



**South Valley University  
Faculty of Arts  
Department of English**

# *Essay Writing* 4<sup>th</sup> year

مقرر الفرقة الرابعة قسم اللغة الإنجليزية كلية التربية

Compiled and prepared by

**Dr. Yasmeeen Darwish**

**English Department**

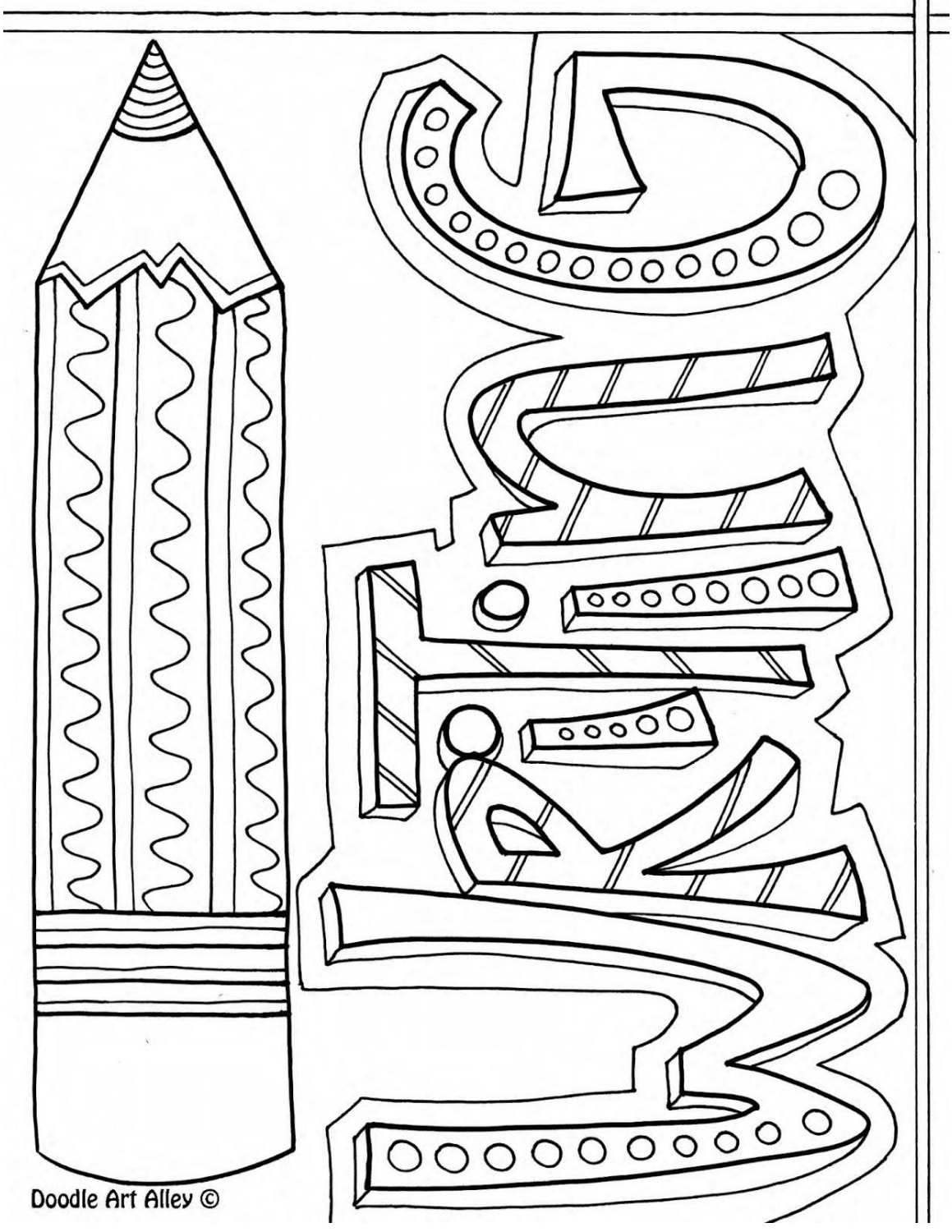
**Faculty of Arts**

**South Valley University**

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Doodle Art Alley ©

# **The Writing Process**

## ***Step 1: Prewriting – Think***

- Decide on a topic to write about.
- Consider who will read or listen to your written work.
- Brainstorm ideas about the subject.
- List places where you can research information.
- Do your research.

## ***Step 2: Drafting – Write***

- Put the information you got into your own words.
- Write paragraphs even if they are not perfect.
- Read your draft and see if it says what you mean.
- Show it to others and ask for suggestions.

## ***Step 3: Revising – Make It Better***

- Read what you have written again.
- Think about what others said about it.
- Rearrange words or sentences.
- Take out or add parts.
- Replace overused or unclear words.
- Read your writing aloud to be sure it flows smoothly.

### ***Step 4: Proofreading – Make It Correct***

- Be sure all sentences are complete.
- Correct spelling, capitalization, and punctuation.
- Change words that are not used correctly.
- Have someone check your work.
- Recopy it correctly and neatly.

### ***Step 5: Publishing – Share the Finished Product***

- Read your writing aloud to a group.
- Create a book of your work.
- Send a copy to a friend or relative.
- Put your writing on display.
- Illustrate, perform, or set your creation to music.
- Congratulate yourself on a job well done!



## **→ Writing takes time**

Find out when is the assignment due and devise a plan of action. This may seem obvious and irrelevant to the writing process, but it's not. Writing is a process, not merely a product. Even the best professional writers don't just sit down at a computer, write, and call it a day. The quality of your writing will reflect the time and forethought you put into the assignment. Plan ahead for the assignment by doing prewriting: this will allow you to be more productive and organized when you sit down to write. Also, schedule several blocks of time to devote to your writing; then, you can walk away from it for a while and come back later to make changes and revisions with a fresh mind.

## **→ Use the rhetorical elements as a guide to think through your writing**

Thinking about your assignment in terms of the rhetorical situation can help guide you in the beginning of the writing

process. Topic, audience, genre, style, opportunity, research, the writer, and purpose are just a few elements that make up the rhetorical situation.

Topic and audience are often very intertwined and work to inform each other. Start with a broad view of your topic such as skateboarding, pollution, or the novel *Jane Eyre* and then try to focus or refine your topic into a concise thesis statement by thinking about your audience. Here are some questions you can ask yourself about audience:

- Who is the audience for your writing?
- Do you think your audience is interested in the topic? Why or why not?
- Why should your audience be interested in this topic?
- What does your audience already know about this topic?
- What does your audience need to know about this topic?
- What experiences has your audience had that would influence them on this topic?

- What do you hope the audience will gain from your text?

For example, imagine that your broad topic is dorm food.

Who is your audience? You could be writing to current students, prospective students, parents of students, university administrators, or nutrition experts among others. Each of these groups would have different experiences with and interests in the topic of dorm food. While students might be more concerned with the taste of the food or the hours food is available, parents might be more concerned with the price.

You can also think about opportunity as a way to refine or focus your topic by asking yourself what current events make your topic relevant at this moment. For example, you could connect the nutritional value of dorm food to the current debate about the obesity epidemic or you could connect the price value of dorm food to the rising cost of a college education overall.



## → Keep in mind the purpose of the writing assignment

Writing can have many different purposes. Here are just a few examples:

- **Summarizing:** Presenting the main points or essence of another text in a condensed form
- **Arguing/Persuading:** Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct
- **Narrating:** Telling a story or giving an account of events
- **Evaluating:** Examining something in order to determine its value or worth based on a set of criteria.
- **Analyzing:** Breaking a topic down into its component parts in order to examine the relationships between the parts.
- **Responding:** Writing that is in a direct dialogue with another text.
- **Examining/Investigating:** Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.

- **Observing:** Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.

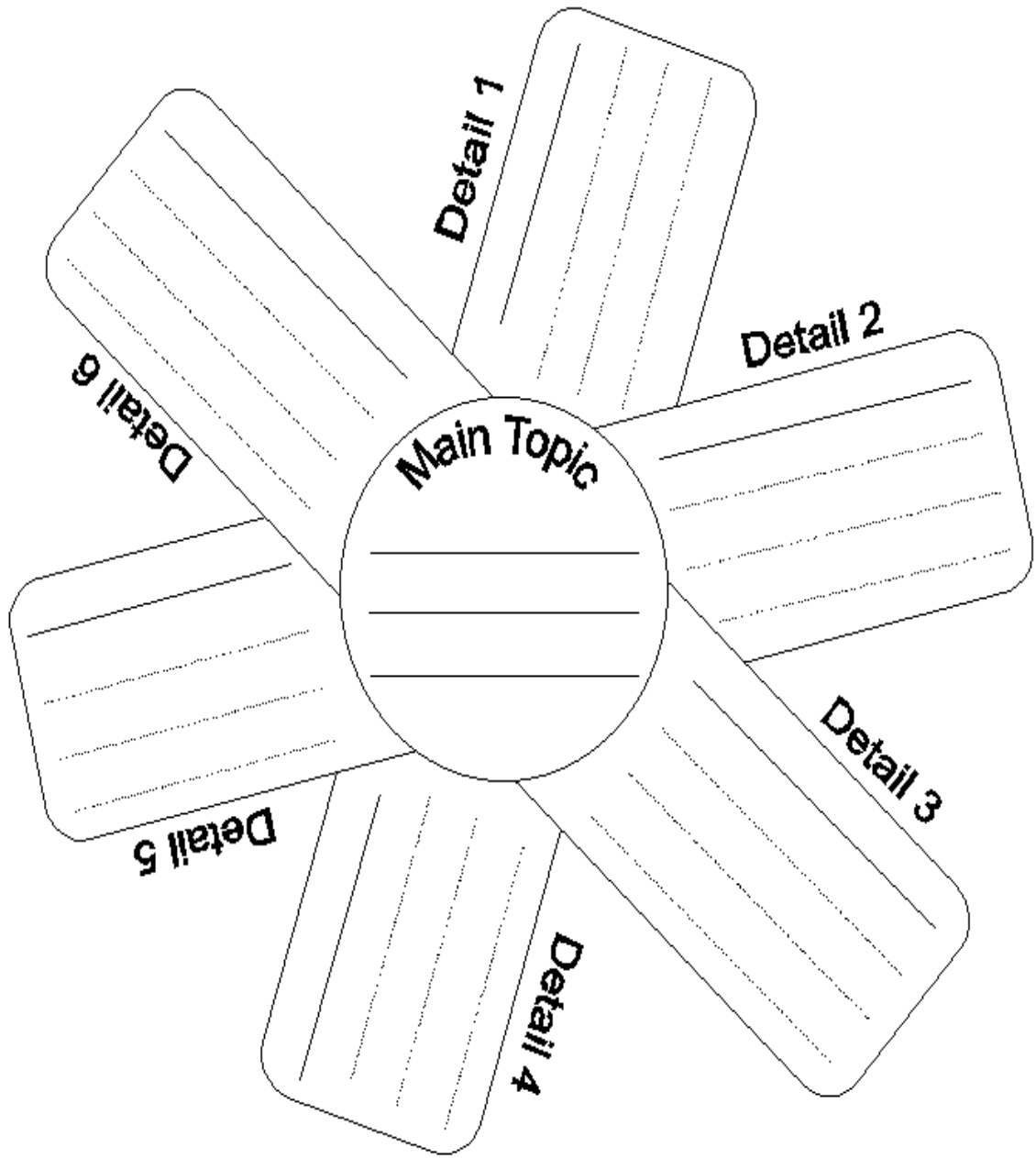
You could be observing your dorm cafeteria to see what types of food students are actually eating, you could be evaluating the quality of the food based on freshness and quantity, or you could be narrating a story about how you gained fifteen pounds your first year at college.

You may need to use several of these writing strategies within your paper. For example you could summarize federal nutrition guidelines, evaluate whether the food being served at the dorm fits those guidelines, and then argue that changes should be made in the menus to better fit those guidelines.

## ➔ **Pre-writing strategies**

Once you have thesis statement just start writing! Don't feel constrained by format issues. Don't worry about spelling,

grammar, or writing in complete sentences. Brainstorm and write down everything you can think of that might relate to the thesis and then reread and evaluate the ideas you generated. It's easier to cut out bad ideas than to only think of good ones. Once you have a handful of useful ways to approach the thesis you can use a basic outline structure to begin to think about organization. Remember to be flexible; this is just a way to get you writing. If better ideas occur to you as you're writing, don't be afraid to refine your original ideas.



Name: \_\_\_\_\_

## Persuasive Essay: Graphic Organizer



Pick an essay topic that is important to you. State your opinion clearly, giving your reasons with two to three supporting facts. Use this plan to prepare the content of your essay.

### PERSUASIVE WRITING PLAN

Essay Topic: _____ _____ _____	➔	What is your opinion on this topic? _____ _____ _____
Reason 1: _____ _____ _____	➔	Why? Support your reason. _____ _____ _____
Reason 2: _____ _____ _____	➔	Why? Support your reason _____ _____ _____
Reason 3: _____ _____ _____	➔	Why? Support your reason _____ _____ _____

## PERSUASIVE ESSAY ORGANIZER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### INTRODUCTION

Main Idea Topic Sentence: \_\_\_\_\_

Supporting Reasons: Body 1 \_\_\_\_\_

Body 2 \_\_\_\_\_

Body 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #1

Reason #1 \_\_\_\_\_

Detail/Example 1 \_\_\_\_\_

Detail/Example 2 \_\_\_\_\_

Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #2

Reason #2 \_\_\_\_\_

Detail/Example 1 \_\_\_\_\_

Detail/Example 2 \_\_\_\_\_

Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #3

Reason #3 \_\_\_\_\_

Detail/Example 1 \_\_\_\_\_

Detail/Example 2 \_\_\_\_\_

Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### CONCLUSION

Restate Main Idea: \_\_\_\_\_

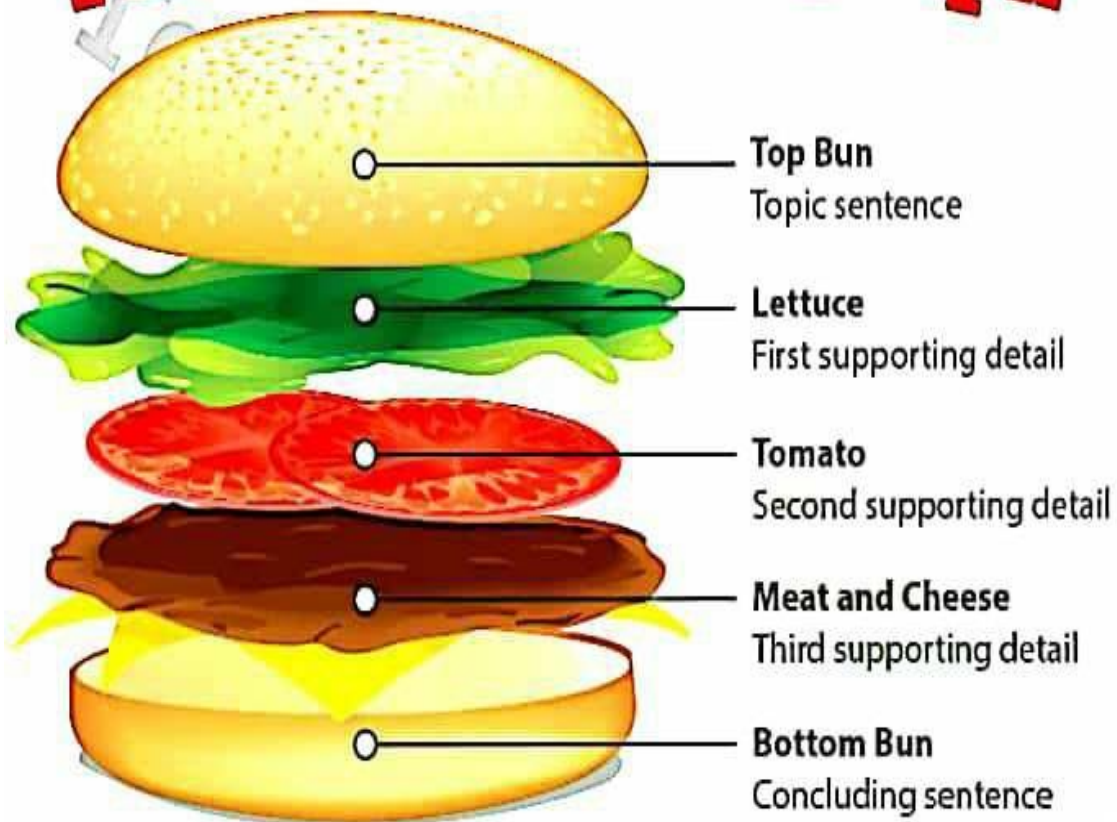
Restate Supporting Reasons: 1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Recommendations and/or Predictions: \_\_\_\_\_

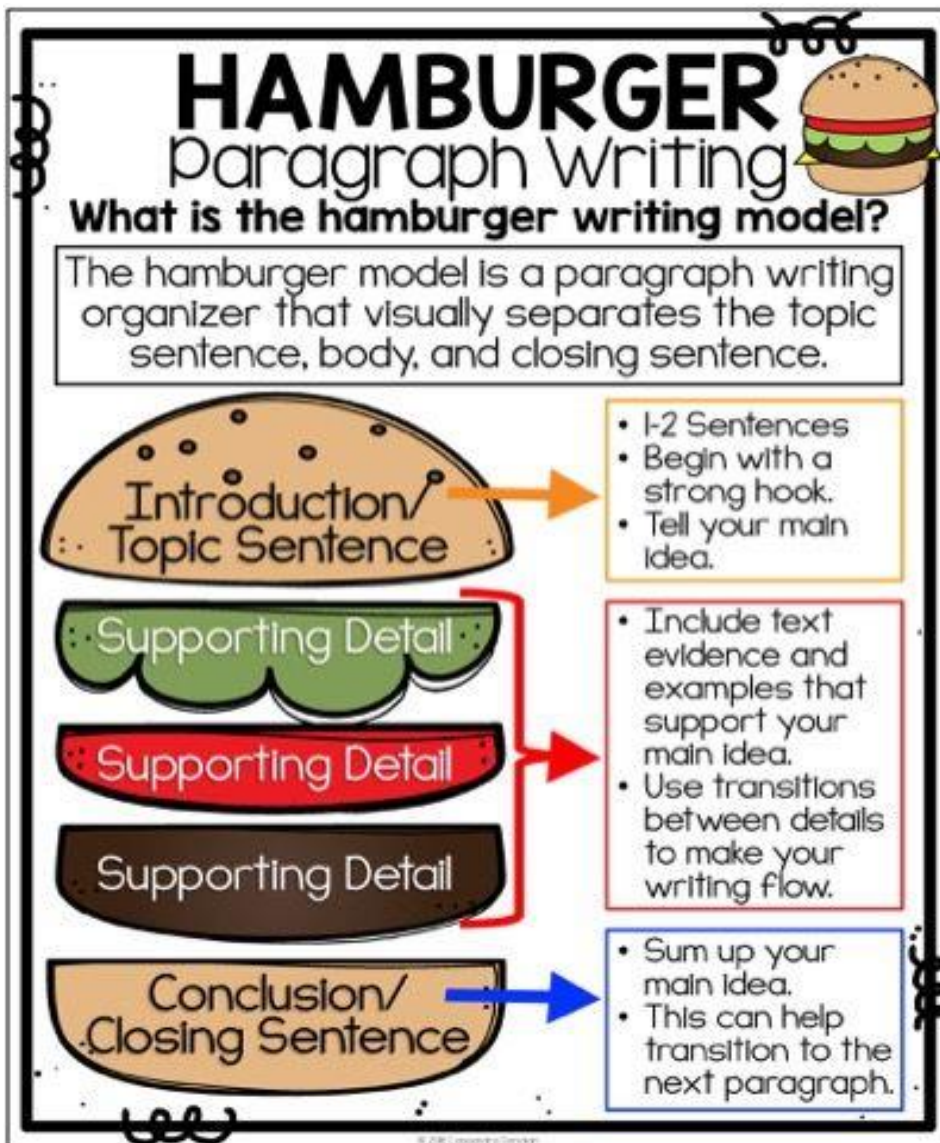
# Parts of a Paragraph



# Paragraph

## → *Paragraph Unity*

A paragraph deals with one main idea. If you are moving away from that idea, conclude the paragraph and start a new one.





## → ***The Topic Sentence***

To make the significance of each paragraph clear, you must include a topic sentence. The topic sentence of this paragraph is the previous one because it includes the crucial words "You must include a topic sentence." Most often the topic sentence comes first, and the point made in the topic sentence is developed and supported by the rest of the paragraph. Without some kind of topic sentence, the paragraph is rudderless and the reader is lost.

Undeveloped essays may contain entire paragraphs of topic sentences, combining several expandable ideas into one block of unsupported assertions. If an idea is important enough to mention it is important enough to develop; if a general statement is worth making, it is worth supporting in detail.

## ***Developing Your Topic Sentence***

After the topic sentence, the rest of the paragraph supports the point you wish to make. Inexperienced writers often fail to construct effective paragraphs because they make an assertion without backing it up. The following paragraph provides a topic but no development:

*Jane is relieved to find that Mrs. Fairfax is in fact a nice lady, and that she does not own Fairfield. Perhaps she wants to live as an equal, or maybe she is tired of having authority figures looking over her, as they have done for her entire life.*

The writer does not develop the statement in the first sentence; rather the discussion fizzles out into speculation with no specific reference to the text.

In an **expository essay** especially, you may be able to refer to objective support for your position; if you are writing a paper about birth control, you might find it useful

to include statistical information to strengthen your argument. Never state without supporting evidence; aside from the problem of proof, you will end up with a short essay.

## → ***Editing Checklist***

### **Indent Paragraph(s)**

### **Complete Sentences** (each has a subject and predicate)

### **Capitalization**

- Do all sentences begin with a capital letter?
- Do all proper nouns begin with capital letters?

### **Punctuation**

- Are periods and commas used correctly?
- Are quotations punctuated correctly?

### **Verb Usage**

- Do all main verbs agree with the subject in person and number?
- Are any parts of verb phrases missing or incorrect?
- Are verb endings correct?

- Is the verb tense correct?
- Are helping verbs used when needed?

### **Noun Usage**

- Do regular plurals end in —sll? Are irregular plurals correct?
- Are articles (—a, ll —an, ll and —the ll) used correctly?
- Does every pronoun have a clear referent?

### **Correct Spelling**

(Be careful of words that sound the same but have different meanings.)

### **Descriptive Words**

- Are words used that place? give a picture of what is taking place?
- Are transitional words used?

### **Word Variety**

- Do sentences begin with different words?
- Did the writer use a variety of words in each sentence?

## **Some Serious Issues to Watch for While Editing**

**1. Sentence Fragments.** Make sure each word group you have punctuated as a sentence contains a grammatically complete and independent thought that can stand alone as an acceptable sentence.

**Incorrect:** Tests of the Shroud of Turin have produced some curious findings. For example, the pollen of forty-eight plants native to Europe and the Middle East.

**Revised:** Tests of the Shroud of Turin have produced some curious findings. For example, the cloth contains the pollen of forty-eight plants native to Europe and the Middle East.

**Incorrect:** Scientists report no human deaths due to excessive caffeine consumption. Although caffeine does cause convulsions and death in certain animals.

**Revised:** Scientists report no human deaths due to excessive caffeine consumption, although caffeine does cause convulsions and death in certain animals.

**2. Sentence Sprawl.** Too many equally weighted phrases and clauses produce tiresome sentences.

**Incorrect:** The hearing was planned for Monday, December 2, but not all of the witnesses could be available, so it was

rescheduled for the following Friday. [There are no grammatical errors here, but the sprawling sentence does not communicate clearly and concisely.]

**Revised:** The hearing, which had been planned for Monday, December 2, was rescheduled for the following so that all witnesses would be able to attend.

**3. *Misplaced and Dangling Modifiers.*** Place modifiers near the words they describe; be sure the modified words actually appear in the sentence.

**Incorrect:** When writing a proposal, an original task is set for research [Who is writing a proposal?]

**Revised:** When writing a proposal, a scholar sets an original task for research.

**Incorrect:** Many tourists visit Arlington National Cemetery, where veterans and military personnel are buried every day from 9:00 a.m. until 5:00 p.m.

**Revised:** Every day from 9:00 a.m. until 5:00 p.m., many tourists visit Arlington National Cemetery, where veterans and military personnel are buried.

**4. *Faulty Parallelism.*** Be sure you use grammatically equal sentence elements to express two or more matching ideas

or items in a series.

**Incorrect:** The candidate's goals include winning the election, a health program, and education.

**Revised:** The candidate's goals include winning the election, enacting a national health program, and improving the educational system.

**Incorrect:** Some critics are not so much opposed to capital punishment as postponing it for so long.

**Revised:** Some critics are not so much opposed to sentencing convicts to capital punishment as to they are postponing executions for so long.

**5. Unclear Pronoun Reference.** Pronouns must clearly refer to definite referents [nouns]. Use it, they, that, these, those, and which carefully to prevent confusion.

**Incorrect:** Einstein was a brilliant mathematician. This is how he was able to explain the workings of the universe.

**Revised:** Einstein, who was a brilliant mathematician, used his quantitative ability to explain the workings of universe.

