
- unusual
- usual

Usage: Common and Usual

“Common” and “usual” are synonyms; they mean about the same thing and are often interchangeable. “Usual” refers to what is normal or to what occurs most often; to what is “common.” Their opposites are “uncommon” and “unusual.” However, “common” sometimes implies frequency of occurrence, whereas “usual” implies normalcy.

These terms are useful in describing things and expressing finer points of distinction. The demonstrative pronoun this is used to specify what is referred to.

While these terms are common adjectives, they can be easily converted to adverbs by adding -ly.

People’s faces usually look like this.
Forms of Address: Formal and Informal, Singular and Plural

New Vocabulary

bathroom  be  bring  careful  come
could  don't  excuse  help  ma'am
may  me  meet  Mommy  Mr.
Mrs.  nice  order  pass  pepper
please  reach  salad  sharp  sir
tell  throw  touch  wait  what
would  yours

Usage: How to Be Polite

In general, Americans are more informal than members of other cultures. But as in all cultures, politeness is always admired. When meeting people for the first time and in situations where you are among superiors, being polite maintains good relationships and keeps lines of communication open.

Strangers and persons of higher rank should be addressed with the titles Mr. (pronounced “mister”) or Mrs. (pronounced “misses”) along with the persons' names: Mr. Williams and Mrs. Smith.

Please is used liberally in connection with a request or polite command.

Come and look at this, please.
Please come in, Mrs. Pearson.

Excuse me implies a possible rudeness that one wants to avoid, such as an interruption or imposition. Before that happens, one may ask to be excused for it in advance, thus allowing the offense not to happen.

Excuse me, is this yours?
(Pardon me for interrupting you and calling for your attention to my concern.)

Excuse me, sir.
(Used to catch the attention of a man whom you don't know well or who is your superior.)

Another way politeness is achieved is by using the subjunctive mood. Instead of using the indicative can, English speakers use may, would, and could. To friends, equals, and members of our families, we may say:

Can you help me?
But to strangers and superiors, it would be more polite to say:

Could you help me?
Could you tell me where the bathroom is?
May I take your order? (Not “Can I take your order?”)
Would you like some pepper? (Not “Do you like some pepper?”)

If formal address, (e.g. Mr. Andrews), is used, however, the indicative “can” is permissible.

Mr. Andrews, can you reach that for me?
Alive, Dead, Sleeping, Dreaming, Thinking

New Vocabulary
alive    apple    dead    dreaming    game
horseback    living    math    problem

Usage: More States of Being and Activities
Somewhat like what you practiced in Lesson 9-03, this lesson practices new ways to describe states of being and activities.

Grammar: Present Progressive and Predicate Adjectives
As you know, adjectives describe nouns.
  a living elephant
  a dead elephant

Predicate adjectives are created when a linking verb is involved, such as is and are. They “link” the subject to the adjective rather than express an action.
  The leaves are dead.
  The elephant is alive and real.

However, if an action is to be expressed, the present progressive verb tense is used. This involves a linking verb (is, am, are) and a verb that ends in -ing, and it expresses an action that is going on now.
  She is sleeping.
  He is working.
  What are you thinking about?
  I am thinking about fishing.
Personal Pronouns: Singular and Plural

New Vocabulary

coffee

Grammar: More Present Continuous Verb Tense

Since the linking verb to be is so irregular in its forms, extra practice is warranted. Its forms are:

**Singular**
- First person: I am
- Second person: you are
- Third person: he/she/it is

**Plural**
- First person: we are
- Second person: you are
- Third person: they are

Match the appropriate pronoun with its linking verb and add a main verb with -ing, and you have created a useful and common descriptor.

- They are dancing.
- I am giving you a book.
Needing–Wanting; Direct and Indirect Object Pronouns

New Vocabulary
always  buy  cane  carry  countries
do  doesn’t  give  jewelry  needs
passport  rocket  sometimes  things  toy
trash  wants

Usage: Need and Want
Both of these verbs require an object; they are transitive verbs. One cannot simply say, “I want,” or “I need.” One must add an object: “I want the coffee.” “I need a shirt.”

Note that stating these expressions in the negative requires a shift to the do form.

People want jewelry, but they do not need it.
She doesn’t need a ladder to reach the window.

Grammar: Direct and Indirect Object Pronouns
Pronouns replace nouns. Replacing nouns avoids annoying repetition and gains efficiency in speech.

People want food, and they need it.

Both food and it function as direct objects in this sentence. They express directly what people want and need. Other pronouns function as indirect objects. Note the indirect objects in the following examples:

They are giving him the book.
We are giving her the passport.
She wants to give us the towel.
Throw me the ball.

Note that the book, the passport, the towel and the ball are directly what are being given or thrown, whereas the pronouns express to whom they are given or thrown. When human beings and other animate objects to which we give gender (like ships) are referred to with pronouns, the forms are as follows, regardless of whether they are direct or indirect objects:

First person  me  First person  us
Second person  you  Second person  you
Third person  him, her  Third person  them

If the pronoun refers to an inanimate object or thing, the third person singular pronoun is it and the plural pronoun is them.
Liking, Choosing, Offering, Guessing

New Vocabulary

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<td>likes</td>
<td>offering</td>
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<tr>
<td>soda</td>
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Usage: More Present Continuous Verb Tense

Review: Which sentences in this chapter practice present continuous verb tense construction and which sentences use present tense?
### Office Activities and Terminology

#### New Vocabulary

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<th>Clip</th>
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<td>Dictionary</td>
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<td>Opening</td>
<td>Package</td>
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<td>Printer</td>
<td>Ringing</td>
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<td>Weigh</td>
<td>Wide</td>
<td>Word</td>
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#### Usage: Useful Expressions for the Office

No new grammatical structures are learned in this lesson. Instead, useful phrases for referring to office activities are practiced. The following phrases have special meanings and are often used in office procedures:

- to type on
- to use a mouse
- to fasten together
- the telephone rings
- to answer the telephone
- to take a message
- to hang up the phone
- to fax
- to lick a stamp
- to file
- to look up, to look for, to look at
- to dial a number
- to write a check
Modal Auxiliaries; Asking for Help

New Vocabulary
asking  chest  hear  helping  helps
herself  himself  key  lift  move
smell  sorry  stand  toy

Grammar: Auxiliary Verbs

“Auxiliary” refers to a support entity, something which helps another main entity. In language, an auxiliary verb helps or supports a main verb. In the English sentence, “I have eaten,” have helps the past participle eaten to express a past activity. Have in this case is an auxiliary verb to eaten.

In English there is another group of auxiliary verbs called modal auxiliaries. The word “modal” derives from the words “mood” and “mode,” and logically enough, modal auxiliaries express a mood or mode of activity. They include can, may, must, should, would, and could. This lesson practices only can, but the grammatical forms are the same for all modal auxiliaries.

Can expresses ability to do something. Used with a main verb in its infinitive form, it means “able to…”

This woman can see.
Janet can open the door.
Michael can help Janet open the door.

The negative form is cannot or its contraction can’t.

If one cannot accomplish an activity, he must ask for help. Learn how to ask for help and to offer help to others by practicing sentences in this lesson.

Use by plus the reflexive pronoun when expressing someone’s ability to do an activity without help:

She can move it by herself.
The man can carry the rug by himself.

In using help as a main verb, the preposition to is often omitted; it is “understood.”

Please help me (to) stand up.
He is helping her (to) get up.
Sequential Activities: Writing, Eating and Washing

New Vocabulary

addresses  closes  cuts  dirty  dries

eats  envelopes  folds  gets  licks

mailbox  microwave  opens  puts  refrigerator

seals  soaps  turns  washcloth  washes

wets  writes

Usage: Common Terms for Common Activities

Learners often have to grope to find appropriate words for common but new activities. No new grammatical structures are learned in this lesson, but perhaps some of the phrases are new. Certainly, the ability to describe a procedure or sequence of activities will be useful.
Common Social Conventions

New Vocabulary

<table>
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<th>birthday</th>
<th>fine</th>
<th>goodbye</th>
<th>happy</th>
</tr>
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<tbody>
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<td>hello</td>
<td>market</td>
<td>much</td>
<td>over</td>
<td>seat</td>
</tr>
<tr>
<td>street</td>
<td>thanks</td>
<td>welcome</td>
<td>west</td>
<td>you’re</td>
</tr>
</tbody>
</table>

Usage: Social Conventions

All cultures use certain language forms as social conventions to perform functions like greeting, parting, thanking, asking for pardon, granting pardon, introducing and congratulating. Some of them have little meaning in themselves, but are used as social graces and politeness, showing consideration for the listener. For example, in asking, “How are you?” the asker does not expect a complete and honest answer from his listener, especially if the listener is indeed troubled or unhappy about some private matter. Rather, a quick, “Fine, thanks,” is normally in order.

Usage: Ordinal Numbers

Earlier you learned “cardinal numbers,” simply numbers used in counting. To refer to something numerically in order, you need to express it with “ordinal numbers.” These are formed by adding an ending. The first three have special forms, but thereafter all ordinal numbers end in -th.

<table>
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<tr>
<td>seventeenth</td>
<td>thousandth</td>
</tr>
</tbody>
</table>
Other small changes occur as well. For example, note that ordinal numbers referring to five are modified to fifteenth, fiftieth, and fifty-first.

In giving one's house number, say “four eighty-six,” omitting “hundred.” In giving telephone numbers, English speakers say the individual numbers: “five, five, five; seven, eight, nine, one.” In America, local telephone numbers are usually seven digits.
Travel and Transportation

New Vocabulary

- along
- arriving
- checking
- driver
- gate
- grocery
- landing
- leave
- line
- passengers
- pilot
- plane
- porter
- runway
- taxi
- taxiing
- tickets
- vacation
- waiting

Usage: Travel Terminology

This lesson practices language related to travel. No new grammatical structures occur here. Several idioms and expressions deserve your attention:

- to check luggage
- to take off
- to taxi (a verb)
- to be on vacation
- to wait in line
Doing the Laundry; Washing, Drying, Folding and Wearing

New Vocabulary

backwards  button  casual  closet  clothesline
clothespin  detergent  dry  dryer  fit
folding  hang  hanger  ironing  laundry
lid  matching  normally  sewing  washcloths
washing  worn

Usage: Laundry Language

Again, this lesson focuses on vocabulary development, giving you tools for talking about laundry. Two verbs may need special attention.

to match  to be alike; socks which are of the same pair match.

“To go together” is a bit different from “to match.” Colors which are agreeable together “go together,” but they might not match.

to fit  to be the correct size, not too large, not too small

“Upside down,” “inside out,” and “backwards” all refer to abnormal positioning.

upside down  What is normally positioned up is now turned downward.
inside out  What is normally turned inward is now outward.
backwards  What is normally the front side is turned toward the back.
Passive Voice: Past, Present and Future

New Vocabulary

broken brushed cloth combed dropped
lifted pull pulled torn

Grammar: Passive Voice

In lesson 10-04, you learned the sentence, “This shirt is being worn upside down.” In this sentence, the agent or subject of is being worn is not stated. We don’t know who is wearing the shirt. The shirt is the object of the verb phrase is being worn, but it functions as the subject of the sentence. It is a “passive” subject, not an “active” one. This is what is meant by passive voice. Its counterpart is active voice in which the agent or subject is named. Note the structure of these sentences stated in active voice:

The woman is pulling the girl.
The man is brushing the woman’s hair.
The man will pull the boy.