**Incorrect:** Because Senator Martin is less interested in the environment than in economic development, she sometimes

neglects it.

**Revised:** Because of her interest in economic development, Senator Martin sometimes neglects the environment.

**6. Pronoun Agreement.** Be sure that each pronoun agrees in number (singular or plural) with the noun to which it refers (its antecedent or referent).

**Incorrect:** When a candidate runs for office, they must expect to have their personal life scrutinized.

**Revised:** When candidates run for office, they must expect to have their personal lives scrutinized.

**Incorrect:** According to tenets of the —new urbanism, everyone needs to consider the relationship of their house to the surrounding community.

**Revised:** According to tenets of the "new urbanism", everyone needs to consider the relationship of his or her house to the surrounding community.

**7. Incorrect Pronoun Case.** Determine whether the pronoun is being used as a subject, object, or possessive in the sentence, and select the pronoun form to match.

**Incorrect:** Castro's communist principles inevitably led to an ideological conflict between he and President Kennedy.



**Revised:** Castro's communist principles inevitably led to an ideological conflict between him and President Kennedy.

**Incorrect:** Because strict constructionists recommend fidelity to the Constitution as written, no one objects more than them to judicial reinterpretation.

**Revised:** Because strict constructionists recommend fidelity to the Constitution as written, no one objects more than they [object] to judicial reinterpretation.

**8. Omitted Commas.** Use commas to signal nonrestrictive or nonessential material to prevent confusion, and to indicate relationships among ideas and sentence parts.

**Incorrect:** When it comes to eating people differ in their tastes

**Revised:** When it comes to eating, people differ in their tastes.

**Incorrect:** The Huns who were Mongolian invaded Gaul in 451.

**Revised:** The Huns, who were Mongolian, invaded Gaul in 451. [—Who were Mongolian] adds information but does not change the core meaning of the sentence because

Huns were a Mongolian people; it is therefore nonrestrictive or nonessential and should be set apart with commas.]

**9. *Superfluous Commas.*** Unnecessary commas make sentences difficult to read.

**Incorrect:** Field trips are required, in several courses, such as, botany and geology.

**Revised:** Field trips are required in several courses, such as botany and geology.

**Incorrect:** The term —scientific illiteracy,|| has become almost a cliché in educational circles.

**Revised:** The term —scientific illiteracy|| has become almost a cliché in educational circles.

**10. *Comma Splice.*** Do not link two independent clauses with a comma (unless you also use a coordinating conjunction and, or, but, for, nor, so yet). Instead use a period or semicolon, or rewrite the sentence.

**Incorrect:** In 1952 Japan's gross national product was one third that of France, by the late 1970s it was larger than the GNPs of France and Britain combined.

**Revised:** In 1952 Japan's gross national product was one third that of France. By the late 1970s it was larger than the GNPs of France and Britain combined.

**Incorrect:** Diseased coronary arteries are often surgically bypassed, however half of bypass grafts fail within ten years.

**Revised:** Diseased coronary arteries are often surgically bypassed; however, half of bypass grafts fail within ten years.

**11. *Apostrophe Errors.*** Apostrophes indicate possessives and contractions but not plurals. Caution: its, your, their, and whose are possessives (but no apostrophes). It's, you're, they're, and who's are contractions.

**Incorrect:** In the current conflict its uncertain who's borders their contesting.

**Revised:** In the current conflict it is [it's] uncertain whose borders they are [they're] contesting.

**Incorrect:** The Aztecs rituals of renewal increased in frequency over the course of time.

**Revised:** The Aztecs' rituals of renewal increased in frequency over the course of time.

**12. *Words Easily Confused.*** Effect is most often a noun (the effect) and affect is most often a verb. Other pairs commonly confused: lead/led and accept/except. Check a glossary of usage to find the right choice.

**Incorrect:** The recession had a negative affect on sales.

**Revised:** The recession had a negative effect on sales. (or)

The recession affected sales negatively.

**Incorrect:** The laboratory instructor choose not to offer detailed advise.

**Revised:** The laboratory instructor chose not to offer detailed advice.

## Punctuation

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can  
save a person`s life.**

Woman, without her man,  
is nothing.

Woman! Without her,  
man is nothing.

# Basics of Punctuation

## Period

1. At the end of a sentence: *Tomorrow we're going to get organized. Put these letters in the circular file.*
2. Following abbreviations: *Mr. Mrs. Bldg., A.M./P.M.*
3. After an indirect question or a quotation that is actually a polite request and does not require a reply: *I asked him when his office closed. Will you please enclose a check for the amount due.*
4. After numbers or letters in a listing or outline.

## Question Mark

To indicate a direct query: *Have we received his order yet?*  
*Did the package arrive today?*

## Exclamation Point

To indicate surprise, disbelief, or other strong emotions. Use only one. *You never answered his E-mail message!*  
*Oh! I'd forgotten about all about it.*

## Colon

1. To introduce such matter as an amplification, formal statement, list, or long quotation: *Take my advice: don't do it.*

*The parts of an E-mail message are: (1) subject line; (2) salutation; (3) message; (4) signature.*

*A new policy has been adopted: salesmen are required to send in their expense reports on the first day of each month.*

*I quote from his message: "I've used your floppy disks for many years and always found them satisfactory."*

2. After a salutation of a letter or of a speaker addressing an audience: *Gentlemen: Dear Ms. Brown: Dear Sir:*

3. In expressing time, to separate hours from minutes:

*His flight departs at 6:38 P.M.*

4. In expressing proportion: *The compression ratio of this engine is 8:1.*

### **Semicolon**

1. To separate clauses of a compound sentence which aren't connected by a conjunction: *The secretary gave him the contract; he read and signed it.*

2. Between clauses joined by a conjunctive adverb (however, therefore, moreover, thus, yet): *In general, I'm in favor of doing what you suggest; however, one of your*

*proposals disturbs me.*

3. To separate phrases and clauses containing other punctuation: *Miss Rodriguez, Mr. Harold's secretary, is intelligent, attractive, and very competent; but she's always powdering her nose. We have offices in San Francisco, California; Macon, Georgia; Albany, New York; Columbus, Mississippi; and Lansing, Michigan.*

### **Comma**

1. To separate words, phrases, or short clauses in a series:

*The office manager ordered a new desk, two computers, and a printer.*

*Go into your office, sit down at your desk, and don't come out until you've written that letter!*

2. Between independent coordinated clauses joined by a conjunction: *This order must be filled this morning, and it should be delivered by messenger.*

3. To set off clauses and phrases not essential to the main thought of the sentence: *Mr. Allen, who has been a teacher for 40 years, will retire this June. The new company logo, designed especially for our firm's 50th anniversary, will be used beginning May 1.*



4. To set off words or phrases in opposition or in contrast: *George Manning, the lawyer from Ohio, will try the case in court next week.*
5. Between coordinate adjectives or adverbs in a series: *Can you write an interesting, informative article?*
6. After an introductory modifying phrase or clause: *When she walked into the room, everyone stood up to greet her.*
7. To set off words or direct addresses *The solution, Marie, is never to give him credit.*
8. To set off the year in dates: *On May 14, 2001, Charles Smith opened a small office on Main Street.*
9. To separate the parts of an address: *Please send this package to Richard Haynes, 655 Terrace Street, Chicago, IL.*
10. To set off parenthetical words, phrases, or clauses: *The message, you know, wasn't delivered until Noon. This book, in my opinion, is the best on the subject.*
11. To set off a short quotation: *She said, "Sign those letters for me, " and left the office.*

12. To indicate an omission: *Jim sold three laptop computers this week: Tom, two.*

13. To set off such designations as Jr., Sr., Esq., Ph.D.: *Thomas Walton, Jr., has taken over as president of his father's firm.*

### **Quotation Marks**

1. To enclose words of direct quotation: *"What do you think of his approach?" she asked.*

2. Make sure to put quotation marks after the quote's punctuation. *"We've been at the top of our industry for the last three years," said John Harris.*

### **Apostrophe**

1. To indicate the omission of a letter or letters in a contraction: *Don't you think that's a good idea?*

2. Before the "s" in forming the possessive of a singular noun; Before the "s" in forming the possessive of a plural noun not ending in "s"; after the "s" in forming the possessive of a plural noun ending in "s": *The man's hat*

*The ladies' hats      The men's hats*

## **Dash**

1. To indicate a sudden interruption in thought: *Miss Meg Ryan--her address is in my computer address book--should receive a copy of this E-mail.*

2. Instead of commas, if the meaning is thus made clearer: *The parts of a letter--inside address, date, salutation, etc.--must always be included.*

## **Parentheses**

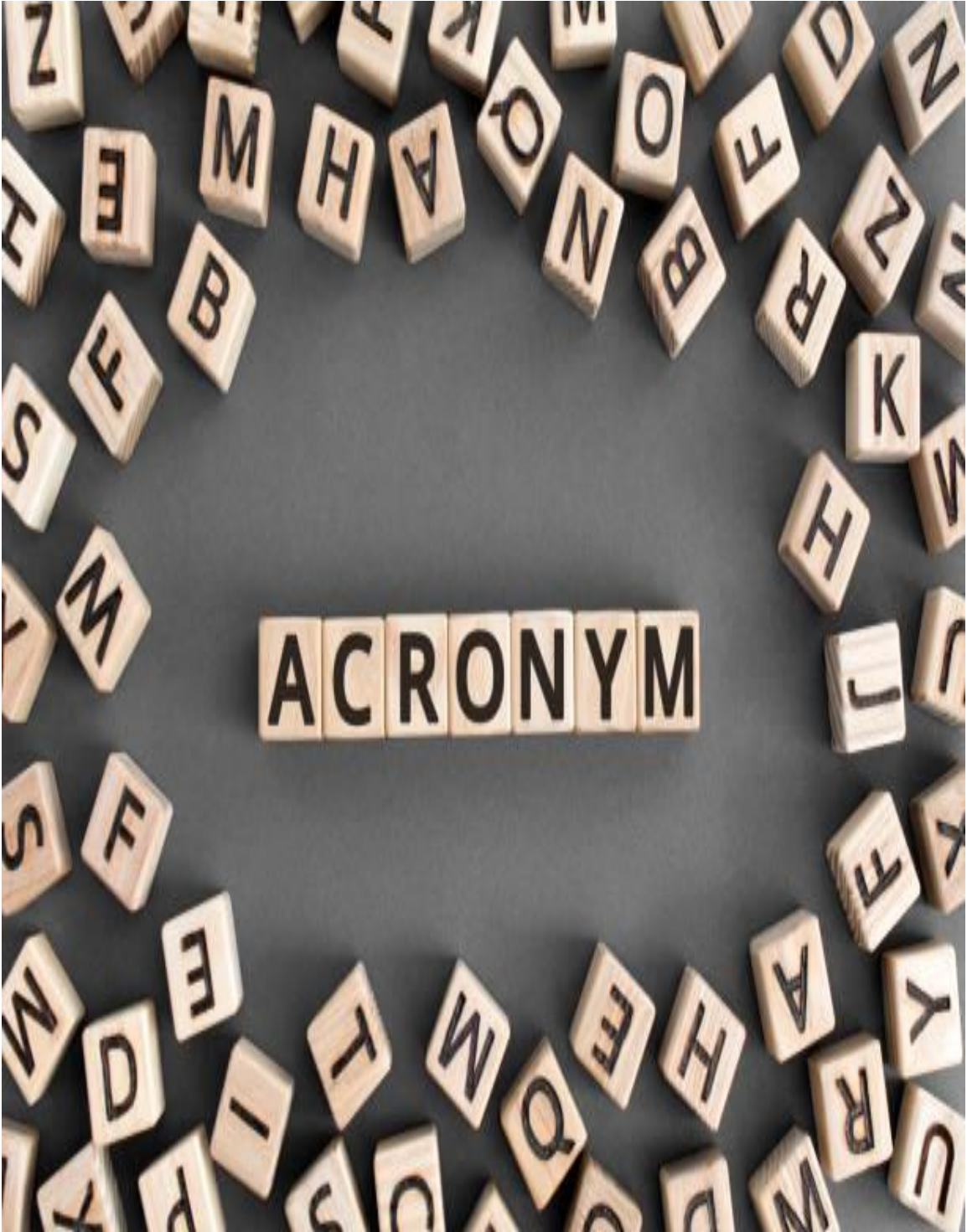
Parentheses are used to set off words, phrases, and clauses, which aren't essential to the main statement, or to indicate a greater interruption in thought than would be indicated commas or dashes: *The Smithville (NJ) K-MART is one of our new customers.*

## **Brackets**

Used like parentheses but only within quotations: *"We aren't in the business of saying that [product] is better than this one," said Mike Hagan.*

## **Ellipses**

Use ellipses (. . .) only to indicate material left out of a quotation." *"Then . . . we find some that fit the grid," said Harry Walsh.*



## → *Acronym vs. Abbreviation vs. Initialism:* *What's the Difference?*

Some people think these three are interchangeable (a common grammar myth), but technically, acronyms and initialisms are types of abbreviations formed in specific ways. Therefore, they don't technically mean the same thing. Let's dive into the differences and how to identify each.



**Acronym**  
VS.  
**Abbreviation**  
VS.  
**Initialism**

## ***Abbreviation***

An abbreviation is a way to shorten a phrase. Many common abbreviations tend to shorten the word being referenced by literally shortening the word but not creating a new one. Here are some abbreviation examples:

- **Ave.**, which is an abbreviation for “avenue”
- **Dec.**, which is an abbreviation for “December”
- **Etc.**, which is an abbreviation for “et cetera”
- **Photo**, which is an abbreviation for “photograph”
- **Exam**, which is an abbreviation for “examination”

## ***Acronym***

An acronym is a type of abbreviation that shortens a phrase by combining the first letter (or letters) of each word in the phrase to form a new pronounceable word. Here are some acronym examples:

- **NASA**, which stands for National Aeronautical and Space Administration. To form the acronym NASA, you take the first letter of each of the words in the phrase “National Aeronautical and Space Administration” and then pronounce the collection of letters as a new word not the individual letters “N-A-S-A.”
- **FOMO**, which stands for “fear of missing out”
- **LASER**, which stands for “light amplification by stimulated emission of radiation”
- **RADAR**, which stands for Radio Detection And Ranging

### ***Initialism***

An initialism is another type of abbreviation similar to an acronym—but not exactly the same. Initialisms also use the first letter of each word in the phrase, but instead of combining the letters to form a new word, like with “NASA,” you pronounce each letter individually. Here are some examples:

- **VIP**, which stands for “very important person”
- **DVD**, which stands for “digital versatile disc”
- **ATM**, which stands for “automatic teller machine”
- **AM and PM**, which stand for “ante meridiem” and “post meridiem”

- *Abbreviations* are meant to shorten words or phrases to speed up communication
- Acronyms and initialisms are types of abbreviations
- *An acronym* is formed when you combine the first letters of a phrase to create a new word (think LASER)
- *An initialism* is formed when you combined the first letters of a phrase but say the individual letters (think VIP)



## ***List of Common Acronyms***

### **→ Common Acronyms in Chat**

**ASAP** - As Soon As Possible

**BAE** - Before Anyone Else

**FISH** - First In, Still Here

**FOMO** - Fear Of Missing Out

**LOL** - Laughing Out Loud

**YOLO** - You Only Live Once

### **→ Common Initialisms in Chat**

**AFK** - Away From Keyboard

**BBL** - Be Back Later

**BBS** - Be Back Soon

**BRB** - Be Right Back

**BTW** - By The Way

**IDK** - I Don't Know

**IMO** - In My Opinion

**IRL** - In Real Life

**LMK** - Let Me Know

**OMG** - Oh My God

**SMH** - Shaking My Head

**TTYL** - Talk To You Later

**WTH** - What The Hell

➔ **Common Acronyms in the Military and Government**

**OSHA** - Occupational Safety and Health Administration

**NAFTA** - North American Free Trade Agreement

**NASA** - National Aeronautics and Space Administration

**SCOTUS** - Supreme Court of the United States

**SWAT** - Special Weapons And Tactics

➔ **Common Initialisms in the Military and Government**

**CIA** - Central Intelligence Agency

**CPS** - Child Protective Services

**CSI** - Crime Scene Investigation

**DNC** - Democratic National Committee

**FBI** - Federal Bureau of Investigation

**RNC** - Republican National Committee

**UN** - United Nations

**USAF** - United States Air Force

→ **Common Informative Acronyms**

**AIDS** - Acquired Immune Deficiency Syndrome

**DARE** - Drug Abuse Resistance Education

**RADAR** - Radio Detection And Ranging

**SONAR** - Sound Navigation And Ranging

**ZIP** code - Zone Improvement Plan code

→ **Common Informative Initialisms**

**ADD** - Attention Deficit Disorder

**ADHD** - Attention Deficit Hyperactivity Disorder

**CDC** - Centers for Disease Control and Prevention

**DOA** - Dead On Arrival

**DOB** - Date Of Birth

**DIY** - Do It Yourself

**ESL** - English As A Second Language

**FAQ** - Frequently Asked Questions

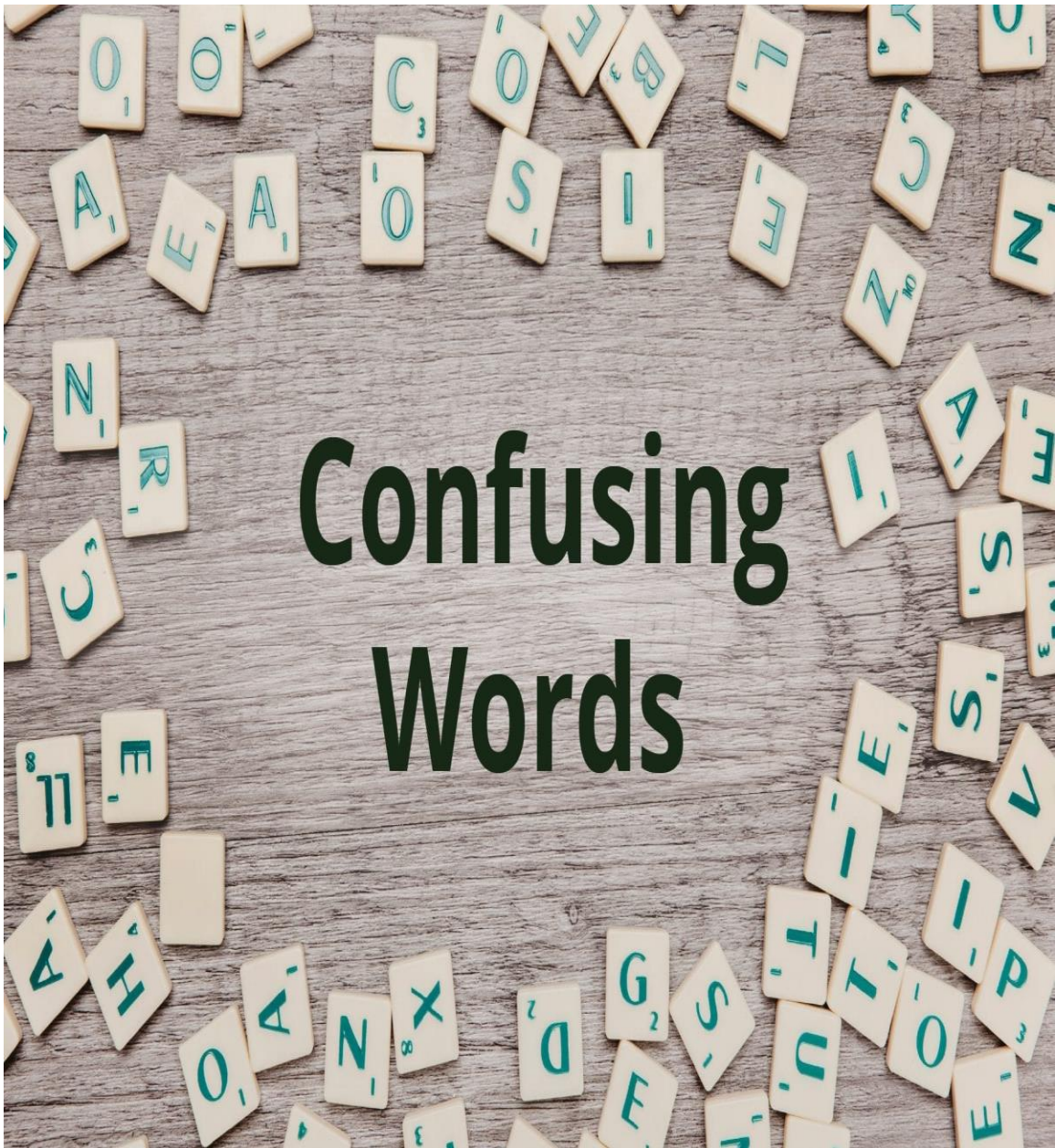
**HIV** - Human Immunodeficiency Virus

**IQ** - Intelligence Quotient

**MD** - Medical Doctor

**SUV** - Sports Utility Vehicle

**UFO** - Unidentified Flying Object



## COMMONLY CONFUSED WORDS

Words that sound alike or look alike often confuse students, especially those using spell checkers. This lengthy list of commonly confused words with simple definitions will help you decide which spelling fits your sentence.

**accept** to receive

**except** with the exclusion of

**advice** recommendation (noun)

**advise** to recommend (verb)

**adverse** unfavorable

**averse** opposed to

**affect** to influence (verb); emotional response (noun)

**effect** result (noun); to cause (verb)

**aisle** space between rows

**isle** island

**allude** to make indirect reference to

**elude** to avoid

**allusion** indirect reference

**illusion** false idea, misleading appearance

**already** by this time

**all ready** fully prepared

**altar** sacred platform or place

**alter** to change

**altogether** thoroughly

**all together** everyone/everything in one place

**a lot** a quantity; many of something

**allot** to divide or portion out

**angel** supernatural being, good person

**angle** shape made by joining 2 straight lines

**are** plural form of "to be"

**our** plural form of "my"

**accent** pronunciation common to a region

**ascent** the act of rising or climbing

**assent** consent, agreement

**assistance** help

**assistants** helpers

**bare** nude, unadorned

**bear** to carry; an animal

**beside** close to; next to

**besides** except for; in addition

**boar** a wild male pig

**bore** to drill a hole through

**board** piece of wood

**bored** uninterested

**born** brought into life

**borne** past participle of "to bear" (carry)

**breath** air taken in (noun)

**breathe** to take in air (verb)

**brake** device for stopping

**break** destroy; make into pieces

**buy** to purchase

**by** next to; through the agency of

**canvas** heavy cloth

**canvass** to take a survey; a survey

**capital** major city

**capitol** government building

**choose** to pick

**chose** past tense of "to choose"

**clothes** garments

**cloths** pieces of fabric

**coarse** rough

**course** path; series of lectures



**complement** something that completes

**compliment** praise, flattery

**conscience** sense of morality

**conscious** awake, aware

**corps** regulated group

**corpse** dead body

**council** governing body

**counsel** advice; to give advice

**dairy** place where milk products are processed

**diary** personal journal

**descent** downward movement

**dissent** disagreement

**dessert** final, sweet course in a meal

**desert** to abandon; dry, sandy area

**device** a plan; a tool or utensil

**devise** to create

**discreet** modest, prudent behavior

**discrete** a separate thing, distinct

**do** a verb indicating performance or execution of a task

**dew** water droplets condensed from air

**due** as a result of

**dominant** commanding, controlling

**dominate** to control

**die** to lose life; one of a pair of dice

**dye** to change or add color

**dyeing** changing or adding color

**dying** losing life

**elicit** to draw out

**illicit** illegal, forbidden

**eminent** prominent

**imminent** about to happen

**envelop** to surround (verb)

**envelope** container for a letter (noun)

**everyday** routine, commonplace, ordinary (adj.)

**every day** each day, succession (adj. + noun)

**fair** light skinned; just, honest; a carnival

**fare** money for transportation; food

**farther** at a greater(measurable) distance

**further** in greater(non-measurable) depth

**formally** conventionally, with ceremony

**formerly** previously

**forth** forward

**fourth** number four in a list

**gorilla** animal in ape family

**guerrilla** soldier specializing in surprise attacks

**hear** to sense sound by ear

**here** in this place

**heard** past tense of "to hear"

**herd** group of animals

**hoard** a hidden fund or supply, a cache

**horde** a large group or crowd, swarm

**hole** opening

**whole** complete; an entire thing

**human** relating to the species homo sapiens

**humane** compassionate

**its** possessive form of "it"

**it's** contraction for "it is"

**knew** past tense of "know"

**new** fresh, not yet old

**know** to comprehend

**no** negative

**later** after a time

**latter** second one of two things

**lead** heavy metal substance; to guide

**led** past tense of "to lead"

**lessen** to decrease

**lesson** something learned and/or taught

**lightning** storm-related electricity

**lightening** making lighter

**loose** unbound, not tightly fastened

**lose** to misplace

**maybe** perhaps (adv.)

**may be** might be (verb)

**meat** animal flesh

**meet** to encounter

**mete** to measure; to distribute

**metal** a hard organic substance

**medal** a flat disk stamped with a design

**mettle** courage, spirit, energy

**miner** a worker in a mine

**minor** underage person (noun); less important (adj.)

**moral** distinguishing right from wrong; lesson of a fable or story

**morale** attitude or outlook usually of a group

**passed** past tense of "to pass"

**past** at a previous time

**patience** putting up with annoyances

**patients** people under medical care

**peace** absence of war

**piece** part of a whole; musical arrangement

**peak** point, pinnacle, maximum

**peek** to peer through or look furtively

**pique** fit of resentment, feeling of wounded vanity

**pedal** the foot lever of a bicycle or car

**petal** a flower segment

**peddle** to sell

**personal** intimate; owned by a person

**personnel** employees

**plain** simple, unadorned

**plane** to shave wood; aircraft (noun)

**precede** to come before

**proceed** to continue

**presence** attendance; being at hand

**presents** gifts

**principal** foremost (adj.); administrator of a school (noun)

**principle** moral conviction, basic truth

**quiet** silent, calm

**quite** very

**rain** water drops falling; to fall like rain

**reign** to rule

**rein** strap to control an animal (noun); to guide or control  
(verb)

**raise** to lift up

**raze** to tear down

**rational** having reason or understanding

**rationale** principles of opinion, beliefs

**respectfully** with respect

**respectively** in that order

**reverend** title given to clergy; deserving respect

**reverent** worshipful

**right** correct; opposite of left

**rite** ritual or ceremony

**write** to put words on paper

**road** path

**rode** past tense of "to ride"

**scene** place of an action; segment of a play

**seen** viewed; past participle of "to see"



**sense** perception, understanding

**since** measurement of past time; because

**sight** scene, view, picture

**site** place, location

**cite** to document or quote (verb)

**stationary** standing still

**stationery** writing paper

**straight** unbending

**strait** narrow or confining; a waterway

**taught** past tense of "to teach"

**taut** tight

**than** besides

**then** at that time; next

**their** possessive form of "they"

**there** in that place

**they're** contraction for "they are"

**through** finished; into and out of

**threw** past tense of "to throw"

**thorough** complete

**to** toward

**too** also; very (used to show emphasis)

**two** number following one

**track** course, road

**tract** pamphlet; plot of ground

**waist** midsection of the body

**waste** discarded material; to squander

**waive** forgo, renounce

**wave** flutter, move back and forth

**weak** not strong

**week** seven days

**weather** climatic condition

**whether** if

**wether** a neutered male sheep

**where** in which place

**were** past tense of "to be"

**which** one of a group

**witch** female sorcerer

**whose** possessive for "of who"

**who's** contraction for "who is"

**your** possessive for "of you"

**you're** contraction for "you are"

**yore** time long past



## Exercise 1

Each sentence has a word or phrase italic. Below each sentence are four words or phrases. You are to choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the italic word.

1. Plato's teachings had a profound *EFFECT* on Aristotle

1.  depth
2.  affection
3.  affection
4.  influence

2. The superintendent was the *PRINCIPAL* speaker at the school board meeting.

1.  only
2.  main
3.  outstanding
4.  strongest

3. The campers heard a strange *RUSTLING* in the trees.

1.  stealing
2.  pillaging
3.  movement
4.  fight

4. He was an EXEMPLARY prisoner despite his past experience.

1.  model
2.  sample
3.  honest
4.  humble

5. The hotel manager became suspicious of those people who were *LOITERING* in the lobby.

1.  bustling
2.  sleeping
3.  meddling
4.  loafing

6. We decided to pay for the furniture on the INSTALLMENT plan.

1.  cash and carry
2.  piece by piece
3.  monthly payment
4.  credit card

7. Boy's Clubs do not *DEPRIVE* poor children of the opportunity to participate in sports.

1.  deny
2.  retract
3.  improvise
4.  dilute

8. The supervisor dictated a *MEMO* to her secretary.

1.  letter
2.  note
3.  report
4.  research paper

9. Picasso was a *WELL-KNOWN* cubist painter.

1.  artistic
2.  colorful
3.  celebrated
4.  knowledgeable

10. The *INQUIRY* concerning the accident was handled by the chief of police.

1.  gossip
2.  inquisitiveness
3.  investigation
4.  recording

11. The department chairman refused to authorize the *REQUISITION*.

1.  request
2.  transfer
3.  grant
4.  project

12. It is *IMPERATIVE* that they arrive on time for the lecture.

1.  necessary
2.  suggested
3.  hoped
4.  intended

13. The counterfeiter bills were a good FACSIMILE of the real ones.

1.  factorial
2.  reproduction
3.  identification
4.  similarity

14. The Montforts have decided to take a cruise, so they went to the travel agency for some BROCHURES.

1.  questions
2.  inquisition
3.  price list
4.  pamphlets

15. Scott SEIZED the opportunity to present his proposal to the director.

1.  realized
2.  grasped
3.  rendered
4.  delivered

16. The BOUNDARY between Canada and the United States has been unfortified for over one hundred years.

1.  border
2.  bridge
3.  water
4.  diplomatic relations



17. While they were away on vacation, they allowed their mail to ACCUMULATE at the post office.

1.  be delivered
2.  pile up
3.  get lost
4.  be returned

18. The professor tried to STIMULATED interest in archaeology by taking his students on expeditions.

1.  simulate
2.  fake
3.  encourage
4.  diminish

19. John's unsportsmanlike behavior caused him to be OSTRACIZED by the other members of the country club.

1.  shunned
2.  excelled
3.  readmitted
4.  wavered

20. As a result of the accident, the police REVOKED his driver's license.

1.  reconsidered
2.  exorcised
3.  canceled
4.  investigated

21. After listening to the testimony, the members of the jury delivered their VERDICT.

1.  sentence
2.  decision
3.  cross-examination
4.  foreman

22. The children were *FROLICKING* in the park.

1.  running playfully
2.  gloating
3.  sulking
4.  endangering

23. EFFICIENT air service has been available through modern technology.

1.  affluent
2.  modern
3.  inexpensive
4.  effective

24. Fear of pirate RAIDS caused the Spaniards to fortify their coastline.

1.  invasions
2.  ships
3.  arms
4.  investigations

25. Nearly half of the town's inhabitants are descendants of INDIGENOUS civilizations.

1.  native
2.  backward
3.  hard-working
4.  poor

26. That area of the country is LACED with large and often dangerous rivers.

1.  criss-crossed
2.  decorated
3.  ornate
4.  diluted

27. After a long lunch hour, business *RESUMES* as usual.

1.  responds
2.  delays
3.  continues
4.  resurfaces

28. Twenty-five percent of Ecuador's population speak Quechua EXCLUSIVELY.

1.  mainly
2.  only
3.  voluptuously
4.  still

29. The Chinese people worship their *ANCESTORS*.

1.  *gossips*
2.  *elders*
3.  *forefathers*
4.  *heirs*

30. Under the major's able *LEADERSHIP*, the soldier found safety.

1.  *guidance*
2.  *intensity*
3.  *flagship*
4.  *ability*

## Exercise 2

Each sentence has a word or phrase italic. Below each sentence are four words or phrases. You are to choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the italic word

1. The designer window treatments in her house, installed 17 years ago, were *outmoded*.

- a. unnecessary
- b. pointless
- c. out-of-date
- d. worthless

2. Although the professor's lectures were regarded by many as so *wearisome* that they regularly put students to sleep, he ignored all criticism and refused to make any changes.

- a. modest
- b. unpleasant
- c. boring
- d. objectionable

3. The baseball player's malice toward the referee was revealed in his *spiteful* remarks to the media, which almost ruined the referee's career.

- a. vindictive
- b. crazy

- c. rude
- d. unpleasant

4. Although Zachary is much too inexperienced for the managerial position, he is a willful young man and *obdurately* refuses to withdraw his application.

- a. foolishly
- b. reluctantly
- c. constantly
- d. stubbornly

5. His neighbor's *superficial* remarks trivialized the property line dispute and infuriated Malcolm.

- a. enraged
- b. petty
- c. insulting
- d. misleading

6. When Katya refused to lie to her parents about where she was spending the night, she was completely *ostracized* by her usually loyal friends, who had never shunned her before.

- a. excluded
- b. hurt
- c. cheered
- d. helped

7. Her fashion sense was usually described as *flamboyant*, but on the night of the party, Tanya's outfit was uncharacteristically modest.

- a. impeccable
- b. showy
- c. sloppy
- d. unassuming

8. Mr. Powers was so *gullible* that he believed even the most outlandish excuses of his insincere employees.

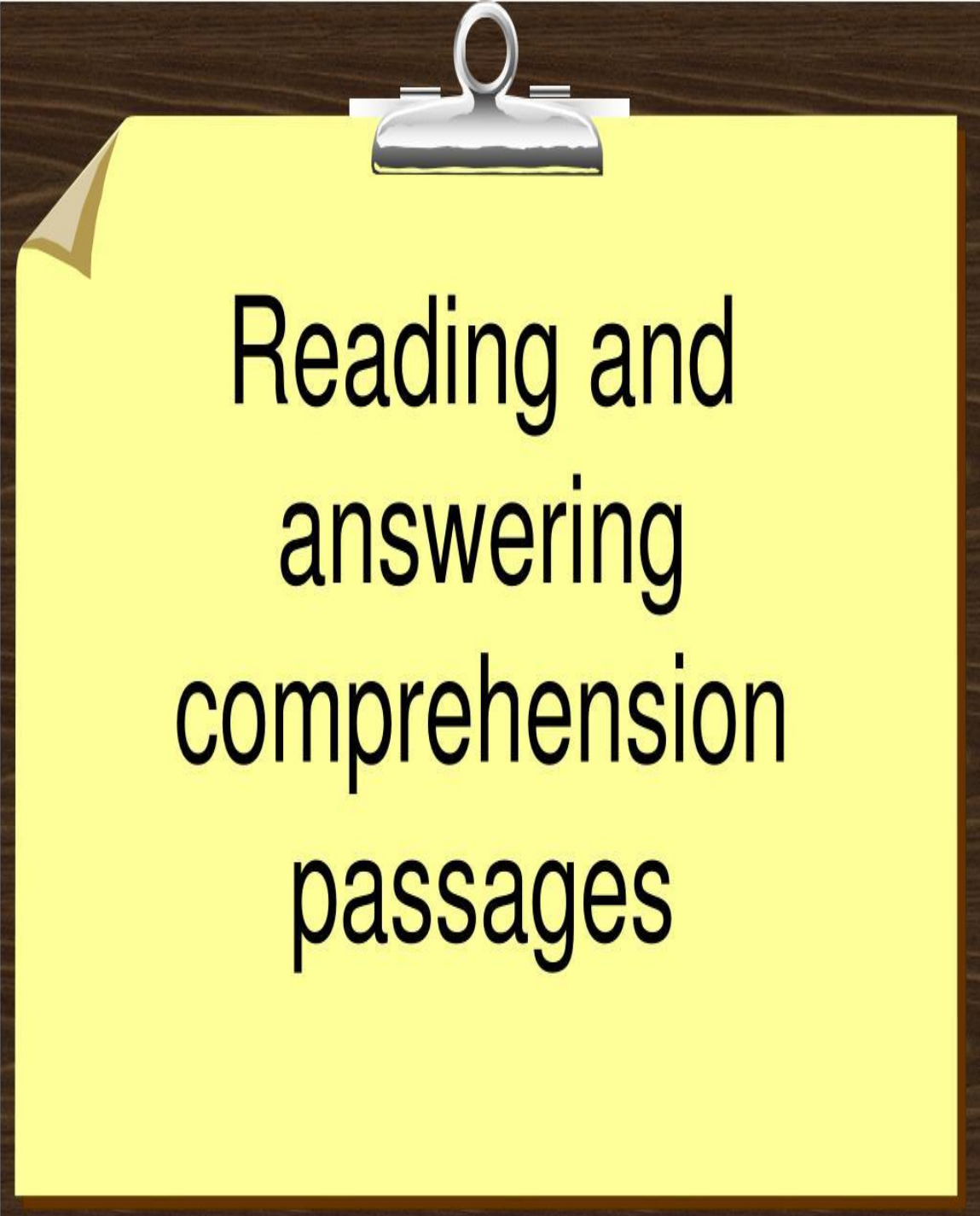
- a. intelligent
- b. naïve
- c. dishonest
- d. critical

9. You cannot become a certified teacher without completing the *prerequisite* student teaching assignment.

- a. required
- b. optional
- c. preferred
- d. advisable

10. Charles, aware of his susceptibility to gum disease, is *diligent* about flossing.

- a. uncomfortable
- b. excited
- c. thorough
- d. ambivalent



Reading and  
answering  
comprehension  
passages



## Lesson 1 – Family

Let's begin our study of collocations by learning some common expressions about the family. Your parents and siblings (brothers and sisters) are your **immediate family** – and your **extended family** includes all your relatives – uncles, cousins, great-aunts, etc.

You can use a **family tree** to diagram the relationships among your **family members**. A person who is related to you by a long series of connections can be called a **distant relative**.

If you're lucky, you have a **loving family** or a **close-knit family** – these expressions refer to a family that has good relationships, where everyone loves each other and helps each other. If you were raised in a loving family, then you probably had a **carefree childhood** – that means you had nothing to worry about when you were young.

On the other hand, a family in which the relationships are bad or unhealthy can be called a **dysfunctional family**. If the children experience abuse, poverty, or problems with the law, we can say they had a **troubled childhood**.

Perhaps the parents went through a **bitter divorce** – that means a separation in which there were bad/angry feelings between the husband and wife. It's also possible to have a **messy divorce**, with a prolonged legal battle involving lots of conflicts about the separation of the former couple's assets (money and possessions). The decisions about the separation of assets are made in the **divorce settlement**. A family in which there are divorces or separations is sometimes called a **broken home**.

Sometimes the mother and father fight over **custody of the children** – that refers to who has the primary responsibility of caring for the kids. A judge can **grant joint custody** – that means the ex-husband and ex-wife share the responsibility – or **sole custody** to only one parent. For example, a judge might **award sole custody** to the mother, and the father has to **pay child support** – regular payments to help with expenses for the kids.

If it was a **mutual divorce/separation** – that means the ex-husband and ex-wife agreed to separate without fighting – then they will probably stay **on good terms with each other** (meaning to have a polite relationship without conflicts).

If a woman **gets pregnant** without being married or in a relationship, then she will become a **single mother**. Some women in this situation choose to **have an abortion**, and others prefer to

**give the baby up for adoption.** The time when the baby is planned to arrive is called the **due date** – you can also say the **baby is due** in mid-October, for example.

After the woman **has the baby** (or **gives birth** to the baby), the baby is given to the **adoptive parents**, who will **raise the child** or **bring up the child** as if it was their own. Sometimes, when the **adopted child** is older, he or she tries to find their **birth mother** (biological mother).

### *Lesson 1 Quiz*

→ Circle the best word to complete each sentence:

1. A friend of mine **gave / took / went** birth to her son at home with the help of a nurse.
2. A number of the kids in my classroom come from **broken / damaged / hurt** homes.
3. After a **hostile / cruel / bitter** divorce from his wife of 20 years, the actor married a woman young enough to be his daughter.
4. I see my **excepted / expanded / extended** family once a year, during our annual family vacation.
5. I was raised in a very **joyful / loving / tender** family, in which everyone helped each other.
6. I was **created / grown / raised** by my grandparents after my parents passed away.

7. I'm on good **friends / relations / terms** with all my former boyfriends.
8. John had a **carefree / careful / careless** childhood, growing up with happily married parents and three brothers.
9. Many women regret **giving / having / taking** an abortion years afterwards.
10. My aunt's going through a **messy / sloppy / untidy** divorce; she's paying a fortune in legal fees.
11. My husband doesn't get along with a few of my family **people / individuals / members**.
12. Although my salary is low, I get child **assistance / provision / support** from my ex-husband.
13. My sister **got / had / made** pregnant immediately after she got married.
14. My son is making a diagram of our family **roots / tree / web** for a school project.
15. My wife is pregnant with twins. They're **come / due / here** in February.
16. Sally was granted sole **custody / guardian / keeping** of the children from her first marriage.
17. Teenagers who had a **distressed / troubled / worsened** childhood often have behavior problems in school.
18. The celebrity wrote a book about his **debilitated / defective / dysfunctional** family.

19. The divorce **contract / reimbursement / settlement** awarded the wife \$500,000.

20. There are four people in my **close / immediate / neighboring** family.

21. They have three biological children and two **adopted / adoptive / adopting** children.

## Lesson 2 – Relationships

When you move to a new city, it can be hard to **make friends**. You'll probably have a number of **casual acquaintances** – people who you know on a basic level, but with whom you don't have a significant relationship. Over time, some of these may become **good friends** or **close friends** – these collocations refer to friends with whom you have an especially strong relationship.

Do you believe in **love at first sight**? That's when two people meet each other and immediately **fall in love** – perhaps because they have **strong chemistry** – this expression describes strong compatibility or connection between two possible romantic partners. Some people believe that their **significant other** (their boyfriend, girlfriend, husband, or wife) is their **soul mate** – this is a poetic expression that means that two people are destined to be together.

It's possible for one person to **have feelings for** another person – this expression is an indirect way to describe *romantic* feelings – but if the other person doesn't feel the same way, then **the feeling is not mutual**. The other person might say “**he's/she's just not my type**” – meaning that they are interested in people of a different type of personality/appearance. Ah, there's nothing sadder than **unrequited love!** (Love that is not returned)

Some people marry their **childhood sweetheart** or **high school/college sweetheart** – this expression refers to a boyfriend or girlfriend from your childhood, teenage, or college years. Other couples are introduced by a **mutual friend** – one friend that the two people have in common. When the couple is ready to **make a commitment**, the man **proposes to the woman** – he asks her to marry him. If the marriage is good, then we say the couple is **happily married**.

Unfortunately, not all love stories have a happy ending. Sometimes a husband or wife **has an affair** – they have sex with a different person. We can also say that they are **cheating on their husband/wife**. The expression “have an affair” is typically used only for married couples, and the expression “cheating on” can be used for married couples or for boyfriends/girlfriends.

## **Lesson 2 Quiz**

→ Choose the right answer:

**1. The process of creating friendships is called...**

- a) getting friends      b) earning friends      c) making friends

**2. A "close friend" is someone...**

- a) who lives near you      b) who is similar to you  
c) with whom you have a strong friendship

**3. When you develop romantic feelings for another person, you're...**

- a) becoming passionate      b) falling in love  
c) giving your heart

**4. If only one of the two people has romantic feelings, we say the feeling is not...**

- a) mutual      b) returned      c) together

**5. A polite way to say you're not attracted to someone is: "He/she's not my..."**

- a) kind      b) style      c) type

**6. A man who marries a woman who he met when both were very young, has married his childhood...**

- a) darling      b) lover      c) sweetheart

**7. When two people get married, they make a \_\_\_\_\_ to each other.**

- a) commitment      b) compromise      c) guarantee

**8. Many men try to find a creative and romantic way to \_\_\_\_\_ to their girlfriends.**

- a) propose      b) proposition      c) purpose

**9. A lot of marriages end when one member of the couple has an...**

- a) affair      b) experience      c) intimacy

**10. If you catch your significant other in bed with another person, then he/she is \_\_\_\_\_ on you.**

- a) betraying      b) cheating      c) deceiving

### Lesson 3 – Appearance

My best friend Joanna is **absolutely gorgeous** (*extremely beautiful*). She has **long, sleek, jet-black hair** (*sleek = smooth and straight, jet-black = perfectly black*), **pale blue eyes** (*pale = light color*), and **a radiant complexion** (*skin that appears healthy and full of energy*).

People always compliment her on her **hourglass figure** (*when a woman has large breasts and hips, but a small waist*) and ask her what the secret is to maintaining such a **slender waist** (*a thin waist*). She has a **round face** with an **upturned nose**, and she



actually **bears a striking resemblance** (*looks extremely similar*) to a famous singer.

Joanna could get any guy she wanted – so I was really surprised when she introduced me to her latest boyfriend, who I think is **hideously ugly**. He has **curly, shoulder-length hair** that looks rather **unkempt** (*unkempt hair = messy hair, it appears that the person doesn't take care of their hair*).

He has a **square face** and a **ruddy complexion** (*reddish skin*). His **deep-set eyes** (*eyes that are far back in the person's face*) are almost hidden under his **bushy eyebrows** (*big eyebrows with lots of hair*), and he sports a **thick mustache** and a huge, **shaggy beard** (*a beard with lots of hair*). I guess Joanna doesn't mind his **facial hair** (*facial hair = beard and/or mustache*).

His body isn't bad – he has an **athletic build** (*body with a lot of muscles*), with **broad shoulders** (*wide shoulders*) and **muscular arms**. If he would only **trim his beard** (*cut his beard a little shorter*) and **comb his hair**, I suppose he could be considered **somewhat attractive** (*more or less beautiful/handsome*).

### Lesson 3 Quiz

→ Complete the sentence with the right word:

(**comb** / **curly** / **deep-set** / **facial** / **medium** / **muscular** / **radiant** / **slender** / **striking** / **trim**)

1. This moisturizer will give you a \_\_\_\_\_ complexion.
2. She has a \_\_\_\_\_ waist and wide hips.
3. He bears a \_\_\_\_\_resemblance to a good friend of mine.
4. I've never liked my \_\_\_\_\_ hair; I wish it was straight.
5. His \_\_\_\_\_eyes make him look very pensive.
6. I love men with \_\_\_\_\_ hair - I think it's sexy.
7. Would you please \_\_\_\_\_your hair? It looks like you've just gotten out of bed.
8. I'm not changing my hairstyle – I'm just getting a \_\_\_\_\_.
9. He has a \_\_\_\_\_ build - he's not particularly strong, but not especially skinny either.
10. My soccer coach has very \_\_\_\_\_ legs.

<b>Lesson 4 – Character &amp; Behavior</b>
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When I was a teenager, I was **painfully shy** (*extremely shy*). I loved reading books, and I **had a vivid imagination** (*had a creative and colorful imagination*). My best friend had a more **outgoing personality** (*she liked to be friendly and sociable*) and a good **sense of humor** (*ability to make other people laugh*). Unfortunately she was also **brutally honest**, and sometimes her comments **hurt my feelings** (*made me sad, upset, or angry*).

Although I was **fiercely loyal** to her, she **showed her true colors** (*revealed her true personality*) when she **played a prank** (*did a trick*) that humiliated me in front of the class. I **bore a grudge** (*continued feeling angry*) against her for years afterwards. Now that I look back on it, I can see that she had **low self-esteem** (*she considered herself inferior*) and a bit of a **mean streak** (*a “streak” is a tiny bit of someone’s personality*).

I've **come out of my shell** (*become less shy*) since those days; I **have a thicker skin** (*I’m less sensitive to criticism*) and it doesn't bother me when people **speak their minds** (*say exactly what they think, without considering the effects of the words on others*).

My biggest flaw is that I **have a tendency** to be arrogant – some say I **have a superiority complex** (*consider myself superior to others*). I’ll admit that it is hard for me to **swallow my pride** (*stop being arrogant*) and recognize when I've been mistaken about something. My resolution for the New Year is to make a more concerted effort to **put others first** (*consider the needs of other people more important than my own*).

### Lesson 4 – Quiz

→ Circle the best word to complete each sentence:

1. A lot of successful entrepreneurs have not only a **bright / lucid / vivid** imagination, but also the willingness to work hard.

2. He really hurt my **emotions / feelings / senses** when he called me an idiot.
3. His superiority **belief / complex / tendency** makes him impossible to work with because he won't listen to suggestions.
4. I had to **chew / eat / swallow** my pride and apologize to Janet for overreacting to her criticism.
5. I like to date men with a great **feel / sense / touch** of humor.
6. In some cultures, it's considered very rude to **say / speak / talk** your mind.
7. It's good to **get / put / set** others first, but not at the expense of your own well-being.
8. Most people who work as comedians have very **outgoing / tendency / upcoming** personalities.
9. My brother is **brutally / carefully / painfully** shy, but I'm trying to encourage him to come out of his **case / shell / skin**.
10. My daughter gets along with her classmates, but she has a competitive **spot / streak / strip** when it comes to academics.
11. My husband forgives other people very easily; he's not one to **bear / hurt / swallow** a grudge.
12. She would never cheat on her husband; she's **angrily / brutally / fiercely** loyal to him.
13. The kids were suspended for playing a **grudge / prank / streak** on the teacher - they put a live snake inside her desk.

14. Working with a therapist has helped me overcome my problems with **deep / low / small** self-esteem.

15. You need to develop a **fatter / harder / thicker** skin; you can't let every little comment upset you.

## Lesson 5 – Feelings

I experienced a **roller coaster of emotions** when my son was born (*many different emotions one after another*). During my wife's pregnancy, I was **ridiculously excited** about the prospect of becoming a dad. On the big day, I'd imagined that everything would go smoothly and we'd be **blissfully happy** – but there were complications during the delivery and my wife had to have emergency surgery while I waited in the reception area, **worried sick** (*very worried*).

As time went by, I got **increasingly anxious** because the doctors weren't telling me anything. After two hours I was **seething with anger** (*ready to explode with anger*), and I and shouted at one of the nurses. Then the security guards came and escorted me out of the hospital.

My wife was **visibly disappointed** (*it was obvious that she was disappointed*) that I wasn't by her side when she woke up from surgery. She didn't say anything – she's not really one to **show her feelings**; she prefers to **bottle up her emotions** (*keep her emotions*

*hidden inside her*) – but I knew I had let her down and I was **terribly sorry** that I had **lost my temper** (*lost control and shown anger*).