In these sentences we know who is pulling and brushing and who will pull. Now compare these sentences with those above:

The man is being kissed.
The plate has been broken.
The boy will be thrown.

In these sentences the agent is not named; we don’t know who is kissing the man, who broke the plate, or who will throw the boy.

Let us add one complication: the agent may be named in passive voice, but it must be in a prepositional phrase using by.

The woman is being pulled by the girl.
The man is being kissed by the woman.
The lid of the washing machine is being lifted by the man.

Passive voice occurs in all tenses, past, present and future. Note the following:

Past The boy has been thrown.
Present The boy is being thrown.
Future The boy will be thrown.

Can you identify the tense used in each sentence of this lesson?
Kitchen and Dining Activities; Appliances and Utensils

New Vocabulary

boiling cooked cupboard drying finished
fork frying heating knife meal
onions oven pan potatoes rinsing
sink snack spilled sponge spoon
started stirring wash yet

Usage: Kitchen Talk

Note the difference between a “meal” and a “snack.” Special verbs used in kitchen talk are:

to rinse to bake
to dry to fry
to pour to cook
to heat to stir
to spill to cut
to boil to wash

Names of common kitchen appliances and utensils include:
sink microwave
sponge cupboard
measuring cup stove
glass spoon
refrigerator towel
oven knife
pan fork

Can you draw a picture identifying each of them? What verb is used with each item?
Washing, Dressing and Grooming

New Vocabulary

after-shave  bath  bathrobe  bathtub  brush
clinging     clipping  comb  fingernails  lipstick
lotion       makeup   mending  mirror    nightgown
pajamas      perfume  polish  razor     shaving
shower       slippers toothbrush  toothpaste

Usage: Bathroom Talk

Specialized language is required when talking about bathroom activity. Certain verbs go with certain activities. Note the following:

to **take** a bath or shower

to **shave** with a razor

to **sweep** with a broom

to **brush** your teeth

to **comb** your hair

to **iron** a pair of pants

to **put on** fingernail polish, lipstick, perfume, makeup

to **clip** your fingernails

to **wash** with soap

to **dry** your hair

to **wear** articles of clothing

to **mend** a shirt

to **sew on** a button
**Measurement: Length, Weight, Volume, Temperature and Distance**

New Vocabulary

<table>
<thead>
<tr>
<th>an</th>
<th>Barcelona</th>
<th>Beijing</th>
<th>Bern</th>
<th>bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>cities</td>
<td>city</td>
<td>distances</td>
<td>France</td>
<td>larger</td>
</tr>
<tr>
<td>Lima</td>
<td>London</td>
<td>Madrid</td>
<td>miles</td>
<td>odometer</td>
</tr>
<tr>
<td>Paris</td>
<td>pencil</td>
<td>Peru</td>
<td>price</td>
<td>ruler</td>
</tr>
</tbody>
</table>

Usage: Measuring Things

For those readers who are familiar with the metric system, learning the system of measurement used in the United States and Great Britain is a challenge. Rather than measurements based on the number 10, a varied system of units is used.

- Short distances are measured in inches, feet and yards.
- Long distances are measured in miles.
- Weight is measured in ounces, pounds and tons.
- Liquid is measured in cups, pints, quarts and gallons.

Dividing these units by 10 is seldom useful. A conversion table should be consulted when learning and applying them.

Practice saying large numbers:

- 1275: one thousand two hundred seventy-five
- 2730: two thousand seven hundred thirty
- 340: three hundred forty
- 645: six hundred forty-five

Grammar: The Indefinite Subject, **it**

Notice the use of **it** in the following sentence:

**It** is 645 miles from Paris, France to Barcelona, Spain.

**It** is a pronoun; pronouns replace a noun which have normally already been named. What noun does **it** replace in this sentence? **It** means the same as the noun phrase which follows **is**. Seen another way, **it** is linked to “645 miles from Paris, France to Barcelona, Spain,” by way of the linking verb **to be** (is), and therefore is a *predicate noun* construction. However, you may think of **it** as an “empty” or indefinite subject. This pattern occurs often in English.
Measurement: Temperature, Speed, Distance and Time

New Vocabulary

- before
- centuries
- century
- clocks
- days
- decade
- degrees
- difference
- Fahrenheit
- high
- hours
- millennium
- minutes
- months
- per
- pound
- represents
- seconds
- shows
- stopwatch
- traveled
- weeks
- year

Usage: Comparing Measurements

Measurements are usually expressed in relation to units, but they may also be expressed in relation to each other. Note the following:

- Temperatures are “high” or “low”
- Weight is “a lot” or “little” (“not much”)
- Speeds are “over” or “under”
- Distances are “over” and “under”

Practice saying large numbers:

145,897 one hundred forty-five thousand eight hundred ninety-seven
100,000 one hundred thousand
75,128 seventy-five thousand one hundred twenty-eight
Greetings and Conversation; Social Conventions; Telephone Calls

New Vocabulary

bit  bumps  certainly  could  good
hi   how    I’ll     just    magazine
make met    nice    thanks try
would

Usage: Review of Courtesies and Conventions

Hi! is an informal “Hello!” Say “Hi!” to friends, younger people and relatives when a degree of intimacy is appropriate. Say “Hello!” to strangers, persons of superior status and when some social distance is appropriate.

“You’re welcome,” is always appropriate as a response to “Thank you.”

In the United States, hand shakes are common but not required. Young people tend to feel that shaking hands is unnecessarily formal.

“Here you go!” is an idiom. It is said when one person offers something to another.
Inquiries and Requests; Questions and Answers

New Vocabulary

another asks borrow brings customer
doorway drops due excuse finds
found glad I'd lost miss
oh picks public starts stuck
sure tape trips waitress

Usage: Inquiries, Requests and Questions

Inquiries and requests are usually stated in question form. An inquiry asks for information:

Which way is the police station?
Would you like orange juice or milk?

Requests ask for a favor:

Could you bring me a glass of soda, please?
Can I help you?
Could you open the door for me, please?
I have a piece of tape stuck on my back. Can you take it off?

Sometimes requests may be made as statements:

Please excuse me.
Kathy, please help me find my keys.
I would like to borrow this book, please.

As these examples show, saying “please” is important in making a polite request.
Verb Tenses in Passive Voice: Present, Future and Present Perfect

New Vocabulary
- anywhere
- bricks
- carried
- helped
- hitting
- hung
- never
- packed
- pillow
- poured
- ridden
- sliced
- trip

Grammar: Review of Passive Voice
You may recall that in the passive voice the agent of the action is not the subject; in fact, the agent is often unnamed. Rather, the object of the action serves as the subject of the sentence. The counterpart to passive is active. The passive voice can be stated in all tenses. This lesson considers only the present perfect (a form of past), present and future. Let's examine them and compare their forms.

Most passive voice constructions involve a three part verb phrase:
1. auxiliary + 2. (to be) + 3. past participle

The auxiliary verb form largely determines the time: is/are or has/have or will.
- has been packed (present perfect)
- is being packed (present)
- will be packed (future)

The key element to the passive voice is the use of to be as a second auxiliary in its construction. Following are sentences from this lesson in the present perfect passive:
- The clothing has been packed for a trip.
- The water has been poured.
- The orange juice has been drunk.
- The paper has been cut.
- The apple has been eaten.
- The bricks have been carried up the ladder.
- The bread has been sliced.

Note that there is little difference in meaning between the present perfect tense and the past tense. The following two examples mean essentially the same thing:
- The bread has been sliced.
- The bread was sliced.

Can you find two sentences in this lesson that are stated in the past passive voice?
The present passive voice is much like the present progressive in that the to be form is being.
How are these sentences alike?

The clothing is being packed for a trip.
The water is being poured.
The orange juice is being drunk.
The bricks are being carried up the ladder.
He is being hit by her with the pillow.

These sentences are in future passive voice.

The clothing will be hung out to dry.
The water will be poured.
This animal will be ridden.
The bread will be sliced.
She will be hit with a pillow.

Not all of the sentences in this lesson are stated in the passive voice. Can you find those that are in the active voice?

Learning the past participle forms of verbs is one of an English learner’s greatest challenges. At this point, it is best to simply memorize the ones used in the lesson at hand. Learn them in their three principle forms: infinitive, past and past participle.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to pack</td>
<td>packed</td>
<td>packed</td>
</tr>
<tr>
<td>to hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>to pour</td>
<td>poured</td>
<td>poured</td>
</tr>
<tr>
<td>to drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>to carry</td>
<td>carried</td>
<td>carried</td>
</tr>
<tr>
<td>to ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>to cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>to eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>to throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>to slice</td>
<td>sliced</td>
<td>sliced</td>
</tr>
<tr>
<td>to hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>to help</td>
<td>helped</td>
<td>helped</td>
</tr>
</tbody>
</table>
Attire: Professions, Activities and Nationalities

New Vocabulary

- alike
- differently
- military
- suit
- wedding
- American
- formally
- modern
- surgery
- western
- Arabian
- Greek
- native
- swimsuits
- zipping
- business
- informally
- performance
- theatrical
- buttoning
- Japanese
- special
- traditional

Usage: Practical Terms for Dress

An old German proverb is “Clothes make the person.” We dress differently for different occasions, and how we dress expresses something about who we are. Knowing how to talk about dress will be useful to you.
Gestures, Postures and Physical Interactions

New Vocabulary

- blinking
- nodding
- shelves
- winking
- bowing
- pinching
- shoulder
- crossed
- punching
- squeezing
- lap
- resting
- tapping
- linked
- rubbing
- waist

Usage: Body Language

Humans express a great deal through their actions and gestures. We call it “body language.” Certain gestures have different meanings in different cultures. Sometimes gestures are misunderstood and feelings are hurt. Pay attention not only to words people say, but also to messages they may be sending by body language. This lesson gives you terminology for describing gestures and actions.
New Vocabulary

baseball  boomerang  briefcase  forgot  locked
locking  return  returning  returns  shoeaces
unlocked  unlocking  untying  unzipping  yo-yo

Usage: Opposite Activities

Learning words of opposite meanings helps us to remember them. Note the relationships between the following words:
- leaving – returning
- leaving – entering
- leaving – arriving
- opening – closing
- tying – untying
- zipping – unzipping
- locking – unlocking

The opposites of many English verbs are formed by adding the prefix un-. It means “to reverse the activity.”

Grammar: Complex Sentences

As you learn English, you will become adept at creating longer and more expressive sentences. In general, there are three kinds of sentences: simple, complex and compound. Nearly all of the sentences you have learned so far in this program have been simple in their construction. Simple sentences consist of at least a subject and a verb; many have complements; that is, objects and adverbials. A simple sentence “can stand alone.”