The months that followed were tough. My wife became **deeply depressed**, and I too was an **emotional wreck** (*a person who is very sad, confused, and upset*) as I tried to juggle the demands of work and family life. But now things are starting to turn around – I've been **pleasantly surprised** at the all help we've gotten from our friends and neighbors.

I'm just **immensely grateful** that my wife and son are healthy, and sometimes I'm **overwhelmed with emotion** as I reflect on how lucky we are (*when emotion is so strong that it's difficult to think or speak*).

### *Lesson 5 Quiz*

→ Circle the best word to complete each sentence:

1. At his mother's funeral, he was so **incapacitated** / **overwhelmed** / **seething** with emotion that he couldn't finish his speech.
2. I was **deeply** / **pleasantly** / **significantly** surprised by the excellent customer service - that company really cares about its customers.
3. I'm sorry I **forgot** / **lost** / **wrecked** my temper with you yesterday. It was a really stressful day at work.

4. Instead of confronting his issues, he **bottles / guards / rolls** up his emotions and tries to pretend everything's OK.
5. It's normal to go through a **helicopter / roller coaster / ocean wave** of emotions after the end of a long-term relationship.
6. My mother was worried **bad / ill / sick** when it passed midnight and my brother still hadn't come home.
7. The boss was **pleasantly / sickly / visibly** annoyed when the employees told him about the problems.
8. The fans were seething with **anger / disappointment / temper** when the team lost the game in the last 5 minutes.
9. We're **badly / horribly / terribly** sorry, but we won't be able to go to your graduation.
10. We're **blissfully / immensely / largely** grateful for all the help you've given us in this project.

## Lesson 6 – Houses and Apartments

I recently spent a month on vacation – but instead of staying in a hotel, I looked for a **short-term rental** (*a place to live that can be rented for a short period of time*). I ended up sharing a **two-bedroom apartment** – that's an apartment with two bedrooms, a living room, and a kitchen – with some friends. It was actually cheaper than renting a **studio apartment** (*an apartment with only one big room*) all by myself.

The apartment was on the top floor of a **five-story building** (*that's a building with five floors*) and it had a balcony **overlooking the ocean** (*that means you can see the ocean from the balcony*). From the roof, we also **had a nice view of** the city skyline (*this is another expression used when you can see something from a certain place*).

The apartment had **recently been remodeled/renovated** – meaning it was fixed up and improved – and was **fully furnished**, so it already had furniture (beds, tables, etc.) and appliances (refrigerator, stove, etc.)

We loved the **spacious living room** (*the room was big*), but unfortunately **the bedrooms were rather cramped** (*small and uncomfortable*). It was nice to spend a month there, but by the end of the trip I started to **feel homesick** – that's when you feel sad because you miss your life at home.

I'd really like to **have a place of my own** so that I'm not throwing away money on rent every month, but there's a real shortage of **affordable housing** (*houses/apartments that are reasonably priced*) in my city. Even if I stay away from the **upscale neighborhoods** (*areas where rich people live*), I'd still have to **take out a mortgage** (*borrow money from the bank, in order to buy a house*) and it'll take me more than 30 years to **pay it off**.



But still, I'm gonna start saving up for a **down payment** (*an initial payment on a big purchase*). Someday, when I do **move into a new place**, I'll be sure to **throw a housewarming party** (*a party to celebrate living in a new house/apartment*).

### Lesson 6 Quiz

→ Circle the best word to complete each sentence:

1. Her father paid the **affordable / down / studio** payment on her apartment.
2. I can't stand living with my parents; I need a place of my **independent / own / short-term**.
3. I hope the apartment is **decorated / furnished / upscale**, because I can't afford to buy appliances.
4. I was having so much fun during my semester abroad that I didn't feel **cramped / homesick / housewarm** at all.
5. It's a ten- **level / room / story** building with two elevators.
6. My bedroom window **overlooks / oversees / overviews** the mountains.
7. My parents finished paying off their **borrow / budget / mortgage** after 25 years.
8. This weekend I'm helping my cousin **change / move / turn** into his new place.

9. We're going to need a more **short-term / spacious/ widespread** apartment now that we're going to have a baby.

10. We're **regenerating / rejuvenating / remodeling** the bathroom, so you'll have to use the one on the second floor.

## Lesson 7 – Eating

My mother radically changed her **eating habits** a few years ago. In the past, she ate a lot of **junk food** (*food that is not nutritious/healthy*) and was overweight. Sometimes she would try to **go on a diet** (*eat less food and healthier food*), but it would never last. But now she understands how unhealthy **processed foods** are – they're full of **food additives** (*chemicals added to food*) that contribute to weight gain and heart problems.

Nowadays, she eats a **balanced diet** including a lot of **nourishing meals** (*meals that are healthy and nutritious*) that she prepares herself. She doesn't buy **organic food** because she thinks the prices are outrageous, but she stocks up on **fresh produce** (*fresh fruits and vegetables*) so that she can grab an apple or some veggies when she wants a **quick snack** (*something small and fast to eat*). She has also learned to **eat in moderation** and watch her **portion sizes** (*how much food you take*).

I often stop by her house when I'm in the mood for a **home-cooked meal**. The other day she made a **hearty stew** (*a thick soup*

*with lots of flavors and ingredients*) that was full of beans and vegetables. My brother, who has a **healthy appetite** (*the capacity to eat a lot*), had a **second helping** (*a second portion*) – but I found the stew so filling that I could barely finish my bowl.

My mother recently told me that she'd like to try some **international cuisine**. I was surprised to hear that, because a few years ago she had a bad experience after getting **food poisoning** (*when you get sick because of contaminated food*) at a Japanese restaurant. So tomorrow I'm taking her to a Brazilian steakhouse. I told her to eat **light meals** (*small meals*) during the day so that she doesn't **spoil her appetite** for dinner (*"spoiling your appetite" means eating food earlier, and then not being hungry for a meal later*).

### Lesson 7 Quiz

➔ Complete the sentence with the right word:

(**cuisine / diet / fresh / helping / junk / moderation / nourishing / poisoning / processed / snack**)

1. During the summer, our kids eat a lot of \_\_\_\_\_ food - popcorn, candy, ice cream, cookies, etc.
2. He got food \_\_\_\_\_ after eating some seafood from a street vendor.
3. I buy \_\_\_\_\_ produce at the farmer's market.
4. I drink in \_\_\_\_\_; I don't like getting drunk.

5. I'm not a huge fan of Mexican \_\_\_\_\_. It's too spicy for me.
6. I've lost ten pounds so far while on this new \_\_\_\_\_.
7. Spinach is one of the most \_\_\_\_\_ vegetables - it's full of vitamins and minerals.
8. That lasagna is delicious; I think I'll have another \_\_\_\_\_.
9. The food at this restaurant is all natural - they don't use any type of \_\_\_\_\_ food.
10. We stopped driving to grab a quick \_\_\_\_\_ at a roadside cafe.

## Lesson 8 – Movies / Books

My brother is a huge fan of movies. When he sees a **movie trailer** (*a short video offering a preview of the movie*), he counts down the days until **the movie comes out**. He always goes to the **movie theater** on **opening night** – that's the first day a movie, show, concert, or performance is open to the public. He also loves to analyze the **film critics' reviews** (*the evaluations of the people whose job is to analyze movies*) and tries to guess which movies will be **nominated for an award**.

One of his favorite **movie stars** (*famous actors/actresses*) will be **starring in an upcoming film** about the Vietnam War. It's **based on a true story**, and they're **shooting the film on-site** in Vietnam

– that means they will be recording/filming the movie in the same location as the story occurs.

This particular actor had been talking about retiring, but when he was offered the **leading role** (*the opportunity to play the most important part in a movie*) in a film that's sure to be a **box-office hit** (*a movie that is very successful*) he couldn't turn it down.

I, on the other hand, prefer books. I'm currently **engrossed in a book** by Stieg Larsson (*the book is taking all my attention*) – it's the final part of a trilogy, and I can't wait to see how things turn out for the **main character** (*the most important person in the book*). I already have a huge collection of books, and I also **borrow books from the library**.

One book I took out last week deals with modern feminism and motherhood. It's a bit of a **controversial topic**, but it's an **interesting and enjoyable read**. I'm not sure I'll have time to finish it before I have to **return the book to the library**. Maybe I'll **renew it** for another week – that means to get an extension of the length of time I can keep the book.

**Note:** We talk about the **beginning and end** of a book, story, or film (not the “start and finish”). The first and last parts of a story can also be called the **opening and closing scenes** (in a movie) or the **opening and closing chapters** (in a book).

## Lesson 8 Quiz

→ Circle the best word to complete each sentence:

1. A movie from an amateur filmmaker was **based / nominated / presented** for three awards at an international film festival.
2. Did you see the **trailer / trilogy / theater** for the new Star Wars movie? It looks like it'll be awesome!
3. The opening **chapter / genre / scene** of the movie is very violent.
4. I didn't like the **close / end / finish** of the movie; it just didn't seem believable.
5. I enjoyed the book because I could really identify with the main **character / role / star**.
6. It was a very moving film - and it was based on a **factual / real / true** story.
7. It's an enjoyable **page / read / scene**, written in a humorous and relatable style.
8. Oh no! I lost a book that I **borrowed / loaned / returned** from the library.
9. The documentary deals with a number of **controversial / debatable / polemic** topics.
10. The first movie was excellent, but the sequel got mediocre **analyses / critics / reviews**.
11. The movie *Titanic* **hits / shoots / stars** Leonardo DiCaprio and Kate Winslet.

12. We couldn't get a ticket for **initial / opening / beginning** night - they were all sold out.

## Lesson 9 – Music

My older brother Alex is very **musically gifted** (*he has a natural talent for music*). He can play any tune from memory, without looking at **sheet music** (*musical notation written on paper*). He spends all his free time **strumming a guitar** (*playing a guitar*), **composing music** (*creating music*), and writing **song lyrics** (*the words to a song*).

Alex and his friends formed a band that has attracted a **sizable following** (*a lot of fans*) in our city. They started out **playing gigs** (*giving small, informal performances*) in bars and clubs, and they used the money they earned to **record their debut album** (*record their first CD*).

A **remixed track** (*a song that has been modified electronically*) from that CD then became a **massive hit** (*a very popular song*) on the local radio station thanks to its **catchy tune** (*memorable melody*) and **upbeat tempo** (*fast rhythm*).

Their second **album will be released** (*it will be made available to the public*) at the end of the year; they'll **record it live** at their next show. Alex dreams of **going on tour** – he's just waiting for his **big**

**break** (*big opportunity to become famous*) to get his foot in the door of the **music industry**.

As for me, I love **singing along** (*singing together*) to my brother's music, but a career in music isn't for me – I'm **completely tone-deaf** (*unable to correctly identify different musical notes*) and I always **sing off-key** (*sing the incorrect melody*)!

**Additional collocations:**

- contemporary music = modern music
- classical music
- orchestral/instrumental music = music with instruments only (no singing)
- rock music
- solo album = CD featuring one singer alone, not in a group of singers
- compilation album = a CD with a collection of songs from many different singers/bands
- cult following = a very dedicated/devoted group of fans

**Lesson 9 Quiz**

➔ Complete the sentence with the right word:

(**gifted / lyrics / remixed / debut / strumming / tune / gig / following / tour / off-key / hit / upbeat**)

1. I can't stand that song; I don't know why it's such a \_\_\_\_\_.
2. I like the song, but I don't understand the \_\_\_\_\_.



3. I'm not really musically \_\_\_\_\_, but I practice the violin every day.
4. It's such a catchy \_\_\_\_\_, I can't get it out of my head!
5. My cousin's band is going on \_\_\_\_\_ next summer; they've lined up shows in eleven different states.
6. Someone in the choir was singing \_\_\_\_\_, and it sounded terrible.
7. The band's \_\_\_\_\_ album was a huge success.
8. The DJ played some \_\_\_\_\_ tracks at the wedding reception.
9. The singer has attracted quite a devoted \_\_\_\_\_ in Korea - her concerts there are always sold out.
10. The street musician sat on a park bench, \_\_\_\_\_ his guitar.
11. This music is so slow it's putting me to sleep. Let's listen to something with a more \_\_\_\_\_ tempo.
12. We're going to play a \_\_\_\_\_ at the Jazz Club on Friday night.

## Lesson 10 – Sports

The first important collocation involving sports is when to use the verbs **play, do, and go**. We typically use **play** for team sports – you **play soccer, play basketball, play tennis, play baseball, and play golf**.

The verb **do** is used for more individual sports – you **do yoga, do gymnastics, do martial arts, and do aerobics**. Also, in more

general terms, you **do exercise**. Another common individual exercise is to **lift weights**.

The verb **go** is used with most activities that end in –ing: you **go swimming, go biking, go surfing, go rock climbing, go bowling, and go fishing**.

With the team sports, we can use the word **game** or **match**: a **soccer game, a basketball game, a tennis match**, etc. You can **win the game, lose the game, or tie the game** – that’s when the **final score** is 1-1 or 2-2, for example.

A team can play a **home game** – when they play in their own stadium or field – or an **away game** – when they play at the opposing team’s stadium or field. When there are many teams that are playing many games to see which one is the best, we call this a **tournament**.

When one team is winning in the middle of the game – for example, 3-1 – we say that team **has the lead**. However, the other team can **make a comeback** – score points from a losing position – and **take the lead**, 4-3.

With the sports that use “do” and “go,” we typically use the word **competition** – a **gymnastics competition, a martial arts competition, a surfing competition, an ice skating competition**, etc. The exception is sports where you go from one place to

another – like running, biking, and swimming – in that case, we often call the event a **race**.

Athletes can **enter a competition** and try to win **first place**. Some athletes try to **enhance their performance** with illegal substances such as steroids. But if they **fail a drug test**, they'll be disqualified from participating.

If the athlete is performing well, they may **achieve a personal best** – and if they perform better than ANYONE ever has in the past, then they could even **break the world record** or **set a new world record**. If they get injured, however, they might have to **withdraw from the competition** (*voluntarily leave the competition*).

### Lesson 10 – Quiz

➔ Circle the best word to complete each sentence:

1. Barbara has **made / put / set** a new world record, with 5 consecutive Olympic gold medals in judo.
2. Do you want to **do / go / play** hiking with us this weekend?
3. How long have you been **doing / going / playing** football?
4. I **did / played / went** volleyball in college.
5. If a soccer game is **failed / led / tied**, they do penalty kicks to determine the winner.

6. Jeff and Diana **did / played / went** rock climbing in the mountains.
7. My son wants to **do / go / play** karate.
8. Our team won third **lead / place / record** in the basketball **competition/ performance /tournament.**
9. She's been **doing / going / playing** gymnastics since she was 5 years old.
10. The baseball team was unable to make a **comeback / setback / takeback** and lost the game 5-2.
11. The biker from Australia currently has the **best / first / lead.** but the bikers from Russia and Peru are close behind.
12. The ice skater **broke / removed / withdrew** from the competition due to a knee injury.
13. The runners were stretching before the **match / race / test** began.
14. Tim Randall has **achieved / enhanced / won** a personal best with his time of 23.04 seconds.
15. What was the final **place / record / score** of the baseball game?

## Lesson 11 – Health & Sickness

There are a number of **lifestyle changes** you can make to improve your **overall health** and increase your **life expectancy** (*how long you are expected to live*) – you can **quit smoking, reduce stress,**

**eat a balanced diet, get plenty of sleep, and exercise regularly.** It's also important to **get vaccinations/immunizations** to prevent diseases. No matter how healthy you are, it's still a good idea to have **health insurance** – a program/plan to cover expenses in case of an accident or serious illness.

If you're in a car accident, you might **suffer/sustain serious injuries.** Of course, if you're wearing your seatbelt, you're more likely to have only **minor injuries.** If you've **broken/fractured a bone** – for example, your leg – the doctor will **put your leg in a cast.** If you have a cut, the doctor will **give you stitches.** If you have a burn, the doctor will give you an ointment to **prevent infection.**

If you have a **minor ailment** like a headache, you can **take some aspirin to relieve the pain** (*reduce the effects of the pain*). If you **suffer from a chronic condition** (*a condition that continues for a long time*) like allergies, asthma, back pain, or depression, there are both **over-the counter** and **prescription medications** that can help **alleviate the symptoms** (*an over-the-counter medication is one that you can buy without a doctor's prescription*).

When someone has a minor respiratory infection, we say they **have a cold.** Don't get too close to that person, because you could

**catch a cold**, too! You can “catch” other types of contagious diseases as well – such as **sexually-transmitted diseases (STDs)**.

If someone **is diagnosed with** a more serious illness such as cancer or AIDS, they’ll need more extensive treatment. When a disease has progressed so far that it will be impossible to cure, then the patient is said to be **terminally ill** – in other words, the person will definitely die of the disease soon.

### *Lesson 11 Quiz*

➔ Match the two halves of these sentences:

1. Adults who have diabetes need to make some lifestyle	a) with multiple sclerosis.
2. After a series of exams, Diana was diagnosed	b) vaccinations before traveling to a tropical country.
3. He suffers from chronic	c) the pain and reduce swelling.
4. He takes some very strong prescription	d) medications to treat his bipolar disorder.
5. If you pull a muscle, ice can help relieve	e) insurance, so she had to pay for the surgery herself.
6. Japan has the highest life	f) injuries - just some cuts and bruises.
7. My daughter has a bad	g) ill and should be made as comfortable as possible.
8. My son needs to get some	h) expectancy in the world, at 83 years.
9. She didn't have health	i) diet and get lots of exercise.

10.The best way to lose weight is to eat a balanced	j) cold, so she's staying home from school today.
11.The patient in room 4 is terminally	k) changes, such as cutting down on sugar.
12.They walked away from the accident with minor	l) back pain thanks to years of poor posture.

## Lesson 12 – Computers

I'm teaching my grandmother how to use a computer. First I showed her how to **start up** and **shut down the computer**. Then, I helped her **get online** or **access the internet** so that she can **check her e-mail**. She quickly learned how to **write and send messages**, **reply to an e-mail** and **forward an e-mail** (*send a complete e-mail that you received to a new person*), but it was a little hard for her to remember how to **attach a file** to an outgoing message.

We tried to **log into her bank account** online, but the bank's **website was down** (*the website was not functional, or was not online*). There was a notice on the **home page** (*the main page of the website*) that they were doing some **scheduled maintenance** on the system – so we'll try again tomorrow.

This afternoon, I'll teach her how to use a **search engine**. I think she'll really enjoy **surfing/browsing the web** (*exploring the internet*) and using **social media**. If she needs to do something

more advanced, like **burn a CD** (*put files from a computer onto a CD*), then I can do that for her.

She's a little bit afraid of **pressing the wrong key** and accidentally **deleting an important file**, but I told her that we can always **recover the file** from the recycling bin. I also explained that if **the computer freezes** or **locks up** (*stops moving/functioning*), she can simply **restart/reboot the computer**.

It's also a good idea for her to **back up her files** (*make an extra copy of the information*) so that she doesn't lose her data if the **computer crashes** (*the computer breaks*) and can't be repaired. I **installed a program** that periodically **runs scans for viruses and spyware** to ensure that her computer hasn't been **infected**.

### Lesson 12 Quiz

→ Circle the best word to complete each sentence:

1. After my computer was stolen, I was so glad I had **backed up / locked up / started up** all my data on an external hard drive.
2. Could I use your computer for a minute? I'd like to **check / look / verify** my e-mail.
3. Do I need to **attach / implement / install** a special program to be able to view this video?
4. I **burned / locked / scanned** you a CD of some of my favorite music.



5. I can't check the event schedule online because the conference website seems to be **off / down/ frozen.**
6. If you want more space on your hard drive, you should **crash / delete / shut down** old files that you no longer need.
7. I'm trying to **log into / start up / reboot** my account, but I can't remember the password.
8. More and more people are **getting / scanning / surfing** the web on their cell phones nowadays.
9. My computer **down / freezes / infected** when I have too many programs open at the same time.
10. Never open attachments from people you don't know - they could **disease / infect / lock up** your computer with a virus.
11. The boss wants everyone to **close / shut down / turn out** their computers before leaving work.
12. You forgot to **add / annex / attach** the file to your message.

### **Lesson 13 – Study**

Most children begin their studies at 5 or 6 years old in **pre-school**, followed by **kindergarten**. After that comes **primary/elementary school**, which consists of **first grade** through **fifth grade**. Then there's **middle school** – **sixth grade** through **eighth grade** – and **high school**, which is **ninth grade** through **twelfth grade**.

After high school, you **apply to colleges/universities** to see which ones will accept you. You **send in/submit your application** and then wait for the results. If you **got good grades** in high school, you might **get / be awarded a scholarship** to help pay the tuition (the cost of studying).

In college, you'll **take classes/courses** on various subjects. You should always **take notes** as the teacher is **giving the lecture**. Some teachers may ask the students to **give/make presentations** or **do research** and **write an essay, an assignment, a report, or a paper**. After you **hand in your work**, the teacher will **grade the assignment** (*give you an evaluation, for example, 90%*) and **give you feedback** (*comments on your work*).

To evaluate your progress, you'll **take tests/exams**. If you get the minimum number of points required, you've **passed the test**; if you don't get the minimum number of points, you've **failed the test**. It's also possible to **pass/fail a course**.

If the course proves to be too difficult, or if you don't like it, you can **withdraw from** or **drop the course**. "Withdraw from" is the more formal expression, and "drop" is the more informal expression.

Most college students **choose a major/concentration**. To talk about a concentration of studies, you can use “major” as a verb or a noun – for example,

“I majored in biology” / “I was a biology major.”

“My daughter is majoring in philosophy.” / “My daughter’s a philosophy major.”

When you **graduate from college**, you’ll **get a diploma**. Afterwards, you can say you **have a degree** in the area of your concentration. You can have a **bachelor’s degree, master’s degree, or doctorate (Ph.D.)**, for example:

“I have a bachelor’s degree in chemistry.”

“I have a master’s degree in linguistics.”

“I have a Ph.D. in theology.”

### **Lesson 13 Quiz**

➔ Circle the best word to complete each sentence:

1. Christine has been a **central / medium / middle** school teacher for many years.
2. Could you give me some **degree / concentration / feedback** on my presentation? I'd like to know how to improve it.
3. He's **applying / submitting / trying** to all the best universities in the country.

4. I think I got every question on the exam wrong - I have no doubt that I **dropped / failed / lost.**
5. I'm **having / taking / going** a course on Latin American politics.
6. My daughter's 12 - she's in sixth **class / grade / level.**
7. My father promised he'd buy me a car if I **got / made / took** good grades in my final year of high school.
8. No, my son hasn't chosen a **degree / major / series** yet. He's debating between sociology and anthropology.
9. She **awarded / formed / graduated** from the University of California in 1999.
10. The professor took ten points off my test because I **handed it in / gave it up / passed it** a few minutes late.
11. The top five students in the class were **awarded / submitted/ withdrawn** a scholarship to a local college.
12. This topic will be on the test - make sure to take detailed **lectures / notes / writings.**

## Lesson 14 – Academic English

Before you begin writing a paper, it's a good idea to **make an outline** (*a list of points in an organized order*) of the **main points** you plan to present. The next step is to **gather evidence** to **support your claims**, since your work won't be credible if you

**propose a theory** (or try to **challenge** or **refute a theory** – argue against an existing theory) without some proof.

If your paper is going to **touch on several issues** (*talk about several topics*) then you'll need to be especially organized. You can **draw a distinction** between topics that are different, or **draw parallels** between examples that are similar. Another way to organize your ideas is to show how they **fall into different categories**.

After making your outline and gathering the supporting evidence you'll use to **make your case** (*present your argument*), you can write a **first draft** (*first version of the paper*) in which you **go into detail** on the topic. Then, you **revise the paper** (*make improvements to it*) until finishing with the **final draft**.

Let's say you're **carrying out a study** on market trends in developing countries. You can analyze the **key factors** (*important factors*) that are influencing the economy, showing how local politics **play a role/part** (*have an effect*) in shaping the country's financial future. Including some specific items that are **perfect examples** and **clear illustrations** of your ideas will help **prove your points**.

At the end of your paper, you should **briefly summarize** the material you presented and **draw conclusions** based on your

research. The end of the article is also a good place to **raise questions** (*present questions*) for further study.

### Lesson 14 – Quiz

→ Circle the best word to complete each sentence:

1. I wasn't convinced by the article; I didn't think the author adequately **helped / provided / supported** his claims.
2. In her book, Clara Jones aims to **refute / refuse / revise** the dominant theory using five main counter-arguments.
3. Steve Jobs' leadership was a **brief / key / perfect** factor in Apple's success.
4. The first **case / draft / try** of his report was full of factual errors.
5. The reasons for the war fall into two main **categories / summaries / theories**: political reasons and economic reasons.
6. The trajectory of the country after 1930 is a **clear / obvious / main** illustration of Smith's theory in action.
7. These thought-provoking poems **draw / make / raise** questions about what it means to love unconditionally.
8. This essay **draws / goes / proves** parallels between the main character in the novel and the author's life.
9. This paragraph has nothing to do with any of your main **cases / outlines / points**, you should get rid of it.

10. We'd like to **carry out / fall into / touch on** several issues in today's meeting.

## Lesson 15 – Work

If you've just graduated from college and you've never had a job, you can start your career by **doing an internship** (*a temporary, low-level job*) to gain experience. Depending on the company, the internship could lead to an opportunity to get an **entry-level job** (*a job that doesn't require much skill or experience*) at the same company.

Although you might be earning **minimum wage** (*the minimum salary required by law*), if you do excellent work and are **a good team player** (*you cooperate well with your co-workers*) you could **get a promotion** (*get an increase in responsibility*) or **get a raise** (*get an increase in salary*) – hopefully both! Just don't slack off, otherwise you'll **be fired/dismissed** (*lose your job*).

It's normal for there to be periods of time when you have **a heavy workload** (*a lot of work*) and need to **work overtime** (*work extra hours*). But if you have a very **demanding job** (*an intense job with lots of responsibilities*) and you're stressed out all the time, then it might be time to **quit your job** (*leave your job voluntarily*) and look for another one.

Now that you have experience, you'll be able to **get a job** with a more **competitive salary** (*salary that is higher than average*) and **generous benefits** (*extra benefits like health insurance, discounts, a company car, etc*). If you can't find a **well-paid** and **rewarding job** in your field, it might be time for a **career change**.

The typical way of **applying for a job** is to read the **job ads** in the newspaper or online, then send your resume to the company with a cover letter. The company will then **interview the candidates** it feels are most qualified, based on the **job description**.

Sometimes **job seekers** (*people looking for a job*) need to take a **menial job** (*job requiring a very low level of skill*) in order to **earn a living** (*get enough money to survive*) while they're **between jobs**. But if you're persistent, a **great job offer** should come your way sooner or later – maybe even for your **dream job** (*a job that would be perfect for you*)!

### **Lesson 15 Quiz**

➔ Complete the blanks in this conversation between two managers looking to hire a journalist:

applied between candidates competitive demanding	description dismissed dream entry-level generous internship	interview living minimum offer overtime rewarding
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**Melissa:** Hi Terry, let's go over the list of people who have \_\_\_\_\_ for the job.

**Terry:** Sure. There's Bob, who's fresh out of college and says this would be his "\_\_\_\_\_ job."

**Melissa:** Although I admire his enthusiasm, this isn't an \_\_\_\_\_ job - we really need someone with a bit of experience.

**Terry:** Here's a resume from Dana - she's a freelance writer who's looking for a more stable way to earn a \_\_\_\_\_. Unfortunately, she mentions in her cover letter that she's not willing to work \_\_\_\_\_ because she has two small kids at home.

**Melissa:** Hmm... this is a rather \_\_\_\_\_ job and sometimes we do need to work late. Let's not rule her out, though. Who else is in the running?

**Terry:** There's Steven, a veteran reporter who's currently \_\_\_\_\_ jobs. He makes it clear in his cover letter that he expects a \_\_\_\_\_ salary and \_\_\_\_\_ benefits.

**Melissa:** He might be worth it. Why did he leave his last job?

**Terry:** Um, well, I checked his references and it turns out he was \_\_\_\_\_ for sexual harassment of a co-worker.

**Melissa:** Oh... that's not ideal. Do we have any other \_\_\_\_\_?

**Terry:** None who are particularly qualified - there's a marketing consultant looking for a \_\_\_\_\_ change, and a few people

who apparently didn't read the job \_\_\_\_\_ and sent us generic letters.

**Melissa:** Maybe we could \_\_\_\_\_ Dana the job, and if it's too much work for her to handle, we could have Bob do an \_\_\_\_\_ to help her out. We could only afford to pay him \_\_\_\_\_ wage, but he might find the experience \_\_\_\_\_.

**Terry:** OK – let's \_\_\_\_\_ both of them next week.

## Lesson 16 – Business

If you don't want to work for someone else, you can **go into business** for yourself. You can **set up a company** (*establish a company*) in an industry that interests you – of course, it's always good to **do market research** (*investigate the market*), to determine if there's a need for your product or service.

It's normal for small businesses to **operate at a loss** (*the business is losing money*) for the first couple of years before they start to **break even** – that's when the money coming in equals the money going out. If there's **tough competition** and your start-up isn't able to **gain market share** (*secure a significant number of customers*), then your business runs the risk of **going bankrupt** (or **going under**) – losing all its money and having to shut down. But if the amount of money coming into the company from sales

is greater than the amount spent on expenses, then you are **making a profit**.

As your business grows, you can **hire/take on staff/employees**. Another possibility is to **make a deal** (*make an agreement*) with other companies to **do business** together – in this case, representatives from both companies will **sign a contract** (*put your name on a contract*) that establishes each party's rights and responsibilities.

Whenever you're planning to **launch a new product**, it's essential to provide excellent **customer service** (*help for the customers*). Otherwise, your customers will **take their business elsewhere** – they'll start buying from a **rival company** (*a company that is your competitor*) instead of from yours.

It's not easy to **run a business** (*manage a business*), but with a combination of luck, skill, and hard work, your business just might **take off** (*become popular/successful*). One way to describe a period of time of major growth and success is to say that **“business is booming.”**

### **Lesson 16 Quiz**

➔ Circle the correct words to complete this auto-biography of a successful entrepreneur:

Growing up, I always knew that my father expected me to **gain / make / run** the family farming business someday - but I really wanted to **break in / set up / take on** my own company. Plus, my dad was terrible at managing his finances, and his business was constantly on the verge of going **bankrupt / dead / exhausted**.

I didn't want to be a **conflict / rival / loss** to my parents' company, so I opened a small supermarket in a neighboring town and hired / signed / drew two employees. We made a **deal / share / promise** with my father, agreeing that he would be our primary supplier of fresh fruits and vegetables. Despite the tough **competition / contest / opposition** in the sector, our little store managed to break **equal / even / level** its first year in operation.

Our market **contract / profit / research** showed that there was a big demand for organic food in the area, so we began offering primarily organic products and raised our prices. Some of our customers **ran / took / went** their business elsewhere, but others came from miles away due to our reputation for excellent products and friendly customer **attendance / kindness / service**.

Last fall, we **drove / hired / launched** our own line of organic fruit juices, and that's when things really started to **break up / make out / take off**. We opened up a café next door to the supermarket, and business is **blasting / booming / exploding**.

With the **budget / profit / output** we're making, we can now invest in expansion and open a branch in another city. We're even **doing / making / taking** business internationally - I'm about to sign a **contract / product / staff** with an organic coffee supplier from South America.

## Lesson 17 – Money

There are a lot of things you can do with money!

First, you need to **earn money** or **make money** – both of these verbs refer to receiving money from your work. Another way to obtain money is to **inherit money** – receive money from a family member or friend after that person dies. If the person was very rich, you could **inherit a fortune** (a fortune is a lot of money).

You can take your money to the bank and **make a deposit** – put money into your bank account. Later, you can **make a withdrawal** – remove money from your bank account. Of course, everyone likes to **spend money** – use money to buy things – but it's

important not to **waste/squander** your **money**. These verbs refer to using money in a way that's not productive.

If **money is tight** (meaning you have very little money), you should **make a budget** – a plan for how much to spend on things every month – and then you need to **stick to the budget** (continue following the plan). Otherwise, you might **be broke** by the end of the month! Someone who is “broke” has no money available.

A person who is **financially savvy** (intelligent, perceptive, and well-informed on the subject of money) will always **save money**. It's a good idea to have an **emergency fund** of at least 3-6 months of **living expenses** (the amount money you use to survive in everyday life). You can also **invest money in the stock market** – you could make a nice profit, but there's also the risk of **losing money** if the economy goes downhill (starts to get worse).

Let's say you want to purchase an expensive item like a car. If you haven't saved up money or **set aside money** for the purchase, you can **borrow money from the bank** – which is also called **taking out a loan**. The disadvantage of this is that you'll need to **pay the money back in installments** – plus interest (extra money).

When you travel, you'll need to **change/exchange money** to be able to buy things with the **local currency**. Make sure to change money only at official locations like banks and travel agencies –

otherwise, you could be tricked into receiving **counterfeit bills** (false paper money that is not legally valid).

Finally, you can consider **donating money** (giving money without receiving anything in return) to a good cause, such as preserving the environment or researching cures for diseases. Non-profit organizations are always trying to **raise money** (get donations) for their various projects.

### *Lesson 17 Quiz*

→ Circle the best word to complete each sentence:

1. I lent Bill \$20; he says he'll pay / spend me back next week.
2. Excuse me, it's none of your business how much money I get / make.
3. Greenpeace raised / rose five million dollars to help preserve the Atlantic rainforest.
4. How much of my income should I inherit / invest, and how much should I put into savings?
5. I can't believe I ruined / wasted \$10 on a calculator that doesn't even work!
6. I didn't have enough savings to pay my college tuition, so I had to pick / take out a student loan.
7. Sometimes your employer can pay your salary by doing / making a deposit directly in your bank account.

8. I really admire rich people who **donate / sponsor** a large portion of their wealth to charity.
9. I try not to eat out at restaurants too often; I'm trying to **keep / save** money.
10. Let's **exchange / replace** money here at the airport so that we can get a taxi to the hotel.
11. My son **earned / won** \$50 for taking care of the neighbor's dogs over the weekend.
12. We need to **give / make** a budget so that we don't end up spending more than we earn.

➔ Sentence Matching:

1. She moved to a smaller apartment because money is	a) all the money and end up with nothing.
2. Greg inherited a	b) bills to buy some diamond
3. I had to withdraw \$500 from my	c) broke and asks his friends to pay for his
4. Two men were arrested after trying	d) expenses have gone down quite a bit.
5. A lot of lottery winners	e) fortune from his great-
6. I moved back in with my parents, so	f) fund to pay for a dental treatment.
7. I know nothing about the stock	g) market, but I'd like to start investing - I need a
8. He's not very financially	h) savvy; he has no clue where his money is
9. Jonathan always says he's	i) that you borrowed last week
10. Hey, you still owe me the \$5	j) tight at the moment.



## Lesson 18 – Travel

Last week I had the worst **business trip** I've ever taken. Normally a **travel agency** takes care of **booking my flight** (*buying a plane ticket*) and **making my hotel reservation**, but this time I decided make the **travel arrangements** myself. Big mistake!

First of all, **the plane was overbooked** (*there were more passengers than seats available*) so **I was bumped to a later flight**. When they gave me my new **boarding pass** (*the ticket that allows you to enter the airplane*), they didn't ask me if I'd prefer a **window seat** or an **aisle seat** (*a seat next to the corridor*) – and I was stuck in the middle. To top it off, it was a very **bumpy flight** (*a flight with a lot of turbulence*).

I then missed my **connecting flight** and had a **ten-hour layover** (*I had to wait ten hours for my next flight*) in Chicago. Unfortunately, my **checked luggage** (*the bags in the airplane's cargo compartment*) had already gone through to my final destination, so all I had was my **carry-on bag** (*the bag you take with you on the plane*). I **checked into a hotel** near the airport just so I could take a nap.

When I finally arrived in Los Angeles, it turns out that I had made a mistake with my hotel reservation, and instead of booking a

room at a **five-star hotel**, I had booked three nights at a **seedy hotel** (*a hotel that is not very safe or comfortable*) in the **red-light district** (*an area of the city where there are many sex shops, strip clubs, etc.*)! So I was stuck sleeping on an uncomfortable mattress in a **dingy room** (*a dirty and dark room*) while my colleagues enjoyed the **luxury hotel**.

The trip home was uneventful, but when I arrived I discovered that the airline had **lost my luggage**. All in all it was a miserable experience.

### Lesson 18 – Quiz

→ Circle the best word to complete each sentence:

1. Are you **adding / bumping / checking** any bags today?
2. Hello, I need to change the dates of my hotel **district / layover / reservation**.
3. I always try to get a window **chair / seat / spot** on long flights.
4. I won't be in the office next week - I'll be on a business **flight / travel / trip**.
5. On their honeymoon, Will and Cassie spent a week at a **five-star / ten-point / gold-star** hotel.
6. Sorry, sir, but your **bring-in / carry-on / take-up** bag is too heavy.

7. The gate number is printed on your **boarding / checking / entering** pass.
8. The **checkout / layover / stop-off** was only 30 minutes – I had to run to catch my **attaching /connecting / linking** flight!
9. The rooms of the hotel were nice, but the fitness center was rather **dingy / red-light / one-star**.
10. The travel **agency / organization / department** is offering a great deal on a 5-day package in Miami.
11. We felt sick on the plane because the flight was really **bumpy / seedy / messy**.
12. You should **book / make / set** your flight now, before prices go up.

## Lesson 19 – Weather

Do you want to know if it'll be sunny or rainy next weekend? Then you should check the **weather forecast** – that's the prediction of the weather in the near future.

If the forecast says **the sun will be shining brightly**, with **clear skies** (*no clouds in the sky*) and **high temperatures**, then it's a good day to go to the beach and **bask in the sunshine** (or **soak up the sunshine**) – these expressions mean to enjoy the sun's heat and light.

However, if the forecast says it'll be **oppressively hot, scorching hot**, or **swelteringly hot**, then you might want to stay inside and turn up the air conditioning! Another common phrase is **hot and humid** – that means hot with a lot of water in the air (so you will sweat a lot).

The weather forecast might say it will be **partly cloudy** (*the sky partially covered by clouds*). Another way to say this is that there are **scattered clouds** (*just a few clouds*). If there are **heavy clouds**, then you won't be able to see the sun at all – and if there are **storm clouds**, then it will probably rain very soon. One way to express this is to say “**It looks like rain.**”

We can have **light rain** (*little rain*) or **heavy rain** (*lots of rain, intense rain*) – and if the rain gets REALLY intense, we can describe it as **torrential rain**. If the rain continues without stopping, then we call it **continuous rain** or **constant rain** – but if it's the type of rain that starts and stops various times throughout the day, it's called **intermittent rain** or **scattered showers**. When it stops raining, you can say **the rain let up**.

Rain is usually accompanied by wind, which can be **light/slight winds** or **high/strong winds**. If the wind is especially strong and violent, you can say **fierce winds** or **gale-force winds** – this last expression is usually used for winds at the level of a hurricane.

When the wind is increasing in intensity, we say “**The wind is picking up,**” and when it is decreasing in intensity, we say “**The wind is dying down.**”

Sometimes we describe the wind with an adjective that emphasizes the cold – such as **a biting wind** or **an icy wind**. Finally, a sudden instance of wind can be called a **blast of wind** or a **gust of wind**.

Snow, like rain, can be light or heavy. Light snow can also be called **snow flurries**. When the snow is being blown around in the wind, we can describe it as **driving snow** or **swirling snow**. It can be wonderful to walk through **fresh, powdery, newly-fallen snow** – but not so nice to drive on it. So we **clear the snow** or **plough the snow** with vehicles to remove it from the roads. You can also do this manually – that’s called **shoveling the snow**. At the end of winter, when temperatures rise, the **snow melts** – it turns into water and disappears.

Sometimes the weather is unusual for a particular time of year. For example, in the winter, you might have a day that is **unseasonably warm**, and in the summer, you might have a day that is **unseasonably cool**. When the temperature reaches an extreme, we call that a **record high** or a **record low**.

Here are some alternative ways of saying the weather was good. You can say the weather was **beautiful, lovely, ideal, superb,** or **perfect.** To say the weather was bad, you can say the weather was **lousy, miserable, nasty, dreadful,** or **terrible.**

**Other ways to describe the weather:**

- **gloomy/dismal weather** = weather that is dark, rather rainy, and depressing
- **muggy/sultry weather** = weather that is very hot and humid or wet
- **mild / calm weather** = weather that is nice and not extreme
- **harsh/severe/wild weather** = weather that is extreme and violent

**Lesson 19 – Quiz**

➔ Complete the blanks in this passage with the correct word:

clear	let up	muggy	perfect	storm	high	mild	wild
forecast	light	oppressively	record	torrential	partly	scattered	

Now it's time for your weather \_\_\_\_\_. Right now we have \_\_\_\_\_ weather, with \_\_\_\_\_ skies and a \_\_\_\_\_ wind from the east. It's \_\_\_\_\_ weather for a walk in the park. There will be some \_\_\_\_\_ showers overnight, but it the rain should \_\_\_\_\_ by tomorrow morning.

Saturday will be \_\_\_\_\_ cloudy and \_\_\_\_\_ hot. We might even see a \_\_\_\_\_ high temperature. The

\_\_\_\_\_ weather continues into Sunday, with \_\_\_\_\_ clouds forming in the late afternoon. On Monday we'll have some \_\_\_\_\_ weather, with \_\_\_\_\_ rain and \_\_\_\_\_ winds.

cleared	heavy	nasty	flurries
driving	icy	thaw	unseasonably

We're seeing \_\_\_\_\_ clouds and a few snow \_\_\_\_\_ right now, but we have some \_\_\_\_\_ winter weather ahead, with \_\_\_\_\_ winds and record \_\_\_\_\_ temperatures at night. Be careful if you go out in the \_\_\_\_\_ snow, especially if you're on a road where the snow hasn't yet been \_\_\_\_\_. The snow will probably \_\_\_\_\_ next week, as we're expecting some \_\_\_\_\_ warm weather.

## Lesson 20 – City

When my parents retired last year, they traded the **towering skyscrapers** (*very tall buildings*) and **noise pollution** (*excessive noise*) of Los Angeles for the peace and quiet of a small **coastal city** (*a city near the ocean*) in southern France. They said they were tired of living in a **high-rise building** right next to an **industrial zone**. Now they live in a **cozy little house** on the **outskirts of the city** (*on the outer edge of the city, not in the center*).

Life in their new town is quite different from the **hectic pace** (*the fast and chaotic rhythm*) of L.A., where the **bustling streets** (*busy streets filled with people*) are **strewn with litter** (*filled with garbage*) and you can count on spending hours in **traffic jams** (*stopped traffic*).

Instead, the **narrow cobblestone streets** of the city center are lined with **eighteenth-century buildings** that are now home to **quaint shops** (*charming and old-fashioned shops*) and **gourmet restaurants** specializing in the **local cuisine** (*the typical food of the region*).

The best day to visit is Saturday, when there's an **open-air market** (*an outdoor market*) in the **main square**. You can buy souvenirs from the **street vendors** (*people selling things on the street*) and have lunch at one of the **trendy cafés** (*modern, stylish, and popular cafés*) in the area. There's virtually no **street crime** here, in contrast to the **inner-city areas** (*older, central, crowded part of a city, usually filled with poor people and possibly violence*) of L.A.

Is there anything that my parents miss about Los Angeles? Well, they do miss the **cultural diversity**. But they're past the age where being in a place with a **pulsating nightlife** (*having many exciting bars and clubs*) is important to them.



## Lesson 20 Quiz

➔ Match the two halves of these sentences:

1. I do yoga so that I can relax from the hectic	a) jam for three hours on the way home from work.
2. I was stuck in a traffic	b) of the city; we'll have to take a taxi.
3. I'd really like to live in a coastal	c) pollution is until you get out of the city to a more peaceful place.
4. If you bargain with the street	d) litter after the New Year's party.
5. That nightclub is on the outskirts	e) city so that I could swim in the ocean every day.
6. The beach was strewn with	f) pace of modern life.
7. The shop is located on a bustling	g) vendors, you might be able to get a discount.
8. This lovely sixteenth-century	h) street in the city center.
9. You don't realize how bad the noise	i) cuisine in India; it's healthy and delicious!
10. You've got to try the local	j) church is one of the biggest tourist attractions.

## Lesson 21 – Countryside

If you're living in an urban area and looking for a little **change of scenery**, why not take a weekend trip to the **surrounding countryside**? You can walk through the **wildlife preserve** (*special area where animals are protected*), where a **winding**

**footpath** (*a road you can walk on, that has many turns and changes of direction*) will lead you through **varied landscapes** including **dense forests, vast meadows, and gentle, rolling hills.**

More adventurous visitors will enjoy exploring the **rocky landscape** of Yosemite National Park with its **towering cliffs** (*very tall cliffs*) and **magnificent waterfalls**. You can take a **hiking trail** that goes up the **steepest face of the tallest mountain** in the park (*the side of a mountain is called a “face” – and “steep” means it is very vertical*). The trail starts at the **foot of the mountain** (*the base of the mountain*) and the ascent takes about four hours; you can stop to have lunch on the banks of a **clear, bubbling mountain stream.**

From the summit, there’s a **spectacular panoramic view** (*meaning you can see in all directions*) of the area. To the east, you can see the **jagged, snow-covered peaks** of a **distant mountain range** (*a group or chain of mountains*); you can gaze at the **lush green countryside** (*an area with lots of healthy vegetation*) to the south, and when looking west, you can see the **slow-moving, shallow river** (*a river that is not very deep or fast*) that flows lazily towards the ocean.

The coastline is just a three-hour drive from the mountains, with miles of **sun-drenched, sandy beaches**. You can stay overnight

at a family-run hotel in the **picturesque fishing village** (*beautiful, good for taking pictures*), where every room has an **unobstructed view** (*there are no obstacles blocking the view*) of the sea. The beaches tend to get crowded in the summer, so one option is to take a **boat trip** across the bay and explore the **secluded beaches** (*beaches that are hidden*) on the island – **it's well worth the trip** (*meaning it's a good use of your time to go there*).

### Lesson 21 – Quiz

→ Circle the best word to complete each sentence:

1. Don't bother going to the village - it's not merit / worth / value the trip, there's really nothing to see.
2. From our window, we had an unobstructed look / sight / view of the castle up on the mountain.
3. If you want more privacy, there's a winding / secluded / unobstructed beach an hour's drive outside the city.
4. Moving from New York City to a small farm in the midwest was quite a dramatic change of face/ scenery / view.
5. The all-day boat / ship / sailor trip leaves at 7 AM every morning and takes you to 5 different islands.
6. The hikers tried to find the trail through the dense / heavy / jagged forest.
7. The stream is quite lush / gentle / shallow - the water only comes up to your ankles.

8. This mountain range / span / scenery extends north to Canada.
9. We went bird-watching in the countryside / fauna / wildlife preserve.
10. You can't get there by car; you have to take the footpath / footroad / footstreet.

## Lesson 22 – Crime

When a person **breaks the law** (*does something illegal*), we say they have **committed a crime**. Especially horrible crimes – like a **savage rape** or a **brutal murder** – can be described as **barbaric, horrible, or vicious crimes**.

If someone tries to commit a crime but does not succeed, we use the word **attempted** – for example, an **attempted murder, attempted kidnapping, or attempted break-in**. If someone accuses another person of a crime, but it is not yet proven, then we use the word **alleged** – for example, an **alleged assault, alleged harassment, or alleged rape**.

After the victim **reports the crime** to the police, the police will begin to **investigate the crime**. They'll visit the **crime scene** and **gather forensic evidence** (*collect details like bullets, fingerprints, or blood samples that can show what happened*). If **witnesses come forward**, the police will interview them to hear a **first-hand**

**account** (*a story told by a person who saw the event*) of what happened. They also consider possible **motives for the crime**.

Police can **arrest suspects** who they believe have committed a crime – but the suspect can **prove their innocence** by **providing a solid alibi** – that means giving a confirmed explanation of where they were at the time of the crime. If it is never discovered who committed the crime, then the case remains an **unsolved crime**. The statistics about number of crimes in a particular area is called the **crime rate**. And when there is a big increase in the crime rate, we can call this a **crime wave**.

There are also a number of collocations we can use to describe criminals. A **first-time offender** is someone who has broken the law for the first time, whereas someone who has broken the law in the past **has a criminal record**. A criminal who is famous – like a **serial killer** (*a person who has killed multiple people over time*) or a person who is heavily involved in **organized crime** – can be called a **notorious criminal**.

### **Collocations for specific crimes / criminals:**

- a cold-blooded killer/murderer – a person who doesn't have feeling or emotion
- a crazed/psychopathic killer – a killer who is insane or mentally unbalanced

- domestic violence – when there is violence inside a home, for example, a husband beating his wife
- drug trafficking – the purchase, sale, and transport of illegal drugs
- identity theft – when a criminal steals an innocent person’s identifying information and uses it in an illegal way
- sexual harassment – when one person makes undesired sexual advances towards another person
- petty crime – a minor crime
- armed robbery – when criminals steal something, while using weapons

## Lesson 22 - Quiz

➔ Complete the blanks in this passage with the correct word:

arrested	broke	gathered	proved	reported
attempted	committed	had	provided	unsolved

One of my favorite TV shows is about detectives who investigate \_\_\_\_\_ crimes. In the last episode, they were looking into a murder that had happened over ten years ago. The suspect who was \_\_\_\_\_ at the time was the victim's ex-boyfriend and \_\_\_\_\_ a long criminal record - but he \_\_\_\_\_ his innocence with a watertight alibi.

The detectives then began to investigate the person who had found the girl's body and \_\_\_\_\_ the crime. He had never \_\_\_\_\_ the law, but a man who matched his description had been accused of an \_\_\_\_\_ kidnapping of another young woman around the same time.

The police called him in for questioning, and the alibi that he \_\_\_\_\_ didn't match the one on record. They then \_\_\_\_\_ DNA evidence from the new suspect, and it proved that he had indeed \_\_\_\_\_ the crime. It took more than ten years, but justice was finally served!

## Lesson 23 – Law/Justice

The government is responsible for **passing laws** (*approving new laws to be put into practice*), and the courts and legal system are in charge of **upholding** and **enforcing the law** (*applying the law to the population*).