Complex sentences are made up of a simple sentence, which serves as a main clause or independent clause, but then another clause is added. The added clause “cannot stand alone.” The two clauses are connected by a subordinating conjunction; therefore, the added clause, which cannot stand alone, is called a subordinate clause or dependent clause. A clause, like a simple sentence, consists of a subject and a verb and is a major element of a complex or compound sentence. There are two complex sentences in this lesson:

A boomerang returns when it is thrown.
Nancy is returning to the house because she forgot something.
Can you find the two clauses in each of these sentences. They are as shown here:

A boomerang return... it is thrown.
Nancy is returning to the house... she forgot something.

We have omitted the subordinating conjunctions which join each pair of clauses. With the conjunctions attached, the clauses cannot “stand alone.”

...when it is thrown.
...because she forgot something.

Joined to a main clause, however, they make perfect sense.

Find more about compound sentences in the next lesson.
New Vocabulary

bending  everyone  hips  kneeling  squatting
stomach  stretched

Grammar: Compound Sentences

In the previous lesson, we examined simple sentence and complex sentence construction. The third kind of sentence is the compound sentence. It is not hard to learn. It is simply two independent clauses joined together by a coordinating conjunction. The most common coordinating conjunctions are and and but. Look at these sentences from this lesson:

Someone is sitting, and others are standing.
The boy is not alone, but he is not with a person.
The boy is sitting, and the dog is lying down.

You will recognize the “independent” clauses if you omit the conjunctions:

Someone is sitting. Others are standing.
The boy is not alone. He is not with a person.
The boy is sitting. The dog is lying down.

Both clauses can stand alone as sentences. Joined together, they become a compound sentence.

Grammar: Prepositional Phrases

English uses many “function words,” where other languages in the Indo-European family use inflections (endings and other modifications). One group of function words is called prepositions. They get this name because they are positioned before the noun object in a phrase (pre-positioned). The first word in each of the following examples is a preposition:

with an adult  in a hole
with a person  in the ground
on the donkey  beside the water
on his stomach  of a wall
on its back  around his knees

Prepositional phrases function either as adverbials or adjectivals. If they say something about the action expressed in the verb, they are adverbial.

The animal is standing in a hole. (Where is it standing?)

If the prepositional phase says something about a noun, it is adjectival.

The animal is standing in a hole in the ground. (What hole?)

Prepositional phrases modify the time, manner or place of an action.

Using prepositional phrases makes your language much more precise in meaning, more colorful and more interesting.
Vehicles and Traffic Signs; Uphill and Downhill

New Vocabulary

<table>
<thead>
<tr>
<th>blank</th>
<th>curve</th>
<th>English</th>
<th>for</th>
<th>gasoline</th>
</tr>
</thead>
<tbody>
<tr>
<td>handicapped</td>
<td>hiking</td>
<td>hitchhiking</td>
<td>limit</td>
<td>pedestrian</td>
</tr>
<tr>
<td>pump</td>
<td>pumping</td>
<td>soon</td>
<td>starting</td>
<td>uphill</td>
</tr>
</tbody>
</table>

Grammar: Sentences with Compound Verbs

“Compound” simply means two or more. Do not confuse “compound sentences” with “sentences with compound verbs.” They are not the same. Sentences with compound verbs contain a subject that has two or more verbs expressed. Here are two examples:

The cars **are going** uphill and **are** almost at the top.

The cars **are** at the top and **are starting** to go downhill.

The conjunction **and** joins the two verbs, but here it does not join two clauses as is the case with compound sentences (see previous lesson). Both verbs have the same subject: cars.
New Vocabulary

angry  beach  bulb  card  did  

didn’t  drop  has  jet  married  

probably  skyscraper  surprised  watch  will  

won’t

Grammar: Using Tag Questions

In a previous lesson, we identified two types of questions: those which ask for information and those which are answered with “yes” or “no.” This lesson practices the second kind of question.

Some questions are simple questions:

Is that airplane a jet? Answer: Yes.

Normally, such an answer is too blunt. It is better to add a pronoun for “airplane” and the same verb “is”: Yes, it is. (Yes, it is a jet.)

The question itself is formed by beginning with the verb. It is derived from the statement: That airplane is a jet. Yes/no questions are formed in this manner.

Another way to form a yes/no question is to make a statement and follow it with a tag question.

She looks surprised, doesn’t she?
That’s a watch, isn’t it?
He left the refrigerator door open, didn’t he?
He will turn the card over, won’t he?

Knowing which tag is appropriate is sometimes tricky. Notice that all of the tags are negative (using a contraction of “not”). If the verb in the statement uses a to be verb, follow it with a to be tag, such as “isn’t it?” If the verb in the statement expresses an action, use the do form, such as “doesn’t it?”

Furthermore, one must use the appropriate verb tense. If the question is stated in the present tense, use a present tense tag:

He looks happy, doesn’t he?

If the question is stated in the past tense, use a past tense tag:

He left the refrigerator door open, didn’t he?
And if the question is stated in the future tense, form the tag in the future tense as well:

He will turn the card over, won’t he?

“Won’t” is a contraction of “will not.”

In Lessons 5-03, 6-02 and 6-08, you learned to form the future tense using “going to” plus an infinitive. “Going to” is considered an alternative future tense construction. Normally, we refer to future tense as being formed by the auxiliary verb will plus an infinitive.

He will cut the bread. (will cut)
Will he open the door? (will open)
New Vocabulary

burned  flat  fresh  handwriting  melted
messy  neat  page  painted  ripped
ripping  rotten  rusted  rusty  shiny
stained  tarnished  tearing  toast  tore
twisted  unpainted  wire  wood

Grammar: Verbs as Predicate Adjectives

Try to learn the difference between adjectives and verbs used as adjectives. If you can recognize them for what they are, you might avoid some confusion. Predicate adjectives are created with a linking verb, such as is, any member of the to be family.

The metal is rusted.
The shirt is torn.

In these examples, rusted and torn are both predicate adjectives and they are identical to the past participles of to rust and to tear. As a rule, you may use any past participle as a predicate adjective in English.

However, some verbs have an adjective form that is preferred by English speakers. They are not past participles, but adjectives. One could argue, in fact, that they are derived from their noun forms, in the following cases from rust and mess by adding -y.

The knife is rusty.
The desk is messy.

Other adjectives have no close relationship to a verb form. These, too, are predicate adjectives because of the linking verb is.

The line is straight.
The desk is neat.
The banana is fresh.

Grammar: Active and Passive Voice

To review, in passive voice the subject or agent of the action is not necessarily named. Rather, the object of the action functions as a subject. In Set 01, the sentences alternate between passive and active. Look at them closely:

This piece of paper has been torn. (passive)
She is tearing the piece of paper. (active)
This cloth has been ripped. (passive)
She is ripping the piece of cloth. (active)
Infinitives; Antonyms: Good–Bad, Start–Finish, Right–Wrong

New Vocabulary

<table>
<thead>
<tr>
<th>bad</th>
<th>beginning</th>
<th>easy</th>
<th>end</th>
<th>ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>hammer</td>
<td>impossible</td>
<td>jar</td>
<td>possible</td>
<td>smells</td>
</tr>
<tr>
<td>suitcase</td>
<td>sweep</td>
<td>tastes</td>
<td></td>
<td>wrong</td>
</tr>
</tbody>
</table>

Grammar: Infinitive Phrases

You have learned to name verbs by saying them in their infinitive form: to see, to lie, to jump, etc. Phrases using to + the simple form of a verb are called infinitive phrases, and they occur rather frequently in English. Find the infinitive phrases in the following examples:

- It is possible to pick up this airplane.
- This jar is easy to open.
- This suitcase is hard to close.
- She is first in line to go out the door.
- This is the right way to sweep the floor.
- He is starting to drink the water.

Grammar Note: Infinitive phrases may be used only in certain constructions. At this point, simply learn the examples given so far. The following illustrates an instance where an infinitive phrase isn’t acceptable.

- He is starting to drink the water.
- He has finished drinking the water.

One may not say, “He has finished to drink the water.” Instead, the gerund drinking must be used.

Grammar: Antonyms

Antonyms are opposites. Learning opposites helps to expand one’s vocabulary rapidly. Practice using the following opposites in sentences:

good    bad
easy    hard
possible    impossible
right    wrong
starting    ending
the beginning    the end
first    last
started    finished
Frequency: Always, Sometimes, Never, Some, Most, Often, Seldom

New Vocabulary
- cake
- carrots
- else's
- flies
- gun
- mammals
- often
- reptiles
- seldom
- swims
- vehicle
- walks
- water

Usage: Expressing a Range

Both frequency of occurrence and quantity can be stated in terms of a continuum:

- **Frequency:** always, often, sometimes, seldom, never
- **Quantity:** all, most, some, a few, no one

“A lot” expresses both high frequency and high quantity. It means just short of all and just short of always.
New Vocabulary

bored  bored  explain  homework  idea
interested interesting love mean narrow
peace  program slippery symbol understands

Usage: Adjectival Verbs Tied to Prepositions

Some adjectival verbs have special meanings when used with a certain preposition. Two of
them are interested in and bored with. Both require an object.

The man is interested in the book.
The man is bored with the television program.

These verbs, like many others, may be used as predicate adjectives in gerund form or as
past participles. Gerunds are formed by adding -ing to the verb. Past participles are formed
by adding -ed to weak verbs. Strong verbs make other changes (none are used here).

Compare how they are used in these sentences:

This book is interesting.
The man is interested.
This program is boring.
The woman is bored.

The differences in meaning are subtle but important. One cannot say, “The book is bored.”
Nor can one say, “The man is boring,” without risking offence.

One of the modal verbs occurs several times in this lesson: can. Modal verbs must be
used with an infinitive as a two part verb phrase, such as “can reach” or “can lift.”

Now the man can reach what he wants.
Now the woman can lift the box.
Can you help me?
Travel and Transactions at a Bank; Modal Verbs

New Vocabulary

agree  bills  Brussels  cash  cents
change  costs  credit  deposit  disagree
dollars  enters  exchange  German  marks
museum  pay  paying  show  teller
think  ticket  Venice  withdraw  withdrawal
yen

Grammar: Modal Verbs

The modal verbs in this lesson are listed below. Listen carefully for them and practice using them. Modals are auxiliary verbs that express a mode or mood of the main verb.

- could tell
- would like (followed by an infinitive phrase: to + verb)
- may have
- can tell
- should take
- can show

Usage: Vocabulary for Handling Money

Some ways of handling money are different in the United States from how it is done in other countries. Learn what these expressions mean.

- to exchange money: to replace the currency you hold with currency from another country
- to deposit money: to place it into your account at the bank
- to withdraw money: to take it out of your account at the bank
- to change a bill: to ask for smaller units of money
- to cash a check: to receive cash of the same value as the check in place of the check
Reflexive and Related Verbs

New Vocabulary

else  mother's  ourselves  sunning  themselves

Grammar: Reflexive Pronouns

*Reflexive* pronouns are formed by combining a personal pronoun with *-self* or *-selves.* They express that the action of the verb is turned back upon the subject.