When a person is **charged with a crime** (*formally accused of the crime*), he or she must **appear in court** to **stand trial** (*be judged guilty or innocent*). Both the prosecution and the defense will present their cases before the judge and jury. After consideration, the judge or jury will **reach a verdict** (*arrive at a decision*).

If there is **irrefutable**, **overwhelming**, or **concrete evidence**, this means that it is very obvious that the person committed the crime, and it's possible that the **jury will be unanimous** (*meaning they*

*all agree*) in their decision. However, if the **evidence is circumstantial or inconclusive** (*the evidence does not 100% prove the conclusion*), then the decision will be more difficult – it’s possible to have a **hung jury**, which cannot agree on the verdict.

Less serious crimes will receive a **light sentence** (*a small punishment*) – for example, the offender may have to **pay a fine** or **do community service**. For more serious crimes, the person will probably **go to prison** – and especially heinous crimes can result in a **harsh sentence** such as **life in prison** (or **life imprisonment**) or, in some places, the **death penalty**.

After the decision is made, the lawyers can choose to **appeal the verdict** (*try to change the decision*), and the case may turn into a **prolonged legal battle** as the courts decide whether to **uphold** or **overturn the original verdict** – “uphold” meaning to continue with the original decision, and “overturn” meaning to change the decision.

As a **convicted criminal** is **serving time** (*spending time in prison*), he or she should remember the possibility of being **released from prison** early for **good behavior**, as long as they are not deemed a **threat to society** (*possibly dangerous to other people*).

A criminal who is released early is said to be **“on parole,”** meaning that he or she must comply with certain conditions after



getting out of jail – such as getting a job and refraining from drug/alcohol use.

### Lesson 23 – Quiz

→ Circle the best word to complete each sentence:

1. After being evacuated / left / released from prison, Jim found it hard to get a job.
2. Although everyone believes she's guilty, the evidence was too appealed / inconclusive / refutable for a conviction.
3. Due to his links to terrorist groups, Mr. Smith represents a threat / battle / death to society.
4. He was declared innocent by a unanimous / universal / uniform jury.
5. I couldn't believe what a light conviction / sentence / threat she got - a mere 30 days in jail!
6. I don't support the death pain / penalty / punishment - I think everyone deserves a chance to change.
7. Patty and her ex-husband are involved in a prolonged lawful / legal / trial battle over the ownership of their house.
8. Ron will stand court / jury / trial for an assault charge after hitting his girlfriend.
9. The banking executive was charged / stood / upheld with fraud.

10. The U.S. government just **hung / passed / served** a new law about immigration.

11. There was **concrete / enforced / harsh** evidence that the doctor had falsified the records.

12. They haven't yet reached a **court / parole / verdict** in the kidnapping case.

## Lesson 24 – War & Peace

When a war begins, we can say that **war has broken out** or **violence has erupted** in the region. When one country officially enters into a state of war, then they have **declared war** on the enemy country.

Sometimes, one country performs a **pre-emptive strike** (*an early attack*) against another – for example, if it suspects that the other country is **stockpiling weapons** (*creating a collection of weapons*) that will be used for a future attack. The other country may view this as an **unprovoked attack** (*an unfair attack without a reason*), and **tensions may rise** until the area is **on the brink of war** – meaning that war is very probable.

Sending in the military is often called **deploying troops**. The soldiers may **be stationed/posted** in a certain area to protect it, or they may **launch an offensive** in which they **storm/invade enemy**

**territory.** When the soldiers begin firing their guns, we say that they **opened fire.**

Unfortunately, the **horrors of war** affect everyone, as innocent people are always **caught in the crossfire** (*in the middle of the violence without participating in it*). Both sides are sure to **suffer civilian casualties** (*when innocent people are injured or killed*) and there will be **collateral damage** to the countries' infrastructure. War also results in many **refugees displaced** by the violence; they may **resettle** in another area or **flee** to another country.

If a particular battle was an important turning point in the war, then it is called a **decisive battle.** Sometimes another country intervenes and helps the two sides **negotiate a truce/ceasefire** (*agree to stop fighting*). If successful, this can **restore peace** – but it may be a **fragile/uneasy peace.** More work will still be needed to **bring stability** to the area and establish a **lasting peace.** Often, **peacekeeping forces** remain in the region to try to **avert war** (*avoid war*).

## Lesson 24 – Quiz

➔ Read this news report from the year 3013 and circle the correct word to complete each collocation.

Special report:

**Strains / Tensions** are rising between the residents of Earth and Mars, causing some to speculate that the **fragile / weak** peace between the two planets may soon come to an end. The latest round of violence **erupted / ruptured** when Martian soldiers **established / stationed** at the Martian embassy on Earth opened **fire / shooting** on a group of Earth residents who were protesting outside the consulate.

Although war has not been **declared / stated**, both planets are ready to react if the other launches an **affront / offensive**. There are rumors that Mars has been **stockpiling / storming** illegal weapons to defend itself from Earth's much better-equipped military.

Diplomats from both planets are doing everything possible to bring **stability / steadiness** to the situation, but there are concerns that radical extremist groups on Earth may be planning an **uneasy / unprovoked** attack for the express purpose of causing a war to **break out / take off**.

Everyone remembers the **hatreds / horrors** of the last interplanetary war, in which the **decisive / determined** battle resulted in hundreds of thousands of civilian **casualties / collateral** and a large number of refugees who **fled / deployed** to the colony on the Moon.

Even after a **ceasefire / crossfire** was negotiated, isolated incidents of violence against Martian citizens brought the two planets to the **brink / edge** of war several times. The president of Earth has authorized the recruitment and training of additional peacekeeping **forces / truces**; however, a **forever / lasting** peace continues to be a complicated issue for our Solar System.

## Lesson 25 – Global Problems

In today's lesson, we'll focus on several major global problems.

One critical issue is **preserving** and **protecting the environment**. The burning of **fossil fuels** (*oil, coal, and natural gas*) produces **greenhouse gases** (*gases that heat up the atmosphere*) that **deplete the ozone layer** and result in **global warming** and **climate change** (*changes in the earth's temperature and weather patterns*).

Some scientists believe that we have already **done irreparable damage** to the planet, and now we are suffering the consequences of **rising sea levels** and increasingly frequent **natural disasters** such as earthquakes, hurricanes, and tornados. A number of **animal species have gone extinct**, and many more are **endangered**. To reverse this trend, we must invest in **clean energy** (*energy sources that do not pollute the environment*) with **renewable resources**

*(elements like water and air, which can be re-used)* and utilize manufacturing methods that are not **harmful to the environment**.

There are still many regions of the world where children **die of hunger/starvation** *(die from not having enough food)*. Unfortunately, **extreme poverty** is common in the rural areas of **developing countries**, where the population often suffers from **food shortages** *(not enough food)* and **lack of access to clean water**.

In the cities, **homeless people** sleep on the streets if there is not enough room in local **homeless shelters**. There are also many families **on the margins of society** *(outside the dominant society and culture)* who are **living below the poverty line** and struggle to make ends meet every month. Although many governments create **welfare programs** *(programs that give money to poor people)* to **alleviate poverty**, the widening gap between rich and poor suggests that poverty may never be completely eradicated.

Poverty and underdevelopment contribute to a host of additional problems as well. For example, many people die of **preventable diseases** because they have no access to the **safe and effective vaccines** that exist. A number of large corporations use **child labor** in the manufacturing of their products, as poor families may feel they have no other option for survival. In addition, young women

from **disadvantaged backgrounds** (*poor families and situations*) are prime targets for **human trafficking** and **sexual exploitation**.

### Lesson 25 – Quiz

➔ Read this debate between two politicians and fill in the gaps with the correct words:

alleviating	endangered	irreparable	shelters
clean	fossil	line	shortages
climate	harming	margins	warming
disadvantaged	hunger	renewable	welfare

**Jim:** If I'm elected, my number one priority will be \_\_\_\_\_ poverty. A large portion of our country's population lives below the poverty \_\_\_\_\_, and it's a fact that young people from \_\_\_\_\_ backgrounds are more likely to engage in criminal activity. My opponent, on the other hand, wants to cut funding for the \_\_\_\_\_ program and leave millions of people without help.

**George:** I believe it is a mistake to focus on our country alone; we must remember that we are part of a global community. Opening up more homeless \_\_\_\_\_ is not a long-term solution to help those on the \_\_\_\_\_ of society. However, investing in \_\_\_\_\_ energy will enable us to grow our economy without \_\_\_\_\_ the environment. This will benefit our country and our world.

**Jim:** That's a noble goal, but we have more pressing problems. I seriously doubt our citizens who are dying of \_\_\_\_\_

care about protecting \_\_\_\_\_ species and preventing global \_\_\_\_\_. Plus, it's not scientifically proven that humans can even cause \_\_\_\_\_ damage to the planet.

**George:** Don't you see that the two issues are related? Due to \_\_\_\_\_ change, the rain patterns have changed and our agricultural sector is not as strong as it once was. This results in food \_\_\_\_\_. It's only going to get worse unless we end our dependence on \_\_\_\_\_ fuels and start using \_\_\_\_\_

## Lesson 26 – Time

Are you always **in a rush**, or do you **take your time**? Do you **spend your time** efficiently, or do you **waste time** and procrastinate important tasks – then stay up working until **ungodly hours** (*very late at night/early in the morning*)?

It has **taken me ages** (*taken a very long time*), but I've finally adopted some **time-management** habits:

- Plan things **well in advance** and don't underestimate the **amount of time** things will take – otherwise you'll end up being a slave to your **grueling schedule** (*very intense schedule*).
- Take care of **time-consuming tasks** (*things that take a lot of time*) on a day when you have no **pressing commitments** (*urgent appointments or things to do*).



- **Establish a timeline** for major projects, so that you don't **leave things to the last minute** and risk **running out of time**. Then, **stick to the schedule** and try to **get ahead** if possible. There's nothing worse than **falling behind** on a project with a **strict deadline** (*a definite date before which it needs to be finished*).
- Leave home and work a little earlier than normal to avoid **rush hour** (*the time when there is a lot of traffic because everyone is going to work or coming home from work*).
- Sleep for **eight solid hours** (*eight hours without interruption*) every night; you'll wake up with more energy.

If you're working **from dawn till dusk** (*from the early morning to the late evening*) and you have little or no **spare/free time**, it could mean that you're overworked, and you should **cut back on your hours** (*reduce your working hours*) to **free up some time** (*make more time available*).

### **Lesson 26 – Quiz**

➔ Circle the best word to complete each sentence:

1. He worked on fixing the computer for two **compact / solid / tight** hours before giving up and calling tech support.
2. He's always in a **press / quick / rush**; he never has time to chat.

3. I have a **consuming / grueling / ungodly** schedule this semester - classes from Monday to Friday, 7 AM to 7 PM!
4. I **left / spent / took** the assignment to the last minute and then stayed up all night to write it.
5. In my **rush / spare / stick** time, I like to read.
6. Organizing all these files is very time- **consuming / pressing / falling**; I wish I had someone to help me.
7. Sarah **cut back on / got ahead with / stuck to** her hours as she entered her eighth month of pregnancy.
8. She's a fitness nut; she **passes / runs / spends** ten hours a week at the gym.
9. **Leave / Take / Waste** as much time as you need to review this information - we don't need a response right away.
10. The **amount / quantity / portion** of time my daughter spends on her cell phone is unbelievable.
11. The company is offering training in time **administration / commitment / management** to improve the efficiency of its staff.
12. There is a strict **deadline / limit / period** for the delivery of this shipment - it must arrive by January 1, otherwise we'll lose the contract.
13. There's a slowdown on highway I-84 due to rush **hour / time / span** traffic.

14. We've fallen **back / before / behind** on our English lessons; the class is on Lesson 10 but we're on Lesson 6.

15. You need to schedule your dentist appointment two weeks in **advance / ahead / forward**.

## Lesson 27 – Sound

Let's begin by looking at the difference between “sound” and “noise.” Sometimes these words are interchangeable, but not always. A “sound” can be pleasant, neutral, or unpleasant – but “noise” is always either neutral or unpleasant.

- ➔ I woke up to the **lovely sound** of my wife playing the piano.  
*(pleasant)*
- ➔ I could hear the **soft sound** of their voices in the other room.  
*(neutral)*
- ➔ The fighting cats made **horrible screeching sounds**.  
*(unpleasant)*
- ➔ I can't hear you; there's a lot of **background noise**. Could you call me back? *(neutral)*
- ➔ My car is making an **annoying buzzing noise** whenever I turn on the A/C. *(unpleasant)*

If a noise or sound is very strong, we can describe it as a **loud sound/noise** – and if it is REALLY intense, then we can describe it as a **deafening sound/noise**. On the other hand, if we can barely hear it, then it is a **faint** or **soft sound/noise**. There's also a **muffled sound** – when it seems that something is blocking the sound.

Noise that doesn't stop is called **constant/incessant noise**. You'll hear this type of noise if your house is close to the highway, for example – you'll hear the **roar of traffic** day and night. If you work in a factory, then you might hear the **hum of machinery** all day long. And if you live next door to college students, you'll probably hear **music blaring** as they party every night.

Nature is full of noises, too – such as **birds chirping** and **dogs barking**. If you sit near the ocean, you can listen to the **waves crashing**. When you're in a remote, deserted area, you might hear the **wind whistling** through the trees. And if there's a storm, you'll hear the **rumble of thunder** – or be scared by a sudden thunderclap.

Now let's talk about the absence of sound. There's a difference between the words "quiet" and "silent." "Quiet" means that there is very little noise, whereas "silent" means there is no noise at all.

You can emphasize the totality of the silence by saying that it was **absolutely, completely, or perfectly silent**. When it begins to be silent, you can say that **silence descended** or **fell**, and then when a noise interrupts the silence, it **breaks** or **shatters the silence**.

It's also common to use collocations to give an emotional tone to the quiet/silence:

- The kids were **oddly/strangely/uncharacteristically quiet** (the fact that it is quiet is unusual, not normal)
- His joke about sex was followed by an **awkward/uncomfortable silence**. (the silence is due to embarrassment)
- After yelling at her brother, she lapsed into a **stony/sullen silence**. (the silence is due to anger) There was a **shocked/stunned silence** after the president announced his resignation. (the silence is due to extreme surprise)
- The city becomes **ominously/eerily quiet** after midnight. (the quiet is frightening and possibly dangerous)

### *Lesson 27 Quiz*

➔ Circle the best word to complete each sentence:

1. A **high / loud / strong** noise woke me up from my nap.
2. His cell phone makes an **angering / annoying / incessant** noise every time he gets a text message.
3. I could tell Dan was still mad, as he glared at me in **stony / strange / stunned** silence.
4. I wasn't able to relax on the beach because some teenagers had a stereo with music **blaring / crashing / deafening**.
5. It was **extremely / hardly / perfectly** silent inside the old, abandoned house.

6. It's eerily / oddly / sullen quiet in that classroom - are the students taking a test?
7. My neighbor's dogs start barking / chirping / whistling whenever someone walks past their house.
8. She sang a lullaby lightly / muffled / softly to help put the baby to sleep.
9. The complete / constant / long noise in the office makes it difficult to concentrate.
10. The conversation on their first date was full of awkward / ominous / uncharacteristic silences.

## Lesson 28 – Size

This lesson will help clarify when to use the confusing words **big**, **small**, **large**, **little**, **tall**, **short**, **high**, and **low**. Often, the only difference between them is in their collocations.

“Big” is much more common than “large.” The word “large” is a little more formal, but in many sentences, it makes no difference: She lives in a **big** house. = She lives in a **large** house.

So let’s focus on the collocations in which **large** is almost always used – knowing that you can use “big” for other objects. We tend to use **large** with drink sizes – a **large coffee**, a **large soda** – as well as with clothing sizes – small, medium, and large.

**Large** is usually used with words referring to statistics and measurements, such as **quantity, number, amount, increase,** and **proportion.** We say:

A **large number** of students enrolled in the course.

~~A **big number** of students enrolled in the course.~~

We also use the expressions “large scale” and “small scale” to refer to the size of an operation; for example, “The factory began **large-scale** production of automotive parts.”

There are a number of collocations in which we *must* use “big” and we cannot use “large.” These include situations and events, for example: **a big accomplishment, a big decision, a big disappointment, a big failure, a big improvement, a big mistake,** and **a big surprise.** You can also use the informal expressions **big brother** and **big sister** to refer to a sibling who is older than you.

The words “tall” and “short” are used for physical objects, and refer to the total height from the bottom to the top. So we talk about a **tall building, tall trees,** and a **tall man/woman.** The words “high” and “low” refer to distance above the ground – so we say that an airplane is flying 10,000 feet high, or that an apple is on a low branch of a tree.

**High** and **low** are also used with non-physical things, especially those which have different “levels”:

high/low prices

high/low levels

high/low quality

high/low rate

high/low degree

Finally, let’s tackle “small” and “little.” The word “little” can imply that you feel some affection or sympathy for the object, whereas the word “small” is neutral. Thus, “little” often appears together with adjectives like **nice**, **cute**, **pretty**, **poor**, and **tiny**.

- She lives in a **small house**.
- She lives in a **cute little house**.
- They have three **small children**.
- They have three **pretty little girls**.
- We adopted a **small dog**.
- We adopted a **poor little dog** that had been abandoned in the park.

Another difference is that the word “small” usually refers to physical size, whereas the word “little” can refer to quantity – it means “not very much” and is the opposite of “a lot”:

For example, we can say:



- I made a **little money** from a temporary job. (not “small money”)
- I **slept very little** last night. (not “slept very small”)
- There’s **little salt** in this food. (not “small salt”)

### Lesson 28 – Quiz

→ Circle the best word to complete each sentence

1. A **big / large** percentage of the human body is made up of water.
2. Choosing whether or not to have children is a **big / large** decision.
3. I'll have a hamburger and a **big / large** milkshake.
4. My wedding ring has tiny **little / small** diamonds embedded in it.
5. The **biggest / largest** challenge in losing weight is changing your eating habits.
6. The number of people buying CDs is getting **littler / smaller** every year as MP3s become more popular.
7. The police have released **little / small** information about the case.
8. There was a **big / large** mistake in the report; we'll have to print a revised copy.
9. These jeans are too **little / small** for me.

10. This foundation provides grants for **little / small** businesses in developing countries.

11. This new policy will affect a **big / large** number of our employees.

12. We had a lovely **little / small** picnic by the lake.

## Lesson 29 – Light

We use the expression “**the sun is shining**” to talk about the sun emitting light. If the light is so strong that it’s difficult to see, we can describe it as **blinding sunlight** – and if the light is not very strong, then it is **weak sunlight**.

When the **sun sets** (*disappears below the horizon*), everything **grows dark**. If there’s a **full moon**, then there will still be some light. But if there’s a **crescent moon** or a **new moon**, then it will be **pitch dark/black** (*completely black*) and you’ll be able to see the **stars twinkling** in the night sky.

To describe the strength of a light, you can use the words “bright” and “dim.” A **fluorescent light bulb** emits **bright light**, and the **faint glow** of a **flickering candle** is **dim light**. When light shines on an object, it makes the object **cast a shadow**. An area that protected from the sunlight is often called “the shade.” If you don’t want to get sunburned, it’s a good idea to **sit in the shade**.

We use the word “lighting” to refer to a system of artificial lights, especially inside a house or building. A place can have **bright/strong lighting** or the opposite – **soft/subdued lighting** (*a low level of illumination for artistic/romantic purposes*). And along the highways and roads, we have **street lights**.

If it’s nighttime and the **power goes out** (or there is a **power outage** – a lack of electrical power), then the city will be **plunged into darkness**. You can describe the darkness as **complete/total darkness** to emphasize that it is 100% dark. People will have to use flashlights or **light candles** to be able to see – until the next morning when the **sun rises/comes up**.

### Lesson 29 – Quiz

→ Read this passage from a story and select the right word to complete each sentence:

Amanda knelt in an enclave of the seventeenth-century church and said a silent prayer. The church was **completely / ultimately** dark except for the dozens of **flickering / shining** candles which lit up the image of Mary, mother of Jesus. Amanda enjoyed the quiet, sacred atmosphere of these ancient cathedrals much more than the **bright / vivid** lighting and loud music of modern churches.

She **hit / lit** a candle in honor of her grandmother and left the church, shielding her eyes from the **blinding / glowing** afternoon sunlight. She climbed a hill near the city and sat in the **darkness /**

**shade** of an enormous oak tree, where she remained lost in thought until the sky began to **grow / plunge** dark.

The **sliver / crescent** moon rose over the mountains and the stars **twinkled / weakened** in the mostly clear sky. Amanda could see the **road / street** lights and the **faint / pitch** glow of a television set through the window of each house. She decided to maintain her vigil until the sun **came up / went out**.

## Lesson 30 – Color

Today you're going to expand your vocabulary by learning various collocations about colors.

You can describe a color as **light** or **dark** – for example, someone can have **light brown** or **dark brown** hair. If a color is very intense, you can describe it as **bright** – for example, a **bright red** apple. If the color is not very intense, you can describe it as **pale** – for example, a **pale green** dress.

When describing colors in general, you can talk about **bold/vivid colors** – which are very intense – or **pastel colors**, which are light or pale.

We can use other words to describe specific **shades of a color** (*variations of a specific color*). These words are usually a typical object with that particular color. For example, “sky blue” is a light

shade of blue, like the color of the sky. Here are some of the most common collocations:

ruby red

cherry red

fiery orange

burnt orange

lemon yellow

golden yellow

emerald green

olive green

sky blue

royal blue

navy blue / midnight blue

When you have something that is primarily one color, but with a little bit of another color included, we can use the word “tinge.”

There are two ways to structure the sentence:

- The flowers are yellow with a **tinge of pink** in the middle.
- My cat’s fur is light gray with a slight **brownish tinge**.

You can also use this form – a color word plus –ISH – to describe mixes of colors. For example, “**reddish brown**” is a shade of brown with a strong portion of red, whereas “**yellowish brown**” is a shade of brown with a strong portion of yellow.

Some colors look good together – in this case, we can say that **the colors match**. Other colors look terrible together – in this case, we can say that **the colors clash**. When the color of a person’s clothes looks good with that person’s **skin tone** (*color of their skin*), you can say “**that color suits you**” or “**that color looks good on you.**”

Finally, one tip about changing the color of something. We use the verb “paint” in most cases – you **paint a house** and **paint your nails**. But we use the verb “dye” for hair and cloth/fabric – so you **dye your hair blonde** and **dye a shirt blue**.

### *Lesson 30 – Quiz*

→ Circle the correct word to complete this commentary from a reporter at a fashion show.

Cassandra is wearing a fiery / flaming orange blouse and a king / royal blue skirt - those certainly are very bold / brave colors! Here comes Susan, wearing a long, fair / light pink dress and navy / ruby red heels. Those pastel / pasty colors look wonderful with her skin tone / type.

The designer of the next outfit is known for his highly innovative style... Joanne is wearing an ember / emerald green top and cherry / olive green shorts - hmmm... in my opinion the two different shades / tinges of green don't look so great together. They kind of clash / dye.

Up next is Tanya, with a retro-style greenest/greenish-blue dress with some lemon / lime yellow details - very interesting look, although the colors might not match / suit everybody. Finally we have Ashley, who's wearing a sexy burnt / dark purple dress with a golden / silvery yellow belt, a combining / matching purse, and cloud / sky blue heels - that's quite unusual, but the overall visual effect is stunning.

### Lesson 31 – Texture

The word “texture” refers to the way something feels, and there are many different collocations used to describe it. Let’s look at them in pairs of opposites.

**Dry hair / Oily or greasy hair** – You need to wash oily hair more often than you need to wash dry hair.

**Dry skin / Oily skin** – Oily skin is prone to acne, whereas dry skin often needs moisturizer.

**A Smooth / Rough surface** – Surfaces such as the ground, a road, and your skin can be smooth (with a consistent surface) or rough (with a varied surface).

**Calm / Choppy or rough water** – The water of the ocean is calm when the weather is mild, and it is choppy/rough when there are high winds.

**Hard / Soft object** – A mattress or pillow, for example, can be hard or soft.

**Tender / Tough meat** – Meat that is “tender” is easy to cut and chew, and meat that is “tough” is difficult to cut and chew.

**A Sharp / Dull blade or point** – A knife or a pencil can be “sharp” – meaning it can cut – or “dull,” meaning it has lost its ability to cut.

The verbs “soften” and “harden” describe the process of becoming soft and becoming hard. For example, **potatoes soften** when you cook them in boiling water. And **snow hardens** if the temperature decreases and the snow begins turning into ice.

We can also use “soften” and “harden” in a more metaphorical way – we can say a person’s **voice softens** when they begin speaking in a more friendly tone, and their **voice hardens** when they begin speaking in a less friendly tone. A person’s attitude or views can also “soften” (become more friendly/tolerant) or “harden” (become less friendly/less tolerant).

Texture words are often used when describing food:

**creamy** - describes a smooth and rich texture, like cream. Sauces, soups, puddings, and chocolate can be **creamy**.

**crunchy/crispy** – describe something that makes a noise when you chew it. Crackers, chips, bacon, granola, and other “hard” foods can be **crunchy** or **crispy**.

**chewy** – describes food that requires some effort to chew. Caramels and other types of candy can be **chewy**. This word can



have a negative connotation if the food is not *supposed* to be chewy – for example, when you overcook meat, it becomes **tough** and **chewy**.

**greasy** – describes food with a lot of oil. Hamburgers, French fries, and chicken wings can be **greasy**.

### Lesson 31 – Quiz

➔ Match the two halves of these sentences:

1. After my dental surgery, I could only eat soft	a) alfredo sauce is my favorite dish.
2. His facial expression	b) bits of Oreo cookies in this ice cream.
3. I felt sick after eating four greasy	c) chewy; I think it's overcooked.
4. My skin gets really	d) choppy; it's not a good day to go sailing.
5. Pasta with creamy	e) dry in the wintertime.
6. She simmered the stew for hours until the meat	f) dull it won't even cut a tomato.
7. The boss' voice	g) foods for three weeks.
8. The skin on his hands is	h) hardened when he mentioned his ex-wife.
9. The water is quite	i) rough due to years of manual labor.
10. There are some crunchy	j) slices of pizza.
11. This chicken is a little bit	k) softened after we told her that the mistake could be fixed.
12. This knife is so	l) was wonderfully tender.

## Lesson 32 – Smell

Today we'll continue learning collocations related to the five senses, with expressions for describing different smells. Let's begin by looking at some commonly confused words.

**Aroma, scent, and fragrance** all describe a *good* smell. You can talk about the **wonderful aroma** of a cake that has just been taken out of the oven, the **fresh scent** of flowers, and the **sweet fragrance** of a woman's perfume.

The word **smell** is neutral; you can have the **lovely smell** of fresh-baked bread, or the **horrible smell** of rotting food. The word "smell" can be a noun or a verb – so you can also say "**It smells delicious**" or "**It smells nasty.**"

The words **stench, stink, and odor** all describe *bad* smells – there's the **foul odor** of a dead animal, and the **revolting stench** of sewage. The unpleasant smell of a person who doesn't take showers or use deodorant is called **body odor**.

To describe the strength of smells, you can say they are **light/faint smells** or **strong smells**. When a smell is extremely strong, you can say it is an **overpowering smell**. A smell that you recognize can be called a **familiar smell**, and a smell that is unique and easy

to identify can be called a **distinctive smell** or an **unmistakable smell**.

Smells can “waft” – that means float through the air. For example, the **mouth-watering scent** of chocolate chip cookies wafted across the room. Another verb used with smell is “fill” – the **acrid smell** of smoke filled the hallway. Finally, if a smell stays in a place for a long time, we can use the verb “linger” – the **spicy aroma** of her cooking lingered in the kitchen for hours.

Here are some additional collocations for describing smells:

- **earthy/fishy/fruity/metallic smell** – smells like soil/dirt, fish, fruit, or metal
- **rancid/putrid smell** – a disgusting smell of things that are rotten
- **damp/dank smell** – a smell of wet things and mold
- a **pervasive smell** – a smell that tends to fill the space and remain there
- a **pungent smell** – a smell that is “sharp” and strong; it almost hurts your nose when you smell it

### *Lesson 32 – Quiz*

→ Circle the best word to complete each sentence

1. I can't stand the **extensive / pervasive / prevalent** odor of smoke in that bar.

2. I love the **familiar / pungent / revolting** smell of my grandmother's chicken soup.
3. I sensed the **differential / distinctive / distinguished** smell of frying onions.
4. She breathed in the **earthy / metallic / putrid** fragrance of the forest.
5. Something in the fridge smells **damp / rancid / stink** - like rotting meat.
6. The bathroom smells so **fresh / frisky / foul** right after it's been cleaned!
7. The smell of vomit **continued / lasted / lingered** in the hospital room.
8. There was a **faint / small / mild** smell of alcohol on his breath.
9. This wine has a light fruity **aroma / odor / stench**.
10. Your sweaty gym clothes smell **faint / nasty / spicy**.

## Lesson 33 – Taste

Let's begin this lesson by looking at the commonly confused words **taste** and **flavor**.

The word **taste** is often used as a verb, so you can say that a food **tastes good** or **tastes bad**. If you want to be a little more extreme in your description, you can say that a food **tastes divine/heavenly**

(for an extremely good taste) or **tastes gross/disgusting** (for an extremely bad taste).

Another expression is “**it tastes funny**” – that means it tastes unusual, with a negative connotation. For example, “This milk tastes funny – it might be past its expiration date.” It’s very common to say that something **tastes like** something else: “I had frog’s legs once – they **tasted like** chicken.”

The word **flavor** is typically used as a noun. We can say something has a **nutty, fruity, cheesy, minty, or salty flavor** to compare the flavor to another food (nuts, fruit, cheese, etc.) You can also use the word **taste** as a noun – for example: “This wine has a **fruity taste / fruity flavor.**”

Flavors or tastes can also be described by category, or by the sensation they cause in your mouth – a **bitter flavor, a sour taste, a sweet taste**. When you enjoy the taste of something, and want to keep it in your mouth for a long time, we say you **savor the taste**.

If a food has a LOT of flavor, then it can be described as **strong** or **rich** – the **strong flavor** of garlic, the **rich flavor** of chocolate. When the level of flavor is low, it is a **mild flavor** or a **subtle flavor**. Both of these words have a positive connotation – “This cheese has a nice, **mild flavor**” or, “The **subtle flavor** of ginger adds a nice touch to this marinade.”

The expression **bland taste** or **bland flavor** is a way to describe food with little flavor, with a negative connotation. For example – “These crackers have such a **bland flavor** that it feel like I’m snacking on cardboard.”

There are some foods that people usually don’t enjoy the first time they try them... but with time, people learn to like the flavor. A food like this can be described as **an acquired taste**.

*There’s no quiz today – but to expand your vocabulary even more, check out this link for 101+ words for describing food (with example sentences): <http://www.squidoo.com/food-vocabulary>*

## Lesson 34 – Statistics

First, let’s clarify the difference between “number” and “amount” – we use “number” with countable nouns, and “amount” with uncountable nouns.

A **large number** of people

A **massive amount** of damage

A **significant number** of countries

A **considerable amount** of money

A **tiny number** of computers

A **miniscule amount** of alcohol

Numbers and statistics can **increase** or **decrease** (more formal), **rise** or **fall** (also formal) or **go up** and **go down** (more informally).

When a number goes up or down very fast, we can describe this as **sharp or dramatic** – for example, the sudden improvement in the economy has resulted in a **dramatic drop** in unemployment and a **sharp rise** in consumer spending. When a number goes up or down slowly, then we can talk about a **gradual increase** in population or a **slow decline** in the number of violent crimes. And if a number doesn't change, then it **remains steady** or **remains constant**.

We use the word “widespread” to describe something that is happening frequently in many places. For example, there being **widespread dissatisfaction** with the government, or a new book winning **widespread acclaim** in the literary world. A hurricane can cause **widespread damage**, and a presidential candidate can have **widespread support** among voters of a certain demographic.

In conversational English, we often use the structure **keep + -ING** to describe something that happens frequently. For example,

- “I’m trying to work, but my colleagues **keep interrupting** me.”
- “Why do you **keep asking** me about the problem? I’ve told you a thousand times I don’t know how to solve it.”

## Lesson 34 – Quiz

→ Choose the best word to complete this opinion letter in a magazine:

The heavy / sharp rise in obesity is a major cause for concern. A significant / steady percentage of adults are now overweight, and the amount / number of children with weight problems is also getting up / going up. This crisis is partly due to the overall / widespread consumption of processed foods with high amounts / numbers of fat and sugar. We're exposed to an excessive amount / number of advertisements that keep / stay encouraging us to consume more and more food with less and less nutritional value.

Other contributing factors to the obesity epidemic include a gradual / low increase in portion sizes and a drop / lack in the average amount / number of physical exercise practiced by the population. A short / miniscule number of kids nowadays play sports; instead, they prefer to spend a considerable / conventional amount of time in front of computers, TVs, and video games.

Health problems caused by excess weight have resulted in a dramatic / vivid increase in health care costs, and although the life expectancy has remained reliable / steady over the past 30



years, we can expect to see a **decay / decline** if the trend of over-eating and under-exercising continues.

## Lesson 35 – Movement & Speed

English has a number of words that mean “fast” – but each one has different collocations.

Use **fast** to describe a vehicle, person, or action: a **fast car, a fast train, a fast runner, work fast, drive fast, learn fast**

Use **quick** to describe an event or action: a **quick lunch, a quick glance, a quick shower, a quick decision**

Use **rapid** to describe a change: a **rapid increase/decline, a rapid change, rapid growth, rapid progress**

The word **speedy** is often used with **recovery** and **resolution**: a **speedy recovery** from surgery, a **speedy resolution** to the problem.

The word **swift** is often used with **action, response, and reaction**: The **swift action** of the police enabled the criminal to be caught immediately; we received a **swift response** to our request for information.

The word **prompt** means “fast and punctual” – it is often used with information and payment or customer service. For example, you can give a **prompt reply** to an e-mail, and receive **prompt delivery** of a product you ordered.

The word **hasty** means “fast and in a rush” – He made a **hasty exit** from the party when he saw his ex-girlfriend walk in. This word often has connotation of doing something without sufficient consideration. You might come to a **hasty conclusion** before considering all the evidence, and make a **hasty decision** that you’ll regret later.

When you’re driving, you need to pay attention to the **speed limit** – the maximum velocity permitted. If you’re driving **at breakneck speed** (*extremely fast*), then you might need to slow down. If you get caught in a **speed trap** (*where the police measure the velocity of passing cars*), you might have to pay a **speeding ticket** (*penalty for driving too fast*).

Of course, you might need to put on a **burst of speed** (*sudden increase in speed*) to pass a car that’s **moving at a snail’s pace** (*very slowly*). If major construction is being done on the road, then traffic might **slow to a crawl** (*slow down to a very slow speed*) and eventually **come to a standstill** (*stop completely*). To talk about changes in speed, we can say something is **gaining speed** or **speeding up** (*to describe moving faster*) or **losing speed** or **slowing down** (*to describe moving slower*).

Finally, to talk about eating or walking in a slow and relaxed way, you can use the word “leisurely” – After a **leisurely breakfast**, we took a **leisurely stroll** through the park.

## Lesson 35 – Quiz

➔ Match the two halves of these sentences:

1. After he got five speeding	a) action saved the little boy from drowning.
2. Both sides are hoping for a speedy	b) crawl because I'm downloading a big file.
3. He ended up regretting his hasty	c) decision to quit his job.
4. I took a quick	d) down when driving in the rain.
5. If this bill is not paid	e) expansion of that company.
6. I'm impressed by the rapid	f) internet connection at the university.
7. It's nice to have a leisurely	g) limit on the highway is 65 miles per hour.
8. My computer has slowed to a	h) lunch on Sunday afternoon.
9. The lifeguard's swift	i) nap after I got home from work.
10. The marching soldiers came to a	j) promptly, a late fee will be applied.
11. The speed	k) resolution to the lawsuit.
12. This project is moving at a	l) snail's pace due to government bureaucracy.
13. We have a fast	m) speed, the runner passed his opponent and won the race.
14. With a burst of	n) standstill at the admiral's signal.
15. You should slow	o) tickets, his driver's license was suspended.

## Lesson 36 – Changes

To talk about making small changes, you can say **make adjustments**, **make alterations**, or **make modifications**. More informally, you can say **make tweaks** – “We made a few tweaks to the website.”

To talk about bigger changes, you can use the verbs “transform” and “revolutionize”:

- The internet has **revolutionized the way** people communicate.
- The city **transformed** the vacant lot **into** a playground.  
*(you usually “transform” one thing “into” something else)*

When you put on different clothes, you **change your clothes**. When you remove a baby’s dirty diaper and put on a clean one, you **change the baby’s diaper**. When you reverse a decision or opinion, then you **change your mind**. And when you introduce a different topic of conversation, then you **change the subject**. When you change your religion, then we often use the verb convert – I **converted to Christianity**; my brother wants to **convert to Islam**.

Other verbs used for changes are “turn,” “become,” and “get.” Let’s look at their different collocations.

Use **turn** with colors:

- Bananas **turn black** if you put them in the refrigerator.

You can also use **turn into** as a less formal expression for “transform into”:

- Our living room couch **turns into** a bed.

Use **become** with emotions and states of being, including comparative adjectives:

- My sister **became angry** when she found out I’d broken her computer. It’s becoming apparent/clear that the treatment isn’t working.
- The band’s music **became popular** among teenagers.
- It’s **becoming more difficult** to separate one’s personal and professional life.

You can also use **become** with professions: My brother **became an actor**.

The word **get** can be used as a less formal alternative to “become” with emotions and comparative adjectives (but NOT with professions or states of being).

- I’m **getting excited** about my upcoming trip to Spain.
- It’s **getting more expensive** to rent a place in this neighborhood.
- Will it ever **get easier** for me to understand movies in English?

We also use the word **go** in a few specific collocations involving changes:

- **go bald** = lose your hair
- **go blind** = lose your ability to see
- **go deaf** = lose your ability to hear
- **go crazy/insane** = lose your mental control

### Lesson 36 – Quiz

➔ Complete the sentences with make, turn, change, become, get, or go:

*(note: you may need to change the form of the verb: makes, made, making, etc.)*

1. After losing his job, George decided to \_\_\_\_\_ a consultant.
2. Daniel is embarrassed that he's starting to \_\_\_\_\_ bald, so he often wears a hat.
3. Her face \_\_\_\_\_ red when she gets embarrassed.
4. He's not going to \_\_\_\_\_ his mind. He seems pretty firm in his decision.
5. I like to experiment in the kitchen - I \_\_\_\_\_ tweaks to the recipes in the cookbook.
6. I'll be ready in 10 minutes - just let me \_\_\_\_\_ my clothes.
7. I'm \_\_\_\_\_ annoyed with my bank's terrible customer service.
8. My conversations with my sister always \_\_\_\_\_ into arguments.

9. We have fewer funds available than we expected, so we need to \_\_\_\_\_ some adjustments to the budget.
10. If you want to \_\_\_\_\_ better at playing the piano, you should practice more.

## Lesson 37 – Speaking

Want to become a better conversationalist? Here are a few tips for **making small talk** (*talking casually about simple topics*):

To **strike up a conversation** (*start a conversation*), you can **make comments** about the weather or the local surroundings.

Stay away from **delicate subjects** (*sensitive topics*) like religion and politics – you don't want to get into a **lengthy discussion** (*a long discussion*) or **have an argument** (*have a verbal fight*).

If there's a **lull in the conversation** (*a pause in the conversation*) ask the other person a question about themselves.

If you **tell a story**, don't **go on and on** (*talk too much*) - remember that you're having a **brief chat** (*a quick conversation*); you're not **making a speech**.

Be careful about **cracking jokes** – you might end up having to **apologize profusely** (*apologize many times*) if the person is offended.

Having good communication skills can really improve your relationships. People appreciate it when you **get straight to the point** (*talk directly about the essential message*) rather than **dropping hints** (*trying to communicate very indirectly*).

Of course, nobody trusts a person who **tells lies** (*says things that aren't true*) or **stretches the truth** (*exaggerates and distorts the facts*). If you always **tell the truth**, then people know they can count on you when you **give your word** (*make a promise or statement of the truth*).

It's also important to watch your **tone of voice** (*the emotion with which you speak*) and avoid making **sarcastic remarks** or **disparaging comments** (*very negative and destructive comments*). If you must **make a complaint**, try to give **constructive criticism** (*criticism that helps the situation improve*). And if you need to **ask a favor** of someone, always do it politely – don't forget to say "Please"!

### Lesson 37 – Quiz

ask	hints	lull	profusely	stretched	tone
brief	lengthy	made	remarks	struck	went
had	lies	make	straight	told	



1. After the last argument I \_\_\_\_\_ with my brother, we didn't speak to each other for months.
2. At my college graduation, a famous entrepreneur \_\_\_\_\_ a speech about the importance of innovation.
3. Bill \_\_\_\_\_ on and on about his weekend fishing trip - I really didn't need to know all the details!
4. Can I \_\_\_\_\_ you a favor? I need a ride to the doctor's office tomorrow morning.
5. Dave apologized \_\_\_\_\_ for forgetting about our appointment.
6. During a \_\_\_\_\_ in the conversation, she excused herself to go make a phone call.
7. Have I ever \_\_\_\_\_ you the story of how I met my husband?
8. I don't like networking events - spending hours trying to \_\_\_\_\_ small talk with strangers just isn't my cup of tea.
9. I had a \_\_\_\_\_ chat with my manager and gave him an update on the project.
10. I \_\_\_\_\_ up a conversation with a woman at the library, and she gave me some interesting book recommendations.
11. Jim and Nicole had a \_\_\_\_\_ discussion about the best school to put their children in.

12. John may have \_\_\_\_\_ the truth a bit when talking about how successful his company is.
13. My father doesn't talk a lot; when he has something to say, he gets \_\_\_\_\_ to the point.
14. My mother taught me always to speak with a respectful \_\_\_\_\_ of voice.
15. Rachel's sarcastic \_\_\_\_\_ kept making me laugh during the movie.
16. Sally has been dropping \_\_\_\_\_ that she's interested in Kevin.
17. Telling \_\_\_\_\_ may be convenient at the time, but it can get you into trouble later.

### **Lesson 38 – Starting / Finishing**

Let's get started with a common question: is there a difference between the verbs "start" and "begin"? There's no difference in meaning – "I started studying English 3 years ago" is the same as "I began studying English 3 years ago" – but "begin" is a little more formal than "start."

The phrase "**let's get started**" is an informal way to announce the beginning of an activity. You can also say that something "**got off to a good start**" if it began well. Other collocations for a good start include an **encouraging start** or **promising start** – these

expressions show that there is hope for good results in the future. For example, “The soccer team got off to a promising start, winning the first four games of the season.”

If it is not so certain that there will be good results in the future, then you can say a **shaky start** or **unsteady start** – “The business had a **shaky start** in the second quarter of 2013, with sales numbers fluctuating daily.”

If the beginning of something did not meet expectations, you can call it a **disappointing start** – and if it was REALLY terrible, you can describe it as a **disastrous start**. “Kevin failed every single one of his first exams – his semester was off to a **disastrous start**.”

Sometimes things go so badly that you need to get out of the situation and have a completely **fresh start** or **new beginning**. When a successful person or company started without being famous or rich, then we say they had a **humble/modest beginning**.

Now let’s talk about “finish” and “end” – there is a difference between these two verbs. “Finish” usually implies *completing* something, whereas “end” is used for a more passive situation/state:

- I **finished** my homework.
- The semester **ends** in December.
- We need to **finish** the project.
- We **ended** our partnership with that company.

When you make the final changes to something before it is completed, we say you **put the finishing touches on it**.

Two expressions used to talk about ending something are **come to an end** or **draw to a close**. You can also say “**the beginning of the end**” to describe something that will probably end soon – “The explosion at the factory was the beginning of the end for our company.” In other words, the explosion began a process of the company failing and eventually shutting down.

When something ends quickly, then it comes to an **abrupt/sudden end**. On the other hand, when an activity appears that it will continue forever, then we say there’s **no end in sight**.

### *Lesson 38 – Quiz*

➔ Circle the best word to complete each sentence:

1. As the concert **drew / took / went** to a close, the lead singer thanked the fans for their support.
2. I like moving to a new city because you can make a **fresh / pure / nice** start.

3. It rained continuously for the first three days we were in Miami - a bit of a **deadly / disappointing / disbelieving** start to our vacation.
4. My son got a job working directly under a prominent businessman. It's a very **complimentary / excellent / promising** start to his career.
5. Our kids are sad that their summer vacation is **being / coming / running** to an end.
6. The artist put the **completing / finishing / finalizing** touches on her painting.
7. The back injury put a **direct / rushed / sudden** end to his tennis career.
8. The famous athlete talked about his **humble / lowly / simple** beginnings on his town's local basketball team.
9. The negotiations got off to a **scary / shaky / steady** start, as neither side was willing to even consider the other's proposal.
10. There seems to be no end in **sight / view / watch** to the country's political conflicts.

<b>Lesson 39 – Success &amp; Failure</b>
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Successful Samantha has a long list of **impressive accomplishments**. It seems like everything she does ends up being a **phenomenal success**. In her very first job, she created a **highly effective** way to motivate the company's employees, resulting in a **dramatic improvement** in workplace morale.

Now she's developing a system for real-time translation among 100 different languages. If she can pull it off, it'll be an **unprecedented success** (*success in something for the first time in history*) and the **crowning achievement** (*best or most significant achievement*) of her career.

So far, the program has enjoyed **modest success** (*some limited success*) but there is still **room for improvement** (*potential for improvement*). However, Samantha says that the team is **making good progress**, and that in the next month or two she hopes to **make a breakthrough** (*make a sudden advance in success, especially when you overcome an obstacle*).

Although Samantha is very ambitious, she's also a very likeable person. She **brings out the best** in other people, and quickly **wins the respect** of colleagues.

Samantha's brother, Disastrous Dan, is the opposite – everything he attempts seems to **fail miserably**. He wanted to be a doctor, but his teachers told him he wasn't smart enough, **dashing his hopes** (*making him abandon hope*) of a career in medicine. He had the opportunity to do a prestigious internship in another country, but he **lost his nerve** (*lost his courage*) and turned down the offer.

He then applied for various jobs, but **completely failed** to show up to the interviews on time. He was eventually hired, but later lost

his job during an economic downturn due to his **mediocre performance** (*average work, not very special*) and total lack of **remarkable achievements**.

Dan then tried to start his own software company to compete with Samantha's; that was a **spectacular failure**. He invested his life savings in the business, despite all his friends telling him that it would be a **recipe for disaster** (*very likely to result in disaster*). His sales predictions were **way off the mark** (*completely inaccurate*), and the company **went under** (*lost all its money and shut down*) just eight months after it was founded.

Poor Dan – it seems like he's **doomed to failure** (*destined to be unsuccessful*). But **if all else fails** (*if everything is unsuccessful*), he can always move into Samantha's mansion **as a last resort** (*a final possibility*)!

### Lesson 39 – Quiz

➔ Circle the best word to complete each sentence:

1. Edward certainly **bet / took / won** my respect when he turned down an unethical business deal.
2. Efforts to reduce teen pregnancy through better sex education have seen **average / modest / ordinary** success.

3. Getting a new haircut has made a **crowning / dramatic / theatrical** improvement in his overall appearance.
4. I made a real **breakdown / breakover / breakthrough** in my English when I started practicing listening more often.
5. I wanted to try waterskiing, but I lost my **heart / nerve / spirit** and ended up staying inside the boat.
6. I'm not a complete pacifist; I just believe war should be the last **option / prospect / resort**.
7. Immigration reform was the **championing / charming / crowning** achievement of the president's term in office.
8. My attempts at losing weight have failed **inadequately / miserably / strongly** - in fact, I've gained a few pounds!
9. My girlfriend really **brings / gets / helps** out the best in me - I'm a better person thanks to our relationship.
10. Putting inexperienced teachers into the country's worst schools is a **method / program / recipe** for disaster.
11. Researchers have invented a new, **highly / richly / sharply** effective treatment for leukemia.
12. The company's advertising campaign was a **miraculous / spectacular / wonderful** failure – it didn't attract a single new customer.
13. The new movie has been a **mediocre / phenomenal / supernatural** success, with billions of dollars in ticket sales.



14. There's a lot of **area / room / space** for improvement in his writing skills.

15. We thought the repairs on the car would cost about \$500, but our estimate was way off the **mark / point / spot** - it was \$4000.

## Lesson 40 – Cause & Effect

The word “cause” is primarily used with negative results: a storm can **cause damage**, a mechanical defect can **cause a problem**, unclear instructions can **cause confusion**, a political scandal can **cause an uproar** (*a strong negative reaction/manifestation from the public*), a high-risk sport can **cause injury**, and an infection in a hospital can **cause death**.

You can describe something as **cause for concern** or **cause for alarm** – meaning a reason for concern or alarm. For example, “The growing number of teenagers dropping out of school is **cause for concern.**” The word “alarm” is a little stronger and more urgent: “The rapid spread of the virus is **cause for alarm.**” One of the only positive collocations with “cause” is **cause for celebration**: “The opening of the new school was **cause for celebration** in the community.”

When analyzing a problem, you can identify the **main/primary cause** of the issue – but keep in mind that there may be

**hidden/underlying causes** as well. The deepest or most fundamental cause is sometimes called the **root cause**.

Interestingly, we do not use the verb “cause” together with “effect.” Instead, we say that something **has an effect** – for example, “Television **has a strong effect** on public opinion.” Another way to say “a strong effect” is the expression **a significant impact** or **a profound impact**.

There are many different ways to describe effects:

- **short-term vs. long-term effects** – the time of the effect
- **visible effects vs. subtle effects** – whether or not the effects are obvious
- **powerful effect vs. minimal/negligible effect** – how strong the effect was
- **beneficial effect vs. adverse effect** – to describe positive and negative effects
- **main effect vs. side effect** – to describe the primary effect or an additional effect

Something can also **have/produce results** – the **preliminary results** are the early ones, and after more time passes, you’ll get the **final results**. Results that obviously exist and can be proved are called **concrete/tangible results**, and a result that is impossible to avoid is an **inevitable result**. Results can also be

**direct or indirect**, and the result that you want is called **the desired result**.

One word that is similar to “result” is “outcome” – it describes a resulting situation. You can try to guess the **likely/probable outcome** – the **logical outcome** is the result you would expect, and an **unexpected outcome** is one you didn’t predict.