- The girl is looking at **herself** in the mirror.
- He is reading to **himself.**
- We are looking at **ourselves.**
- The children are by **themselves.**

The pronoun counterpart to *-self* is **someone else.**

- He is reading to someone else.
- The girl is pouring water on someone else.

Again, we have in this lesson verbs that hold special meaning when used together with a certain preposition. They are:

- to look at
- to point at
- to put on
- to read to
Sounds of Humans, Animals and Objects

New Vocabulary

<table>
<thead>
<tr>
<th>barks</th>
<th>bells</th>
<th>drum</th>
<th>instrument</th>
<th>loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>loudly</td>
<td>meows</td>
<td>moo</td>
<td>noisy</td>
<td>quiet</td>
</tr>
<tr>
<td>quietly</td>
<td>shout</td>
<td>shouting</td>
<td>soft</td>
<td>sounds</td>
</tr>
<tr>
<td>speak</td>
<td>voices</td>
<td>whisper</td>
<td>whispering</td>
<td>whistle</td>
</tr>
</tbody>
</table>

Usage: Talking About Sounds

This lesson again helps to expand vocabulary and gives you tools for talking about sound. Notice opposites, like loud/quiet, high/low, and shout/whisper. “Soft” describes a quiet sound, but its opposite, “hard,” is not used to describe a sound. (“Hard rock,” however, has a related meaning.)

Verbs associated with certain nouns are important. Note the following:

- bells ring
- whistles blow
- guitars are played
- dogs bark
- cats meow
Imperatives, Exclamations; Obedience and Disobedience

New Vocabulary

- bites
- blackboard
- broken
- butter
- careful
- disobeys
- entered
- get
- good
- hand
- help
- mom
- obeys
- pass
- pick
- stops
- throws
- watch

Grammar: Giving Commands

The grammatical term for a command is an imperative. As an adjective, “imperative” means “necessary,” even “absolutely necessary.” To state an imperative is to command someone to do something.

An imperative is formed by beginning the sentence with the verb and omitting the subject. The subject is an “understood” you; it is understood to be there, but it is not stated.

- Pick up the paper. (You pick up the paper.)
- Go to sleep. (You go to sleep.)

To be polite, one should always say “please” with a command.

- Hand me that book, please.
- Help me lift this, please.

Imperatives are often said with great feeling. To show great feeling in writing, use an exclamation point for punctuation. Such sentences are called “exclamations.”

- Watch out! Broken glass!
- Stop, Mommy, it hurts!
- Be careful! Don’t drop it!

To obey is to follow what one is told to do. Imperatives are meant to be obeyed. Not to do what one is told to do is to disobey.
Food, Drink, and Related Verbs

New Vocabulary

<table>
<thead>
<tr>
<th>bite</th>
<th>biting</th>
<th>chewing</th>
<th>cone</th>
<th>gulping</th>
</tr>
</thead>
<tbody>
<tr>
<td>lapping</td>
<td>lollipop</td>
<td>pacifier</td>
<td>peeling</td>
<td>sipping</td>
</tr>
<tr>
<td>slicing</td>
<td>straw</td>
<td>sucking</td>
<td>swallowing</td>
<td>trumpet</td>
</tr>
</tbody>
</table>

Usage: Verbs with Food

This lesson introduces a series of specialized verbs that have to do with eating. They will help you to be more descriptive and precise in meaning when you talk with friends about eating. After viewing the pictures and practicing the cues, you should know the meanings of these verbs:

- to chew
- to swallow
- to suck
- to bite; to take a bite
- to lick
- to sip
- to gulp
- to lap (Only dogs and cats “lap;” humans do not lap.)
Questions; Classes of Animals and of Buildings;
Nine Things to Read

New Vocabulary

<table>
<thead>
<tr>
<th>already</th>
<th>barking</th>
<th>cathedral</th>
<th>handwritten</th>
<th>Hawaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>household</td>
<td>insect</td>
<td>instructions</td>
<td>mammal</td>
<td>menu</td>
</tr>
<tr>
<td>note</td>
<td>poetry</td>
<td>reptile</td>
<td>Rome</td>
<td>ruin</td>
</tr>
<tr>
<td>rule</td>
<td>whose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar Review: Interrogatives

Information questions (as opposed to yes/no questions) begin with an interrogative pronoun. Remember the wh-words? Notice how they ask for information. The verb and subject are in inverted word order.

Some interrogatives must be used in combination with another term which establishes a class or category.

- How old...?
- How warm...?
- How cold...?
- What kind of...?
- Whose horse...?
- Whose bicycle...?
- Which egg...?
- Which pair...?
- Which chair...?
- Why...? must be answered with a “because...” clause.
The Subjunctive and Subordinate Clauses

New Vocabulary
faster hadn’t if raining weren’t

Grammar: Subordinate Clauses

Complex sentences consist of a main clause and a dependent or subordinate clause. The main clause could stand alone as a sentence; in this case, however, it is connected to a second clause with a subordinating conjunction. Each clause has its own subject and verb. Because the subordinate clause cannot stand alone as a sentence, it is said to be “dependent” on the main clause. In this lesson, all clauses beginning with “because...” and “if...” are dependent. The following are considered incomplete thoughts and can’t stand alone.

...because he is standing on the chair.
...if she were in a car.
...because she has food.
...if she had milk.

Find more dependent clauses in this lesson and try to grasp what is meant by dependent and independent.

Grammar: Subjunctive

Subjunctive mood refers to a verb form which expresses a wish, a hypothetical situation, a situation contrary to fact, or a condition in which something would be true but is not. In fact, “conditional” is sometimes a more meaningful term for talking about the sentence structures in this lesson. The counterpart is called indicative; what is stated is fact “as indicated.”

Because-clauses are indicative: The man can see because his eyes are open. (Fact)
If-clauses are conditional: The man could see if his eyes were open. (Not fact; his eyes are not open. But if they were..., then...)

The second example above uses the subjunctive verb form to express the mood. The forms are:

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>has</td>
<td>had</td>
</tr>
<tr>
<td>is</td>
<td>were</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
</tbody>
</table>
Notice that in conditional sentences the subjunctive is used both in the main clause and in the dependent clause. Its forms are identical with the past tense forms. The singular subjunctive of is is were, not was, as one might have expected.

She could drive a car if she were an adult.

She would drive a car if she had one.
Animals by Class, Gender and Activity

New Vocabulary

- amphibians
- butterflies
- carnivore
- frogs
- herbivore
- insects
- omnivore
- scavenger
- snakes
- tame
- turtles
- wild

Usage: Talking About Animals

Practice identifying animals by name, by their class or category, and by what they do or cannot do.
Can and Can’t; How Can We Tell?; Subordinate Clauses

New Vocabulary

enough entire he’s sailboats whether
who’s winning

Usage: More of the Modal Can

Here we practice more of the modal verb construction using only can see and can tell contrasted with their negative forms can’t see and can’t tell. “Tell” here simply means “to know,” rather than its usual meaning of relating information to someone.

Grammar: More Subordinate Clauses

Several dependent clause constructions appear in this lesson using the subordinating conjunction because.

We can’t see the entire vehicle because it is covered.
We can’t see all of the boy because he is hiding behind a tree.
We can tell what time it is because the clock is close enough.

The wh-words, or interrogative pronouns, may also function as subordinating conjunctions.

We don’t know what color this woman’s hair is…
We don’t know who this man is…
We can’t tell how many people are in these sailboats.

Two new subordinating conjunctions are introduced as well: that and whether.

We can tell that this child is a boy.
We can’t tell whether this baby is a boy or a girl.
New Verbs

New Vocabulary

- balance
- balancing
- belt
- counting
- dragging
- following
- leading
- loosening
- pitcher
- popping
- tightening

Grammar: Sentence Structure

The repeated sentence patterns presented in this lesson give us the chance to talk about basic sentence structure in English. We find it helpful to think of sentences as being made up of “slots.” As you know, in order to be a complete sentence, it must contain a subject and a verb. Otherwise, the group of words or sentence cannot “stand alone.” A sentence must therefore contain at least two slots:

/ subject / verb /
/ He / is counting /

From these basic elements, one can expand the structure and build more information while keeping them at the heart of the sentence. For example, the speaker may want to say what he is counting by adding an object. Or he may want to specify how he is counting. In this lesson, we have added, “…on his fingers,” a prepositional phrase filling a third slot:

/ He / is counting / on his fingers /
/ He / is counting / with pencil and paper /

Such prepositional phrases “modify” or expand on the verb is counting. Words or phrases that modify a verb are called adverbials. Many prepositional phrases, though not all of them, are adverbial in function. They are tools for enriching your language and for being more precise in saying what you mean.

The kind of verb that is used makes a big difference, too. We group verbs into two classes: transitive and intransitive. If the verb acts upon an object, it is transitive. The action expressed in the verb “transits” to a noun, and we call that noun a direct object. The verb is counting as used above can be either transitive or intransitive. As it is used here, it has no object, so in this case it is intransitive. However, one can count marbles or houses on the street, which would require to count to be used transitively.

Many verbs can be only transitive. For example, “He is dragging,” would have unclear meaning. The verb begs for an object.

/ He / is dragging / a paper bag /
/ He / is dragging / a chair /

In these examples, slot 3 is not filled by a prepositional phrase, but by a direct object. Slot 3, then, offers possibilities for more expressive options than do slots 1 and 2. How many of the sentences in this lesson conform to this basic three slot pattern?
New Vocabulary

bracelet  buying  department  expensive  inexpensive
item  least  marketplace  owns  selling
snacks  T-shirt  vending  worth

Vocabulary: Buying and Selling

You will want to use these terms nearly every day:

to sell  to buy

to cost

to own

expensive  inexpensive

not worth much

worth a lot
Eating In and Eating Out; Food Preparation

New Vocabulary
barber  bars  beating  cafe  cafeteria

candy  cracking  newsstand  potato  serving

shop  students

Usage: Language About Food
“Eating out” has a special meaning: it means going to a restaurant to eat, rather than preparing the meal at home. “Eating in” might be understood, but it isn’t a standard phrase like “eating out.”

“To set the table” means to place the dishes, glasses, and tableware on the table in preparation for a meal.
Shopping in the Grocery Store

New Vocabulary

- better
- cabbage
- canned
- carts
- cashier
- checkout
- counter
- customers
- frozen
- groceries
- items
- lettuce
- list
- oranges
- pineapple
- receipt
- register
- rows
- vegetables

Grammar: More about Sentence Slots

In Lesson 13-02, we introduced you to the notion of building sentences with “slots” for certain forms of words and their functions. Basically, there are three slots:

/ subject / verb / complements /

Complements serve to “complete” either of the first two slots as direct objects, subject complements or object complements in the third slot. Perhaps the most common structure is that in which the third slot is filled with a direct object as shown in the following example:

/ He / is pushing / a shopping cart / 
/ I / like / this one /

In the example, / It / is called / a pineapple /, “a pineapple” is not a direct object, but a subject complement in that it renames or gives more precise information about “It.” The verb “is called” is not transitive, but a “linking verb,” linking “it” to its complement “pineapple.” This distinction between transitive and linking verbs will become more useful to you as you learn to use them.

Once you learn to recognize and use the three basic slots in constructing sentences, you will see how words can be added that expand and modify one of the three slots in some way. Words, phrases, and clauses may function as modifiers of any of the three slots and even of each other.
“Fast” Speech; Requests for Slow Repetition

New Vocabulary
- again, Arabic
- cute, French
- learning, question
- Spanish, speaks
- asked, Italian
- repeat, said
- bikes, Korean
- wish, language
- Chinese, say

Grammar: Direct and Indirect Speech
When we repeat exactly what someone says, we are “quoting” them. In writing, we place the words quoted within quotation marks. We call this direct speech.

I said, “That banana looks good.”
I said, “I like that purple hat.”

The word “that” in these examples is a demonstrative adjective pointing out which banana and which hat. In the next examples, “that” has a different meaning and different function unrelated to the above.

I said that there was only one biker.
I said that there were very many hats.

These examples are called indirect speech. It is reported speech rather than an exact quotation. Here “that” has no meaning in itself. It only marks the beginning of a noun clause. The entire noun clause as a unit is used as the object of the verb “said.”

Usage: Asking for Repetition Boldly but Politely
Learners of languages are often shy and hesitant to ask speakers to repeat what they have said, thinking the speaker will be annoyed, when in fact the speaker may welcome the request. Knowing how to phrase such a request will give you confidence in asking. Practice these different ways to ask a speaker to repeat or slow down.

Excuse me. I’m just learning English. Would you repeat that slowly?
Excuse me. I didn’t understand what you said. Would you say it again more slowly?
Would you repeat that, please? I only know a little English.
I’m just learning to speak English. Would you repeat that slowly?
What did you say?
Sequential Activity: Preparing for and Leaving on a Car Trip

New Vocabulary

adds  adjusts  air  bar  bought
brushes  checks  curtains  drives  everything
fills  hairbrush  hood  locks  oil
pack  pays  pressure  shampoo  tank
tire  unlocks  visit

Grammar: Phrasal Verbs

English uses a number of two-part verbs that consist of a verb combined with what is usually a preposition. These phrasal verbs bear a special meaning different from their meanings when used separately in other contexts. Here are some from this lesson:

- to turn off
- to pick up
- to put on

At first glance, the second part may appear to be a preposition introducing a prepositional phrase, as in these examples:

She turns off the television.
She picks up her sunglasses.
Linda puts on her sunglasses.

As you know, prepositional phrases often tell where the action of the verb occurs, as in “...off the television” or “…on her sunglasses.” Upon looking closer, you will see that that is not what is meant in these sentences. Linda does not “put...on her sunglasses,” she “puts her sunglasses on.” Said another way, she “puts on...her sunglasses.” Now “sunglasses” is seen clearly as the object of “puts on.” So pay close attention to the use of such phrasal verbs. A good test of a phrasal verb is to place its second part at the end of the phrase. If it makes sense that way, it is not a preposition but a phrasal verb.
Requests for Objects

New Vocabulary

- answering
- ask
- control
- handing
- kitchen
- lamp
- mail
- mark
- period
- receive
- remote
- salt
- saw
- wrench

Usage: Asking

As we have learned before, verbs used with certain prepositions may have special meanings. “To ask for...” is one of them. It means to request to be given an object.

This person asked for a wrench.
The man is asking for the pepper.

Requests are normally made in the form of imperatives. Imperatives begin with the verb; the subject “you” is understood.

Hand me the wrench, please.
Pass the salt, please.
Things that Fit, Things that Don’t Fit

New Vocabulary

- earth
- emptied
- emptying
- exactly
- fill
- filled
- filling
- fits
- hold
- lock
- might

Usage: Expressing Sizes

Like measurements, this lesson practices expressions for talking about sizes and containers and whether things “fit.”

**Too + adjective** expresses an unacceptable measure of the noun which follows.

- too small
- too big
- too cold
- too high

Unacceptable quantities expressed in volume are “not enough” or “too much.”

- There is too much milk for the glass to hold.

Unacceptable quantities of countable items are “not enough” or “too many.”

- There are too many marbles for the glass to hold.

Acceptable quantities are “enough” or “just right.”
**Antonyms: Forget–Remember, Lose–Find, Lie–Tell the Truth**

**New Vocabulary**
- broke
- buckle
- forget
- headphones
- lie
- lies
- mother
- remembered
- telling
- tells
- truth

**Vocabulary: Learning Opposites**
Antonyms are opposites. Learning them together helps you to remember them.
- to forget
to remember
- to lose
to find
- to lie
to tell the truth

One may “tell a lie,” like “tell the truth,” and one can “lie.” However, one cannot “truth.” “Truth” is only a noun, whereas “a lie” is a noun and “to lie” is a verb.

**Grammar: Past and Present Perfect Tenses**
Most lessons until now have used the present progressive verb tense, as this one does in the following examples:
- They are listening to her talk.
- She is listening to music.
- He is telling a lie.

This lesson now practices two additional past tenses: simple past and present perfect. The simple past is “simple” because it involves only one word. The verb form changes from its infinitive form either by adding an -ed ending (in the case of weak verbs) or by changing a vowel (in the case of strong verbs). The infinitives of the verbs in the following examples are respectively to remember, to forget, and to break.
- This man remembered to buckle his belt.
- This man forgot to tie his shoes.
- The boy broke the cup.

Note that when a negative is used, one must change to the do form, in which do is conjugated, and return the main verb to its infinitive:
- He did not forget his briefcase.
- I didn’t do it.
The present perfect verb tense is also practiced in this lesson. Its meaning is nearly the same as simple past; however, it implies that the action expressed is true up to and including the present, whereas simple past refers to a past event that could have ended a long time ago. The present perfect tense involves an auxiliary verb in the present tense plus a past participle; it is a two-part verb phrase.

She has lost her keys. (Compare: She lost her keys.)
She has found her keys. (Compare: She found her keys.)

Most past participle forms are identical to the simple past form. But be careful, the past participle of strong verbs may be different. Forget, for example, adds -en to form its past participle, and break takes the form of broken:

He has forgotten to buy gas.
Who has broken the cup?
Winning–Losing; Passing–Failing; Hiding, Searching, Finding

New Vocabulary

dropping  failed  passed  raced  searching  test

Grammar: More Past Tense Practice

Try to identify the verb tenses in the sentences of this lesson. What time frame do they express? Recalling the slots of sentence structure, we find here examples of the simplest forms, as well as expanded sentence forms. Note first the simplest forms in these examples:

/ He / passed /  
/ He / failed /  
/ He / won /  
/ He / lost /  
/ I / ’m hiding /  
/ The white pieces / have won /

The last example is expanded from the simplest form by adding a **determiner**, the article **the** and an adjective “white” to modify “pieces.” Secondly, an **auxiliary** has been added to the verb to express **tense**. The words used in slot 2 always express tense and number.

Let’s look at these verbs a bit more. The first two examples use -ed to express past tense. The event took place in the past and was finished at some indefinite time in the past. The second two examples also express past tense, but they do not use -ed. These two sets of verbs illustrate the two classes of verbs in the English language: “weak” verbs that use -ed and “strong” verbs that change the stem vowel from the present tense (win / won; lose / lost).

“I am hiding” illustrates the now familiar present progressive tense expressing an on-going action.

A third tense, the **present perfect tense**, is illustrated in the last example. It expresses an event that occurred in the past but is still true at the present. This tense requires an auxiliary that is in the present tense.
The Five Senses: Smelling, Seeing, Hearing, Tasting, Touching

New Vocabulary

<table>
<thead>
<tr>
<th>blunt</th>
<th>dull</th>
<th>feels</th>
<th>hot</th>
<th>lemons</th>
</tr>
</thead>
<tbody>
<tr>
<td>peppers</td>
<td>rough</td>
<td>salt</td>
<td>salty</td>
<td>smooth</td>
</tr>
<tr>
<td>soup</td>
<td>sour</td>
<td>sugar</td>
<td>sweet</td>
<td>taste</td>
</tr>
<tr>
<td>tasting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usage: Using the Senses

We use our “senses” to experience our environment. “To make sense” of something uses a different meaning of the word “sense”: to find logic and meaning in a message or event. Here “senses” refers to the tools our bodies use to interact with our surroundings. Note the adverbs which describe the various verbs:

- to smell: good, bad; a flower, the coffee (known aromas)
- to hear: loud, quiet; high, low; shouting, whispering
- to taste: sour, sweet, hot, salty; good, bad; the soup, the coffee (known flavors)
- to feel: rough, hard, smooth, soft, sharp, blunt, dull
- to see: (not developed here)

The verb normally used with reference to what we see is to look. Things may look nice, ugly, beautiful, sharp, lovely, etc.
Past, Present and Future Times

New Vocabulary

<table>
<thead>
<tr>
<th>ago</th>
<th>ancient</th>
<th>civilization</th>
<th>distant</th>
<th>future</th>
</tr>
</thead>
<tbody>
<tr>
<td>lived</td>
<td>looked</td>
<td>old-fashioned</td>
<td>present</td>
<td>recent</td>
</tr>
<tr>
<td>structure</td>
<td>today</td>
<td>wore</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usage: Expressing Time

One can think of time as a continuum or as a line moving from left to right.

- distant past
- recent past
- present
- near future
- distant future
- ancient
- old
- new
- modern
- old-fashioned
- yesterday
- today
- tomorrow
- long ago
- has been
- was
- is
- will be
Sickness, Health; Health Professionals

New Vocabulary
ache ambulance brace calling choking
crutches feel feeling fever headache
injection knee patient shivering sore
splint throat toothache

Vocabulary: When You Need a Doctor
Knowing what words to use when you are not feeling well is important. The following expressions may deserve special attention:

I have...
- a sore throat.
- a stomach ache.
- a headache.
- a toothache.
- a fever.
- a cold.

My (name of any body part) hurts.

I feel...
- very tired.
- sick.
- fine.
- bad.

I don’t feel well.

to be a patient
to take medicine
to get/give and injection (a "shot")
Modal Auxiliaries: Would, Could, Should

New Vocabulary

cookie    dominoes    instead    pot    practice
scrub     shouldn’t    stay     stopped    toss
tossed     vacuum

Grammar Review: Modal Auxiliaries

Two-part verb phrases that use modal auxiliaries express wishes, hypothetical situations, obligations, and conditions contrary to fact. The auxiliaries combine with an infinitive to make the verb phrase, and they specify a mode or mood. Verbs that are not used with a modal are indicative (factual, actual); when used with a modal they are subjunctive in mood (untrue, hypothetical, wishes and conditions). Included here are the modals want to, have to, can, may, should, would and could.

Find the modal auxiliaries in this lesson, and then identify what infinitive completes the verb phrase. Finally, try to grasp the mood intended by each phrase.
Materials; Passive Voice; Infinitives

New Vocabulary

<table>
<thead>
<tr>
<th>brick</th>
<th>cake</th>
<th>clay</th>
<th>computers</th>
<th>flour</th>
</tr>
</thead>
<tbody>
<tr>
<td>houses</td>
<td>ingredients</td>
<td>leather</td>
<td>repair</td>
<td>soup</td>
</tr>
</tbody>
</table>

Vocabulary: Making Things

Materials are the substances required to make things. Materials needed to make food are called “ingredients.”

Grammar: The Stative Passive

Earlier you learned the difference between active voice and passive voice. In passive voice, the agent of the action is not named; the object of the action becomes the subject, as in these examples:

- Houses are made of these materials. (Who made the houses is not named.)
- These tools are used to work with wood. (Who uses the tools is not named.)

There are different kinds of passive voice construction, one of which is stative passive. As the term suggests, “stative” refers to the state of the subject, the condition or nature of its substance. What part of the following sentences describes the state of the subject?

- These are made of leather.
- Cake is made from these ingredients.
- These tools are used to repair cars.

Grammar: Infinitive Phrases of Purpose

Infinitives are formed with to + infinitive, such as, to work..., to repair... and to make...
Following the passive verb is used, the notion “in order to” is implied: “...is used in order to make...”

- This material is used to make chairs.
- These tools are used to work with wood.
- These tools are used to repair computers.
Geometry; Line Segments, Angles, Fractions and Percents

New Vocabulary

angle  arc  area  bisects  complete
correct  degree  equal  half  horizontal
incomplete  line  lumber  more  multiplication
ninety  one-fourth  one-third  percent  radius
segment  star  twenty-two  two-thirds  vertical

Vocabulary: The Language of Math

Use this lesson to expand your vocabulary for talking about various geometric calculations. Not only school children will encounter these terms and concepts, but working adults must use them in daily life.

Talking about geometric concepts requires vocabulary to express contrasts, shapes, fractions and portions. Here we include the following contrasts. Find their meanings in the pictures shown on your screen.

verticle  horizontal
farther from  closer to
complete  incomplete
correct  wrong

Now identify these shapes:

line
angle
circle
square

Note how fractions and portions are expressed:

radius
arc
degree
two-thirds
one-third
ten percent
ninety percent
## A Visit to the Doctor

### New Vocabulary

<table>
<thead>
<tr>
<th>bandage</th>
<th>beats</th>
<th>blood</th>
<th>born</th>
<th>breath</th>
</tr>
</thead>
<tbody>
<tr>
<td>breathing</td>
<td>calendar</td>
<td>comes</td>
<td>draw</td>
<td>examination</td>
</tr>
<tr>
<td>examines</td>
<td>heartbeat</td>
<td>leg</td>
<td>measures</td>
<td>minute</td>
</tr>
<tr>
<td>must</td>
<td>needle</td>
<td>November</td>
<td>pharmacist</td>
<td>pill</td>
</tr>
<tr>
<td>prescription</td>
<td>provide</td>
<td>pulse</td>
<td>reflexes</td>
<td>sample</td>
</tr>
<tr>
<td>sits</td>
<td>stethoscope</td>
<td>today</td>
<td>urine</td>
<td>weigh</td>
</tr>
</tbody>
</table>

### Vocabulary: Language for a Physical Exam

Health is everyone’s concern. Study the terms used in this lesson to prepare for your next physical examination at the doctor’s office. Note especially the following phrases:

- to take a temperature
- to take blood pressure
- to provide a urine sample
- to examine one’s throat
- to examine one’s ear
- to hold your breath
- to check reflexes
- to listen to one’s breathing
- to check the heartbeat
- to check one’s pulse
- to draw one’s blood
- to use crutches
- to put a splint on
- to give an injection
- to write a prescription
War, Weapons, Branches of Service

New Vocabulary

<table>
<thead>
<tr>
<th>army</th>
<th>athletes</th>
<th>boxers</th>
<th>built</th>
<th>civilian</th>
</tr>
</thead>
<tbody>
<tr>
<td>fighting</td>
<td>force</td>
<td>form</td>
<td>guns</td>
<td>helicopter</td>
</tr>
<tr>
<td>helmets</td>
<td>navy</td>
<td>protect</td>
<td>protection</td>
<td>soldier</td>
</tr>
<tr>
<td>swords</td>
<td>war</td>
<td>weapons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary: Talking About the Military

In general, military units that are used in combat on land are in the army.

Those used in combat at sea are in the navy.

Those used in combat in the air are in the air force.

All together they are referred to as the military. Non-military personnel are “civilians.”
Completed Actions; Approximations; Causation; Actions Against Presumption

New Vocabulary
although  despite  even  nearly  spite
though  weather

Grammar: Choosing the Right Tenses
As you know, use present perfect to express a completed action:
The man has eaten the apple.
They have hit the ground.
He has finished reading the book.

This lesson contains several adverbs of approximation. Listen for them. Following are examples:

Add not yet to express an action that is expected but not complete at the moment.
The girl has not jumped yet.
The person has not fallen off the horse yet.
He has not hit the water yet.

The word order of “The girl has not yet jumped,” is equally acceptable to the above order.
The adverbs almost and nearly are synonyms with very similar meanings of approximation.
It is almost four thirty.
He has nearly finished reading the book.

Sometimes we want to express an unexpected result. Note how it is done here:
The boy is not eating even though he likes the food.

The idea of not eating is contrasted with the boy’s liking the food. Normally, a boy who likes the food will eat it, so the result is unexpected. “Even though he likes the food” is an adverb clause containing a subject and a verb. The following example begins with an adverb clause as well, and it expresses an unexpected result.

Although he already has one coat on, he is putting on a second one.

Despite and in spite of are synonyms used as prepositions to express an unexpected result. In the following example, one would not expect someone to use an umbrella when it isn’t raining.

Despite the weather, she is using an umbrella.
One would expect a tall woman to be able to reach a certain box.

*In spite of* being tall, she can’t reach the box.

In contrast, expected results are expressed with adverb phrases or clauses using *because*, showing cause and effect. Note the following examples:

Why isn’t the boy eating? *Because* he doesn’t like the food.

*Because* of the weather, she is using an umbrella.

*Because* she is tall, she can reach the box.

The man is dressed like this *because* it is warm.
Emotions and Their Expression

New Vocabulary
frowning   impatient   jealous   nothing   puzzled
relaxed   upset   worried

Vocabulary: Expressing Feelings
In normal social interaction, we often use “phatic expressions,” questions of common courtesy to which we don’t really expect detailed answers, such as “How are you?” An alternative question of a phatic nature is, “How are you doing?” One’s first impulse might be to think, “How am I doing what? I’m not doing anything. What does he want to know?” However, the question is merely asking about one’s emotional state, and a brief reply is all that is expected from you.
The Calendar; Naming Days and Months

New Vocabulary

April  August  Christmas  December  February
Friday  holiday  January  July  March
Monday  month  New Year’s Day  October  Saturday
September  Sunday  Thursday  Tuesday  Wednesday
week  weekend

Vocabulary Practice:

Working people must pay close attention to the calendar. Work periods are normally defined by assigned days of the week, vacations are defined by weeks in a year, weekends and holidays are eagerly looked forward to and clearly specified. Appointments with superiors in the company, doctors, dentists, and friends are expressed in precise terms. In the workplace, “time is money,” so you will want to say as well as understand the days of the week, the months of the year, holidays, etc., without hesitation. Practice them.

In America, Sunday is considered the first day of the week. In order, the days of the week are:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

A “long weekend” is Saturday and Sunday plus either the Friday before or the Monday after, sometimes both.
Verbs of Manual Manipulation

New Vocabulary

bouncing   dipping   dishcloth   paint   paintbrush
plugging   screwing  spinning   unplugging  unscrewing
wiping     wringing

Vocabulary: Doing Things With Your Hands

From this lesson you can learn many terms for precise actions that we do every day. They are expressed in verbs. What do the following verbs mean? Can you demonstrate them?

to hit
to breathe
to bounce
to spin
to turn over
to turn around
to shake
to drop
to squeeze
to dip
to plug in
to unplug
to screw in
to unscrew
to wipe
to rinse
to hang up
to fold
to dry
to wring out

To what things can you do these actions? What objects can these verbs take?
Ten Nationalities: Persons, Countries, Languages

New Vocabulary

<table>
<thead>
<tr>
<th>African</th>
<th>Arab</th>
<th>Australia</th>
<th>British</th>
<th>Central America</th>
</tr>
</thead>
<tbody>
<tr>
<td>citizen</td>
<td>Egyptian</td>
<td>Englishman</td>
<td>Great Britain</td>
<td>Greece</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Hindi</td>
<td>Netherlands</td>
<td>performers</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary: Identities and Languages

Note that all terms related to countries, whether they are proper nouns or adjectives, are capitalized. This applies to names of countries, designations of national identity, and the languages spoken. Terms for these categories are not very consistent, however. The following chart may help you to learn them.

<table>
<thead>
<tr>
<th>Country</th>
<th>Ethnicity/Nationality</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>Great Britain</td>
<td>British</td>
<td>British English</td>
</tr>
<tr>
<td>United States</td>
<td>American</td>
<td>English</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td>Russian</td>
</tr>
<tr>
<td>South Africa</td>
<td>South African</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Dutch</td>
<td>Dutch</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>Central America</td>
<td>Central American</td>
<td>Spanish</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>India</td>
<td>Indian</td>
<td>Hindi</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Arab</td>
<td>Arabic</td>
</tr>
<tr>
<td>Israel</td>
<td>Jewish</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Egypt</td>
<td>Egyptian</td>
<td>Arabic</td>
</tr>
<tr>
<td>Korea</td>
<td>Korean</td>
<td>Korean</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
</tbody>
</table>
Education, Grade School to University

New Vocabulary

- auditorium
- backpack
- classroom
- elementary
- exam
- experiment
- gym
- laboratory
- professor
- relaxing
- studies
- studying
- teaches

Vocabulary: Talking About School

Perhaps of note in American English is the fact that all school attendees from first grade through university are referred to as “students.” The term “pupil,” which referred to school attendees below high school, is no longer used.

Some special phrases used to express important school activities are as follows:

- to do an experiment
- to take an exam
- to fail an exam
- to pass an exam
New Vocabulary

date saying well

Grammar: Adverbs and Adverbial Phrases

Adverbs add information about verbs. They usually address an aspect of time, manner or place of the action. These adverbs express *place*:

- in front
- behind
- just after, just before
- well after, well before
- between

Others, such as the following, express *time* of the action:

- just before
- just after
- before
- while
- after

One example of an adverb of *manner* appears in this lesson:

- together

Similarly, prepositional phrases perform an adverbial function by expressing time, manner or place. These express *place*:

- through the fence
- around the fence
- over the fence
- under the fence

Whereas these express *manner*:

- against each other
- with each other
- for him
- against him
Calendar Conventions: European and American

New Vocabulary

Americans    eleventh    Europeans    if    last
next    notation    today’s    tomorrow    twelfth
using    yesterday

In the United States, dates are normally written in the order of month, day, year. For example, 10-05-00 means tenth month (October), fifth day of the year 2000. Europeans, on the other hand, always write dates in the order of day, month and year. The same date would be written 05-10-00 in Europe and elsewhere, meaning fifth day of the tenth month in the year 2000.

The solar calendar used in the West has twelve months. Numerically in order, they are:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

In American culture, Monday is the first day of the work week.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Months and days of the week are always capitalized.

Note the progression of yesterday – today – tomorrow.

These also are common time expressions:

the day before yesterday
the day after tomorrow
Classroom Activities; Terminology of Arithmetic

New Vocabulary
added addition breaking calculator division
drawing eraser erasing greater sharpening
solving subtraction sum twice values
wrote

Vocabulary: Talking about Numbers
The basic activities of arithmetic are expressed in the verbs
to add
to subtract
to multiply
to divide

How to say numbers is often a challenge for English learners. Refer to Lesson 5-04, page 48 in the *English I Student Study Guide* for instructions on how to write and say numbers. Listen carefully and practice saying these numbers:

- 367 three hundred sixty-seven
- 529 five hundred twenty-nine
- 217 two hundred seventeen
- 648 six hundred forty-eight

Now make up your own numbers and say them aloud.
Geography and Compass Directions

New Vocabulary

- arrow
- Atlantic Ocean
- black
- borders
- coastline
- coast
- east
- island
- landlocked
- Mediterranean Sea
- north
- northeast
- northwest
- oceans
- Pacific Ocean
- points
- separated
- south
- southeast
- southwest
- spot
- west

Vocabulary: Reading a Compass and a Map

Note that in the word “island,” the s is silent; it is not pronounced.

Grammar: Adverbs and Adverbial Phrases

This lesson gives you an opportunity to learn and use adverbs and prepositional phrases that function like adverbs. Adverbials are a rich resource in the English language for variety and expressiveness. Adverbs expand on the verb (modify it) by telling when, how, where and why. Some are single words like these:

- up
- down
- north
- south
- east
- west

Others, as you have seen in other lessons, are prepositional phrases, like the following:

- to the left
- to the right
- toward the square
- away from the square
- of the country
- in the Atlantic Ocean
- by water
- etc.

Most of the sentences in this lesson follow the most basic sentence pattern in English. Again, we describe it as consisting of slots:

subject / verb / complement

The arrow / points / toward the square
The green spot / is / in the Atlantic Ocean

In nearly all of the sentences, the third slot is filled with a verb complement, an adverbial. Sentences near the end of the lesson become more varied. The subject slot gets expanded, and the third slot in the final set of sentences is filled with a direct object stated in a phrase.

The country in red / borders / only two other countries
Effort, Success, Failure; Infinitive Verb Forms

New Vocabulary
bend  cards  fold  succeeded  tried

Grammar: Infinitive Phrases

Certain verbs require an infinitive phrase to follow them. One of these is try. An infinitive phrase consists of to + infinitive + noun object. Note these constructions:

- He is trying to win the race.
- She is trying to reach something on the shelf.
- He tried to open the jar.
- He is trying to see. (There is no noun object in this infinitive phrase.)
- He is going to try to go through the door.

In the last example, there are two infinitive phrases together, which seldom occurs. The second, to go through the door, functions actually as the object of the first infinitive, to try.

The verb to do has unusual functions. One function is as a verb meaning to complete an understood process:

- He is doing his homework.
  (What that “doing” is, exactly, is unspecified, but we may think we know.)

Another function is to serve as an auxiliary to a main verb, as in this example:

- Did you do the dishes?
- Did you fold the laundry?
- What do you want to do? (where “to do” is an infinitive like above)

Sometimes the do-form is used for emphasis:

- He did go through the door. (more emphatic than, “He went through the door.”)
The Weather and Dressing for It; More Time Expressions

New Vocabulary
a.m. cloudy p.m. rain scarf
snowing sunny swimsuit wake

Usage: Stating Times on the Clock

Different from many countries, the United States does not generally use the twenty-four hour clock. We sometimes refer to the twenty-hour time system as “military time,” since that is where it is officially used, but only there. Instead, we use a.m. for the hours from 12:00 o’clock midnight to 12:00 o’clock noon and p.m. for the hours from 12:00 o’clock noon to 12:00 o’clock midnight.

In speech, it is perhaps more common to express which twelve hour period is meant by using a prepositional phrase of time:

It is six thirty in the morning.
It is three thirty in the afternoon.
It is seven thirty at night.
**Dining Out; Talking to a Waiter; Modal Verbs**

**New Vocabulary**

- desserts
- here’s
- let’s
- recommend
- salad
- start
- steak
- tip
- waiter

**Usage: How to Be Polite**

Use modal verbs and the subjunctive mood to express politeness and soften a request.

- **We would like** a table for two, please.
- **May I take** your order?
- **Would you like** something for dessert?

It is customary in America to pass dishes of food around the table when groups are served at a meal. It is not considered impolite to ask for things which are out of one’s reach to be passed. This contrasts with some cultures where it is regarded as an interruption to one’s eating if others ask for something to be passed.

- **Pass me the pepper, please.**

Usually, a waiter will bring the check to your table before you are finished eating. If he does not, it is okay to signal that you are finished or ask him to bring you the check.

- **Waiter, we would like the check, please.**

Normally, the check does not include service and a tip of 10% to 15% of the total bill is expected. Leave a tip on the table.
Love and Marriage

New Vocabulary

boyfriend  Daddy  girlfriend  gives  got
having  knocks  loves  marry  meets
picnic  ring  romantic

Usage: Talking About Relationships

“Boyfriend” and “girlfriend” are terms reserved for persons not yet married but learning to love each other. To refer to friends who are boys or girls, simply call them “my friend.”

The term “love” has many meanings and uses. Note its variable meaning in these examples from this lesson:

The mother loves her children.
The man and the woman love each other.
I love ice cream.
We love this television program.
History Through Architecture, Attire, Technology and the Military

New Vocabulary

- armor
- cannons
- early
- king
- knights
- late
- machine
- medieval
- Middle East
- monuments
- Moscow
- once
- outer
- queen
- Roman
- ruins
- San Francisco
- tanks
- thousands
- unique

Grammar: Passive Voice

When the object of the action is of most importance and the agent is not important, passive voice is preferred to active voice. It consists of a conjugated auxiliary and a past participle.

- Cannons were used around 1800.
- Machine guns are used today.
- This structure was built thousands of years ago.
- This clothing was once worn in Europe.
- This form of transportation has been used for thousands of years.
- This monument is found in India.
Police, the Law, and Public Services

New Vocabulary

engine  firefighter  garbage  handcuffs  he’s
hoses  illegal  jail  legal  librarian
mailman  paramedic  parking  personnel  steal
stealing  stole  thief  wallet

Vocabulary: Legal Language

This lesson practices words needed to talk about the law. Pay attention to these terms and learn what they mean:

legal  illegal
to steal
thief
Telling Time; Subordinate Clauses

New Vocabulary
at begins by digital hourglass life
service slow sundial then till

Grammar: The If – Then Sentence
Conditions and subsequent results are commonly expressed in complex sentences using if... then...

If it is two o’clock, then this watch must be five minutes fast.
The clause, “If it is two o’clock,” states a condition. It is not a complete sentence by itself, although it has a subject and a verb as sentences must. Since it cannot stand alone, it is called a subordinate clause. What follows is the main clause introduced by then.
“This watch must be five minutes fast,” could stand alone as a complete sentence.
Political Geography

New Vocabulary

<table>
<thead>
<tr>
<th>after</th>
<th>also</th>
<th>before</th>
<th>Bombay</th>
<th>course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empire</td>
<td>independent</td>
<td>New York</td>
<td>Panama</td>
<td>Portugal</td>
</tr>
<tr>
<td>Portuguese</td>
<td>province</td>
<td>rule</td>
<td>ruled</td>
<td>sailed</td>
</tr>
<tr>
<td>sailing</td>
<td>Soviet Union</td>
<td>Suez Canal</td>
<td>Swahili</td>
<td>world</td>
</tr>
</tbody>
</table>

Usage: Idiomatic Time Expressions

Note how different time references are expressed:

At one time...
used to...
a long time ago...

“At one time…” does not mean the same as “at once.” Rather, it implies “at one time in the past.” Whatever follows in the sentence is no longer true.

At one time Great Britain ruled this country.

“Used to…” also refers to a matter which is no longer true. It is more clearly idiomatic in that it is not related at all to the verb “to use.” In its present meaning, it must be combined with an infinitive phrase, not with a preposition.

used to rule all...
used to be part...

Examples of two kinds of complex sentences are presented in this lesson. Both involve adverb clauses. One is a subordinate clause showing cause and effect:

People speak French in this province because France used to rule it.

Here no comma is used to separate the main clause from the subordinate clause. If, however, one began the sentence with the adverb clause, a comma would be required:

Because France used to rule it, people speak French in this province.

Another kind of adverb clause appears here: before and after clauses.

Before the Suez Canal was built, a ship sailing from London to Bombay sailed this course.

After the Panama Canal was built, a ship sailing from New York to San Francisco sailed this course.
Famous Names

New Vocabulary

artist  associated  author  battle  Catholic
commandments  composer  died  emperor  fought
general  independence  Indian  invented  inventor
leader  Mecca  Mongolia  novel  origin
painter  peace  philosopher  playwright  political
religious  solar  system  Waterloo  worked

Vocabulary: Identities and Professions

We rely on your previous knowledge of historical figures to recognize the persons shown. Try to name them all. Even if you cannot name them, perhaps you can recognize them for what made them famous. Learn these categories of people:

- political leader
- scientist
- composer
- inventor
- explorer
- philosopher
- general
- queen
- king
- playwright
- teacher
- religious leader
- painter
- military leader
- emperor
- author
Possibility, Impossibility, Chance and Probability; Infinitives

New Vocabulary

able certainly chance coin created
flipping happens image likely possibly
rolling unlikely

Grammar: *It* + Infinitive Phrases

The indefinite subject *it* is often used with an infinitive phrase. The word *it* refers to and has the same meaning as the infinitive phrase at the end of the sentence.

*It is possible for her* to read the book.
*It is impossible for him* to see.

In the first example, *it* = to read the book; in the second, *it* = to see. The phrase *for (someone)* is used to specify exactly who the speaker is talking about.

Grammar: Present Progressive and Infinitive Phrases

Many verbs are followed by infinitive phrases. One of them is *to try*. Note how this verb is used in the present progressive tense followed by an infinitive phrase in these examples:

*He is trying to do something* which is impossible.
*He is trying to lift this,* but it is impossible.
*He is trying to bend this,* and it is possible.

Vocabulary: Terms of Chance and Probability

Again, opposites are useful in expanding one's vocabulary. Note these sets of terms:

possible impossible
certainly possibly
all the time never
likely unlikely
real imaginary
Describing Objects and Expressing Preferences

New Vocabulary

<table>
<thead>
<tr>
<th>best</th>
<th>bet</th>
<th>boating</th>
<th>canoes</th>
<th>convertibles</th>
</tr>
</thead>
<tbody>
<tr>
<td>especially</td>
<td>ever</td>
<td>favorite</td>
<td>guess</td>
<td>have</td>
</tr>
<tr>
<td>haven’t</td>
<td>hike</td>
<td>I’ve</td>
<td>liked</td>
<td>maybe</td>
</tr>
<tr>
<td>not</td>
<td>prefer</td>
<td>pretty</td>
<td>really</td>
<td>ridiculous</td>
</tr>
<tr>
<td>season</td>
<td>seen</td>
<td>ski</td>
<td>so</td>
<td>there’s</td>
</tr>
<tr>
<td>they’re</td>
<td>those</td>
<td>thought</td>
<td>town</td>
<td>windsurf</td>
</tr>
</tbody>
</table>

Usage: Discussing Pros and Cons

The imperative form of to see is Look at…

Look at that car.
Look at that little yellow car.

To ask someone whether he or she likes something, the do form is required:

Do you like this car?

If the answer is affirmative, the do form is not used:

Yes, I like red sports cars. I like to go fast.

But if the answer is negative, the do form is used:

No, I don’t like pink cars, and I don’t like old cars, either.

Usage: Expressing Preferences

The word rather calls for a choice between two or more desirable options. The phrase would like to is subjunctive mood, implying that reality is different from the stated wish or preference. The word favorite describes the most preferred among several options. To like better is yet another phrase used to state a choice of preference between two options. Listen for these phrases and try to grasp how they are used. Note, too, that adverb clauses with because explain a cause and effect reason for the preferences.
Cartoons 1

New Vocabulary

accidents actually annoy antagonize belts
butterfly certain colder eaters excellent
full-grown grab heaven’s hope however
intelligent lately madam mine moment
quick quite ready remembers report
sake seems smokes spear swim
volunteers wasn’t wonderful worry wouldn’t

Cartoons 2

New Vocabulary

arf beginner catches compared contagious
definitely drank escape fifth finally
finger hey hills huh it’ll
kid listen lucky one-half power
nights okay racers ready realistic we’d
racer ready realistic we’d
works you’ll you’ve

Cartoons 3

New Vocabulary

calls came cause concerts cool
crushed goodness gracious greedy grooming
deeply olives otherwise panic
push rock she’s somewhere sonny
stepped tight trouble we’ll

91
Cartoons 4

New Vocabulary
basketball  birdcalls  circus  convinced  copier
dear  dinosaurs  first  flight  folks
funny  honey  imagine  indoors  main
our  record  snowballs  staying  talked
thirteen

Cartoons 5

New Vocabulary
according  awfully  believe  Dad  doghouse
every  keep  let  louder  mistakes
naturally  operation  ours  satisfied  send
sent  shhh  uses  washer

Cartoons 6

New Vocabulary
appointment  approaching  auto  bears  bother(s)
brisk  chief  clean  describe  dominating
entertaining  hasn’t  horrible  large  learn
lesson  located  memorized  noise  presume
ran  relax  restorer  salary  salesman
seem  sirs  teller’s  thing’s  told
took  we’re  whoever  zoo
New Vocabulary

Cartoon 7

advertising  agreed  air-condition  barbershop  bore
camp  chickens  clumsy  considerate  courteous
delicious  diet  divorce  eager  ears
camp  fathead  film  garage  garden
gentle  greetings  grounds  happened  helpful
horn  loyal  mad  malnutrition  marriage
matter  mind  noises  noticed  oaf
oops  ought  plans  realize  reason
releasing  secret  since  strange  stunt
supposed  sweetie  truthful  understanding  upstairs
wave  went  worrying

Cartoon 8

boss  brought  camping  canoe  complaining
critics  doubt  dump  drove  hobby
extra  fool  fun  herbivorous  hobby
hurry  ignore  inhabitants  introduced  loose
mentions  missing  mistake  naughty  night’s
opera  phoned  python  refreshments  rest
saved  scheme  splendid  steadier  stray
subject  symptoms  terrible  true  waited
wonder  worst  yelling
## Cartoons 9

### New Vocabulary

<table>
<thead>
<tr>
<th>audience</th>
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<th>beautifully</th>
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<th>cannibalism</th>
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<td>final</td>
<td>growing</td>
<td>haircut</td>
<td>helper</td>
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<td>how's</td>
<td>kids</td>
<td>kitten</td>
<td>lend</td>
<td>newest</td>
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<td>owe</td>
<td>party</td>
<td>peek</td>
<td>plumber</td>
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<td>rams</td>
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<td>terminology</td>
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## Cartoons 10

### New Vocabulary

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<thead>
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<th>anyway</th>
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<td>bowling</td>
<td>brakes</td>
<td>budget</td>
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<td>burden</td>
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<td>changes</td>
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<td>decided</td>
<td>everybody's</td>
<td>expecting</td>
<td>forgery</td>
<td>frankly</td>
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<td>good-natured</td>
<td>happier</td>
<td>hide</td>
<td>horror</td>
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<td>missed</td>
<td>mistaken</td>
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<td>nine</td>
<td>notice</td>
<td>nuts</td>
<td>opposite</td>
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<td>teddy</td>
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<td>tempting</td>
<td>unhappiness</td>
<td>vigor</td>
<td>warden</td>
<td>whatever</td>
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<td>wishing</td>
<td>worker</td>
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</table>
School

New Vocabulary
art  chalk  chemistry  class  court
field  geography  hallway  lockers  mathematics
overhead  physics  projector  recorder  schoolbus
soccer  swingset  tennis  textbook  trampoline

Electronics and Appliances

New Vocabulary
analog  antenna  batteries  blender  blow-dryer
cassette  CD  cellular  cleaner  cord
dish  electrical  floppy  iron  keyboard
coffee maker  outlet  player  portable  radio
satellite  speaker  stereo  toaster  VCR

House Parts and Furnishings

New Vocabulary
attic  bedroom  bookcase  ceiling  chandelier
chimney  drawers  driveway  fireplace  porch
stairway  stool  switch  wardrobe
Body Parts

New Vocabulary

<table>
<thead>
<tr>
<th>ankle</th>
<th>belly</th>
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<th>cheek</th>
<th>eyebrow</th>
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<tbody>
<tr>
<td>fist</td>
<td>heart</td>
<td>heel</td>
<td>index</td>
<td>jaw</td>
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<td>lip</td>
<td>lungs</td>
<td>palm</td>
<td>thigh</td>
<td>thumb</td>
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<tr>
<td>toe</td>
<td>wrist</td>
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Buildings

New Vocabulary

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<thead>
<tr>
<th>one-story</th>
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<th>stadium</th>
<th>three-story</th>
<th>tower</th>
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<tbody>
<tr>
<td>townhouse</td>
<td>two-story</td>
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Clothing

New Vocabulary

<table>
<thead>
<tr>
<th>barrette</th>
<th>blouse</th>
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<th>hose</th>
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<tr>
<td>mittens</td>
<td>necklace</td>
<td>overall</td>
<td>sandals</td>
<td>sleeve</td>
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<tr>
<td>slip</td>
<td>sweatshirt</td>
<td>undershirt</td>
<td>veil</td>
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</table>
Countries

New Vocabulary

Belgium  Columbia  Finland  Indonesia  Iraq
Ireland  Israel  Libya  Norway  Pakistan
Poland  Saudi Arabia  Sweden  Turkey  Zaire

Animals

New Vocabulary

chicken  crocodile  elf  frog  gorilla
lizard  mermaid  monkey  owl  panda
parrot  pig  rhinoceros  rooster  snake
spider  squirrel  turkey  unicorn  whale
wolf

Plants

New Vocabulary

acorns  bamboo  bark  berries  branch
bulbs  bush  cactus  clover  cones
daisies  dandelion  evergreen  ferns  forest
holly  iris  ivy  leaf  lichen
lilies  moss  mushrooms  oak  pasture
pine  roots  roses  seeds  stump
thorn  tulip  weed
## Food and Drinks

### New Vocabulary

- bacon
- baked
- cereal
- cookies
- crackers
- fries
- ham
- hamburger
- jelly
- ketchup
- mustard
- pasta
- pie
- pizza
- tea

## Auto Parts

### New Vocabulary

- accelerator
- ash
- battery
- brake
- bumper
- cigarette
- clutch
- compartment
- gauge
- gear
- glove
- headlight
- hubcap
- lever
- license
- lighter
- muffler
- pedal
- plugs
- radiator
- rear-view
- roof
- seats
- shift
- spare
- spark
- steering
- tail light
- windshield
- wiper

## Geography

### New Vocabulary

- Adriatic Sea
- Alps
- Amazon River bay
- Andes
- Arctic Circle
- Artic Ocean
- bay
- continent
- Equator
- Himalayas
- Indian Ocean
- desert
- Mississippi River
- mountains
- Nile River
- island
- ocean
- peninsula
- North America
- ocean
- Rocky Mountains
- river
- North Pole
- South America
- South China Sea world
- Sea of Japan
- volcano
- stream
- valley
Kitchen: Utensils and Appliances

New Vocabulary
- board
- butcher
- chopsticks
- corkscrew
- dishwasher
- freezer
- mill
- pin
- saucepan
- teacup
- tablecloth
- teapot
- napkin
- spatula
- wineglass
- mixing
- opener
- spoons

Careers

New Vocabulary
- acrobats
- architect
- astronaut
- chefs
- conductor
- construction
- lineman
- mechanics
- musician
- photographer
- priest
- referee
- repairman
- reporter
- surgeon
- tailor

Sports and Games

New Vocabulary
- archery
- backgammon
- boxing
- checkers
- climbing
- darts
- diving
- fencing
- golf
- gymnastics
- hockey
- polo
- rugby
- shotput
- sledding
- surfing
- vaulting
- volleyball
- water-skiing
- wrestling
## Tools

### New Vocabulary

<table>
<thead>
<tr>
<th>Tool</th>
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<tr>
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## Produce

### New Vocabulary

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## Vehicles

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<td>propeller</td>
<td>raft</td>
<td>rover</td>
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<td>sleigh</td>
<td>speedboat</td>
<td>three-wheeler</td>
<td>tractor-trailer</td>
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<tr>
<td>wagon</td>
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</table>
Office Equipment and Objects

New Vocabulary

bands  binder  bulletin  businessman  chart
clips  dispenser  elevator  extinguisher  fax
tape  paperweight  punch  pushpin  rubber

spreadsheet  stapler

Math

New Vocabulary

acute  algebra  arithmetic  calculus  cube
diameter  equation  exponent  fraction  geometry
graph  lines  negative  obtuse  oval
parallel  pentagon  perimeter  perpendicular  positive
root  sphere