### *Lesson 40 – Quiz*

➔ Circle the best word to complete each sentence:

1. An earthquake has caused extensive **damage / defects / uproar** in the countryside.
2. Everyone was surprised by the **understated / unexpected / unimpressive** outcome of the presidential election.
3. Food additives may be one of the **critical / elementary / underlying** causes of the rising incidence of cancer.
4. I'd like to see some **concrete / material / stable** results from your work - so far, all you've presented are theories.
5. New regulations on pollution have unfortunately had a **negligible / preliminary / tangible** effect on water contamination levels.
6. Parents are concerned about the **long-span / long-term / long-time** effects of kids playing violent video games.

7. Paulo Coelho's books have had a **profound / reflective / thorough** impact on my life.
8. The company's financial problems are the **inevitable / inflexible / irresistible** result of years of poor management.
9. The increase in gang violence in the neighborhood is cause for **alarm / alert / injury**.
10. The medication I'm taking has a few unpleasant **border / lateral / side** effects.
11. The singer caused a huge **unhappiness / uproar / upset** when he announced he was leaving the band.
12. We need to find the **base / origin / root** cause of our employees' lack of motivation.

## Lesson 41 – Memories

I'm trying to think of my earliest memory. I **vaguely remember** (*remember a little bit, not in much detail*) when my brother was born – I was three years old at the time – but I **distinctly remember** my first day of kindergarten, when I was around five.

When I look at photos, even more **memories come flooding back** (*memories come to mind*) – I remember my school, my classmates, and my teacher, who would **constantly remind** us to clean up the classroom, because we were always making a mess. I'd **completely forgotten** the teacher's name, though, and my

mother had to **refresh my memory** (*remind me of a fact I'd forgotten*).

I still have a lot of my toys from when I was a kid. They **bring back fond memories** (*pleasant memories*) of long afternoons spent playing with my brother. I also remember a family vacation to Switzerland when I was about eight – that was an **unforgettable experience**.

My most **traumatic memory** is of my uncle dying in a car crash when I was ten. He was only 32 years old – younger than my dad – and the **memory** of the funeral still **haunts** me (*the sad/profound memory stays with me*). I still wear a bracelet that was a Christmas present from him; it **serves as a sobering reminder** (*it provides a serious reminder*) not to take a single day of life for granted.

Unfortunately, I have a **terrible memory** for peoples' names, unless the name is unusual or **particularly memorable**. Just the other day, I was talking to an acquaintance from church and **my mind went blank** (*I couldn't think of anything*) when I tried to think of her name. **I racked my brain** (*tried hard to remember something*), but nothing **came to mind**. My husband **gently reminds me** that I really need to pay more attention, because it **makes a bad impression** when I call people by the wrong name.

## Lesson 41 – Quiz

blank	distinctly	gently	refresh	traumatic
completely	flooding	particularly	sobering	unforgettable
constantly	fond	racked	terrible	vaguely

1. Did you put my jacket somewhere? I \_\_\_\_\_ remember leaving it here on this chair.
2. He \_\_\_\_\_ his brain, but he couldn't think of the password to his online bank account.
3. I have \_\_\_\_\_ memories of summer camp when I was a kid - I looked forward to it every year.
4. I \_\_\_\_\_ remember reading that book... remind me how exactly it ended?
5. If I pause while giving a presentation, my mind goes \_\_\_\_\_ and I have to look at my notes.
6. I'm \_\_\_\_\_ reminding myself to sit with good posture.
7. I'm studying a beginner English grammar book to \_\_\_\_\_ my memory of the basics.
8. My boss has a \_\_\_\_\_ memory, so he keeps track of all his appointments on a calendar on his cell phone.
9. Oh no! I \_\_\_\_\_ forgot that today is my wife's birthday. I need a present - quick!

10. All the circus performers were great, but I thought the acrobats were \_\_\_\_\_memorable.
11. Rachel \_\_\_\_\_ reminded me that I still needed to e-mail her the information.
12. Seeing my ex-boyfriend made all the memories of our relationship come \_\_\_\_\_ back.
13. She has \_\_\_\_\_ memories of the time she was robbed while walking home alone at night.
14. Taking a helicopter ride over New York City was an \_\_\_\_\_ experience.
15. The monument is a \_\_\_\_\_ reminder of how many innocent people died in the war.

## Lesson 42 – Agreeing & Disagreeing

When you agree with someone completely, you can say “**I totally agree**” or “**I strongly agree.**” Another way to describe 100% agreement is to say a person **agrees wholeheartedly**. On the other hand, you can say “**I agree up to a point**” if you agree with part of the person’s opinion, but disagree with another part. Another expression is “**I agree in principle**” if you agree with the idea, but not with the practical application.

Avoid the common error of saying “I’m agree.” The correct phrase is “I agree” (more informally) or “I’m in agreement” (more formally).

We can say that two people **share an opinion** or **share a view** if they have the same perspective. But if there are differences, then we call this a **difference of opinion**. If the difference of opinion is very big, then the two sides are said to be **“worlds apart”** on the issue. Hopefully, two people who think differently will be able to **reach a compromise** (*agree on a fair solution*) without having a **heated argument** (*angry/intense argument*) about the issue.

One polite way to express your disagreement is: **“I’m afraid I disagree.”** You can also say **“I see your point”** to communicate the fact that you understand the other person’s idea or opinion. We call a small disagreement a **minor/slight disagreement**, and a big disagreement is a **major/serious disagreement**. It’s easy to reason with a person who **disagrees respectfully**, but it’s more difficult to **settle a disagreement** (*resolve a disagreement*) if the other person **disagrees vehemently** (*with intense emotion and expression*).

If a conflict continues for a long time, it can be called a **long-running dispute** – and if it involves lots of angry and negative emotions, then it’s a **bitter dispute**. If the two sides cannot **agree to disagree** (*tolerate the other person’s opinion, despite disagreeing*), then they may need the help of a third party to **resolve the conflict**.



## Lesson 42 – Quiz

→ Circle the best word to complete each sentence:

1. I agree in **basis / foundation / principle** that we need to spend less time on our iPhones... but I can't seem to stop using mine!
2. I am worlds **along / apart / away** from my parents when it comes to our religious views.
3. I **highly / totally / very** agree with the company's decision to relax the dress code for employees.
4. I'm **afraid / fearful / scared** I disagree with your analysis; I think you've overlooked some important points.
5. My best friend and I have always been able to **conclude / satisfy / settle** our disagreements without fighting.
6. My roommates and I **arrived / entered / reached** a compromise about cleaning the apartment.
7. She agreed **comprehensively / generously / wholeheartedly** with my suggested changes to the design.
8. Some people prefer to argue indefinitely rather than trying to **answer / resolve / resume** the conflict.
9. The other students **combine / divide / share** my opinion that the teacher is not very knowledgeable.
10. The soccer players had a **large-scale / major / principal** disagreement with the referee.

11. Those two countries have a long-running **dispel / dispute / disturbance** over that particular territory.
12. Tom and Larry had a **slight / slim / weak** disagreement about where to park the car.
13. We agree with your plans up to a **limit / place / point**, but we think you should reconsider a few aspects.

### Lesson 43 – Beliefs & Doubts

When you **strongly/firmly believe** something, we can call it a **deeply-held belief** or an **unshakable belief** – the latter phrase implies that it would be difficult to convince you to change your mind. It's possible to have a **subconscious belief** – a belief that you are not actively aware of. Your emotions can also **color your judgment** (*influence your opinions/decisions*).

A lot of people **believe in superstitions** – irrational beliefs that have no basis in fact, like the number 13 being unlucky. Others have a **blind faith** (*believe in something without thinking*) in fate or destiny. When new evidence appears, it can either **strengthen/reinforce your belief** (*make it stronger*) or **undermine/weaken your belief** (*make it weaker*).

When forming your beliefs, be careful about **making assumptions**, which can **lead to erroneous conclusions**. False

**beliefs held** by many people are called **common misconceptions**. Scientists and other researchers often publish material to help **dispel misconceptions** (*eliminate them*) – for example, “**Contrary to popular belief**, it’s not harmful to go swimming immediately after eating.”

If you are completely sure about something, then you can describe it as “**beyond/without a shadow of a doubt**.” But sometimes **doubts arise** – or another person **voices their doubts** – thus making you reconsider. Maybe the doubts don’t even come from a fact, but you just have a **sneaking suspicion** – a persistent feeling – that **casts doubts on** things you previously assumed to be true.

When you have a small doubt that persists and continues to bother you – this is called a **gnawing/lingering/nagging/niggling doubt**. This might be an indication that it’s time to **rethink/ reexamine your beliefs** – after **further consideration**, you just might **arrive at a different conclusion**.

### *Lesson 43 – Quiz*

➔ Circle the best word to complete each sentence:

1. Aaron is so arrogant; he seems to have an unfeasible / unlikeable / unshakable belief in his own superiority.
2. After another / further / supplemental consideration, we decided to buy a van rather than a car.

3. Although I was hired for the job, I still have a **bothering / nagging / staying** doubt about whether or not I'm truly qualified for it.
4. Bill Clinton's affair **cast / put / thrust** doubt on his honesty as a president.
5. **Against / Contrary / Opposite** to popular belief, blonde and blue-eyed Brazilians do exist.
6. Don't let your fears **color / light / sound** your judgment.
7. I hate it when people make **assumptions / inferences / suspicions** about me based on my skin color.
8. I have a **cunning / sneaking / tricky** suspicion that my friends are planning a surprise birthday party for me.
9. I **heavily / securely / strongly** believe that everything happens for a reason.
10. If you have a **psychic / subconscious / unaware** belief that you don't deserve success, then you'll probably never attain it.
11. Meeting an 80-year-old professional athlete **enlarged / hardened / strengthened** my belief that age is no limit!
12. The evidence proved, **before / beside / beyond** a shadow of a doubt, that Carson was guilty of the crime.
13. The results of the customer satisfaction survey **lead / put / take** us to the conclusion that our service needs to be improved.

14. There's a common **misconception / misconception / misunderstanding** that tomatoes are vegetables - but they're technically fruits.
15. We **sounded / told / voiced** doubts about the feasibility of the plan, but our colleagues said we were worrying too much.

## Lesson 44 – Deciding & Choosing

How do you **make a decision**? Do you make lists of **pros and cons** (*advantages and disadvantages*) and carefully **consider all the options**... or do you **trust your intuition** (*listen to your deep, instinctive feelings*) and then **make a choice** based on your feelings?

If it's an especially **tough decision**, you might want to **ask for advice** from a good friend. After **discussing the issue in-depth** (*talking about it in a lot of detail*) and listening to your friend's suggestions, you can choose to either **take their advice** (*implement their advice*) or **ignore their advice**.

When you make a decision very quickly, we call it a **snap decision**. That's somewhat similar to a **spur-of-the-moment decision** - a decision made spontaneously, without very much thinking or planning. If you do this, then you might need to **defend your decision** against people who believe it was an

**arbitrary decision** (*one determined by chance or impulse, not by logic or principle*).

Some people **remain undecided** because they're afraid to make a **costly mistake** (*a mistake with serious negative consequences*). In this case, **weighing the possible outcomes** (*analyzing the possible future results*) can be helpful. Other people are always questioning themselves and **having second thoughts** (*reconsidering, doubting your previous decision*) about the choices they've already made.

Although it might seem attractive to **keep your options open** as long as possible, you run the risk of waiting so long that you end up **having no choice** (*being limited to only one course of action*). It's far better to develop **sound judgment** (*the intelligent ability to decide things*) so that you can make **wise decisions** (*good and smart decisions*) and be confident about them.

### **Lesson 44 – Quiz**

asked	discussed	keep	take
considering	have	make	trust
defend	having	remained	weigh

Choosing which college to attend was tough. I was \_\_\_\_\_ 12 different universities, and every person who I \_\_\_\_\_ for advice gave me a different suggestion. I \_\_\_\_\_ undecided until a week before the deadline, when my parents reminded me that if I didn't \_\_\_\_\_ my decision soon, I would

\_\_\_\_\_ no choice but to wait another year before reapplying. My mother told me to \_\_\_\_\_ my intuition, and I decided to \_\_\_\_\_ her advice - but the college I most wanted to go to was also the most expensive, and I started \_\_\_\_\_ second thoughts. I \_\_\_\_\_ the issue in-depth with my dad, and he helped me \_\_\_\_\_ the possible outcomes of taking out student loans. In the end, I chose to go to a less expensive university that was also excellent - though I had to \_\_\_\_\_ my decision from my grandmother, who had wanted me to go to the "best" college in the country. The next choice I'll have to make is what area to major in - I really have no idea, so I'm going to \_\_\_\_\_ my options open as long as possible!

## Lesson 45 – Claiming & Denying

*Read and listen to this news report about a corruption scandal in a large company:*

Randy Fisher, president of the software company NewTech, is **facing accusations** of fraud by its chief financial officer, Brian King, who has **openly accused** Fisher of hiding millions of dollars of profit in off-shore bank accounts in order to avoid paying taxes.

Fisher **denies the allegations** (*says the accusations are not true*) and **clearly states** that King has no evidence to **substantiate his claims** (*prove his claims are true or reasonable*). However, in a

**leaked document** (*a secret document that was accidentally released to the public*) from the company's internal archives, Fisher **heavily implies** (*says indirectly but strongly*) that the company is in fact much more profitable than it appears on paper. Some journalists are now **spreading the rumor** (*transmitting the comment*) that these "invisible" funds were used to finance Fisher's recent real estate investments in Central America.

According to King, Fisher wanted him to participate in the illegal financial scheme, and became angry when King **refused his offer**. It is **widely acknowledged** (*known by many people*) that if Fisher were to resign, King would be the logical successor to the position of CEO. This has **fueled speculation** (*created beliefs*) that there may be an **ulterior motive** (*a hidden reason*) for his accusations.

NewTech's public relations department has **issued a statement** affirming its total compliance with tax regulations. If indeed King's **claims are unfounded** (*his claims have no basis in fact*), then he will probably face legal action for **unjustly** and **maliciously accusing** Fisher, thus resulting in damage to his reputation.

### **Lesson 45 – Quiz**

➔ Circle the best word to complete each sentence:



1. A **disclosed / escaped / leaked** document shows that the U.S. is planning to build additional military bases in Central America.
2. A lot of people believe the completely **impossible / malicious / unfounded** claims they read on the internet, and never actually research the issue.
3. In the interview, the director heavily **implied / included / intended** that there would be a sequel to the film.
4. My cousin wanted to give me a job at his restaurant, but I **denied / refused / repelled** the offer.
5. Some parents are **honestly / openly / transparently** accusing the teacher of favoritism in the classroom.
6. That university is **hugely / unjustly / widely** acknowledged to be the best place in the world to study law.
7. The corporation laid off 10,000 workers, **inflaming / firing / fueling** speculation that it is close to bankruptcy.
8. The human resources manager **defends / denies / denounces** the allegations that the company hired illegal immigrants.
9. The police are **claiming / facing / implying** accusations of using excessive violence to arrest a teenager, after some witnesses filmed the situation on their cell phones.
10. The sports team **declared / issued / transmitted** a statement apologizing for the athlete's offensive behavior.

11. The tabloid magazines are **divulging / growing / spreading** the rumor that the actress is pregnant.

12. Whenever my brother calls me "just to say hi," there's always an **ulterior / ultimate / undercover** motive - usually he needs to borrow some money.

## Lesson 46 – Liking & Disliking

*Read and listen to these three people talking about likes and dislikes:*

“I’m a **lifelong fan** of U2 – they’re my **all-time favorite** band. In addition to the **sheer enjoyment** (*pure pleasure*) of listening to their music, I’m also a **great admirer** of Bono and his philanthropic work. He’s concerned not only with the **fleeting pleasure** (*momentary enjoyment*) of fame and fortune, but also with making a difference in the world. I **hold him in the highest regard** (*have great respect for him*) for this reason.”

“When my daughter was a baby, I noticed that she **developed a particular liking for** classical music, and when she was six I signed her up for violin classes. It was a **real pleasure** to see her **obvious enjoyment** of the lessons. She **grew quite attached** (*strongly like/love over time*) to her teacher, who says that she has the potential to turn her **great love** of music into a professional career. Now my daughter is 13 and lately she’s expressed a **clear**

**preference** for the most difficult pieces of music – she says she wants a challenge.”

“I **took an instant dislike** to Sam from the moment we were introduced. Within five minutes, he was talking about his **deep dislike** of foreigners – without knowing that my own parents were immigrants from Argentina. He said he **had nothing but contempt** (*only hate*) for people who abandoned their own countries to come to ours, and then began making horribly racist jokes and comments. I have no idea where Sam’s **blind/irrational hatred** (*hatred without a logical reason*) of foreigners comes from, but he seems to have **developed a strong aversion** (*developed an intense dislike*) to interacting with anyone who’s the slightest bit different from him. I try to be polite, but deep down I **hate him with a passion** (*hate him a LOT*).”

### Lesson 46 – Quiz

➔ Circle the best word to complete each sentence:

1. Brian **caught / got / took** an instant dislike to his father's new girlfriend.
2. I hate soap operas with a **frenzy / passion / rage**; I don't understand why anyone would watch that trash.
3. I have nothing but **aversion / condemn / contempt** for parents who abandon their children.

4. I was sad when my parents gave away my childhood toys; I had **brought / come / grown** quite attached to them.
5. I'm a **big / great / large** admirer of your poetry - it's really inspiring.
6. Life is Beautiful is my **all-time / everlasting / long-term** favorite movie.
7. My grandfather is a **forever / lifelong / permanent** fan of his old college basketball team.
8. My husband has an **impossible / incoherent / irrational** hatred of cats.
9. Some people don't like their parents, but I hold mine in the highest **regard / reserve / value**.
10. The customers have a **clear / fair / light** preference for inexpensive products.

## **Lesson 47 – Praising & Criticizing**

When I told my family I wanted to be a professional musician, I faced a **barrage of criticism** (*intense attack of negative comments*) from my parents, who **strongly disapproved** of the idea. I'd had a feeling that they would only **give their blessing** (*give their approval/support*) to a more "traditional" career track.

I **countered their criticism** (*argued against their criticism*) by pointing out that I'd rather follow my passion and enjoy my job than get rich working a job I hated. Although they gave their

**grudging approval** (*angry and reluctant approval*) to my enrollment in music school, I could tell by my father's **frown of disapproval** (*disapproving facial expression*) that he wished I'd study law or medicine instead.

The only person who encouraged me was my aunt, who **thinks the world of me** (*has great respect and admiration for me*) and has always offered **enthusiastic support** for my hopes and dreams. She **heartily approved** (*completely and sincerely approved*) of my plans and **dismissed** my parents' **criticisms** as ridiculous.

My parents finally came around when I gave my first concert in Carnegie Hall, to a **standing ovation** (*when the audience stands up and claps for an extended period of time*). The critics had given my show **rave reviews** (*extremely positive evaluations*), describing it as **an outstanding performance** (*an excellent, superior performance*).

After seeing me on stage, my parents **congratulated me warmly** (*congratulated me with love*) and apologized for the **scathing criticisms** (*very strong and hurtful criticisms*) they had made in the past. Later, I heard them **speaking highly of** (*saying good things about*) my music to some of their friends. I had finally **won their approval**.

## Lesson 47 – Quiz

→ Circle the best word to complete each sentence:

1. Her parents refused to give their blessing / grace / thanksgiving to her marriage to a man from a different culture.
2. I animatedly / enthusiastically / forcefully support the campaign for humane treatment of farm animals.
3. My son is my parents' only grandchild, so of course they think the globe / earth / world of him.
4. Some men will do anything to catch / stand / win the approval of the woman they love.
5. That course seems excellent - everyone who takes it speaks very deeply / greatly / highly of it.
6. The actress' distinguished / outstanding / warm performance in the film won her an Oscar.
7. The article made some burning / grudging / scathing criticisms of the corruption in the country's political system.
8. The author's new book received a barrage / barricade / blast of criticism from people who disagree with her philosophy.
9. The manager attacked / countered / defended criticism that he was overspending by showing how the investments would grow the business' profit in the future.
10. We emotionally / heartily / politely approve of your proposal.

## Lesson 48 – Metaphor

A number of words in English are used metaphorically – with a meaning that is not exactly the same as their literal meaning. Usually they apply a quality of one word to another word. For example, when we say that something is **lightning fast**, we are using the quality of lightning (which is almost instantaneous) to describe something that is extremely fast.

Another example is **the root of the problem** – the literal meaning of the word “root” is the part of a plant or tree that is under the soil. The roots are what support and sustain the entire tree. Therefore, “the root of the problem” is the deepest, most basic or fundamental reason for the problem.

Many metaphors are related to elements in the natural world, such as light and dark, water, fire, and plants – in this lesson, you’ll learn 5 collocations in each category.

### LIGHT AND DARK

- If someone’s **face** or **eyes light up**, it means that they suddenly get very happy or excited. You can also say someone’s **eyes are shining with delight**.
- The expression **lighten the mood** means to make a depressing atmosphere/situation more relaxed and happy.

- On the other hand, if someone's **face/eyes/expression darkens**, it means that they suddenly appear sad or angry.
- **Dark days** or **dark times** refer to periods of time that are bad or unpleasant, full of problems

## **WATER**

- You can say that **ideas are flowing** or **conversation is flowing** to describe when it is proceeding easily and naturally.
- Water metaphors are often used to describe the movement of groups of people – you can say that **people poured/streamed** into the stadium (to describe continuous movement of large groups of people) or that **people trickled** into the church (when only a few people come, occasionally).
- The expressions **waves of disappointment** or **waves of sadness** refer to strong feelings.

## **FIRE**

- A **heated discussion** or **heated debate** is one that is very intense, often with negative emotions like anger.
- If someone has a **fiery temper**, it means that when they get angry, they get VERY angry, and could possibly explode. There's also the expression **tempers flared** to describe a situation when people began to get angry.
- The verbs **kindle** and **spark** describe the act of starting fires. "Kindle" is usually used for starting positive things –



something can **kindle interest/enthusiasm/hope** – and “spark” is usually used for starting negative things – something can **spark outrage/controversy**.

## PLANTS

- It's difficult for a plant to grow in soil that has a lot of rocks. So if something **gets off to a rocky start**, it means that it encountered many problems in the beginning.
- **Thorns** are the small, sharp growths that appear on some plants (such as roses). The expression **a thorny issue** describes a matter that is difficult, complicated, and possibly dangerous.
- The word “blossom” is used to describe when a flower appears and opens, revealing all its beauty. So if a **romance/friendship is blossoming**, then it is developing in a beautiful way.
- If your efforts begin to produce the desired results, we can say your **efforts are bearing fruit**. A seed represents something very small that can grow into something big. So if some event
- **plants seeds of hope / seeds of jealousy**, it means it produces a small feeling that can grow into a stronger emotion over time.

### *Lesson 48 – Quiz*

➔ Circle the best word to complete each sentence:

1. A new TV show has sparked **argument / contention / controversy** by showing the positive side of dropping out of college.
2. A **flood / roll / wave** of disappointment came over me when I heard that the show had been canceled.
3. Having lots of pets as I was growing up **ignited / kindled / started** my interest in studying veterinary medicine.
4. Her face **lit / shone / turned** up when I asked her about the award she'd recently won.
5. I was thrilled to see a romance **blossoming / rooting / shining** between two of my best friends.
6. My grandmother remembers the **black / dark / shady** days of the civil war.
7. The boxer dodged his opponent's punch and threw a **lightning / streaming / thunder** fast counterattack.
8. The city's efforts to cut down on pollution are finally **bearing / growing / producing** fruit.
9. The legality of abortion is a **flowing / sharp / thorny** issue involving questions of human life, women's rights, and societal responsibility.
10. Hundreds of people **dripped / poured / trickled** into the store the moment the doors opened.

## Lesson 49 – Confusing Words

We've already looked at a few pairs of confusing words, like end and finish, big and large, or fast and quick. Here are some additional verbs that are frequently confused by English learners, with their different collocations explained.

### close / shut

Close and shut are the same for doors, windows, mouths, and eyes.

- **Close the door / Shut the door** so that the mosquitoes don't get in.
- It's cold in here; could you please **close the window / shut the window** ?
- She **shut her eyes / closed her eyes** as she began to meditate.
- Dan's **mouth was closed / shut**.

**Note:** The word "shut" can be used with a word that implies the action was noisy:

- She **slammed** the door shut.
- The wind made the gate **bang** shut.

**Note:** The phrase "Shut your mouth!" is a rude way to tell somebody to stop talking.

**Close** (not shut) is used for shops, banks, etc. as well as for airports and roads that are not open or available at a particular time:

- What time does the bank **close**?
- The roads are **closed** due to construction.

- The shop is **closing** in 30 minutes.

We use expressions with "close" to refer to the end of an event or process:

- Let's **bring** this meeting **to a close**.
- It appears that the economic crisis is **drawing to a close** / **coming to a close**.
- Messi scored a goal in the **closing moments** of the game.

### **gain / win / earn**

The word **win** means to be #1 in a competition, or to receive an award.

- My soccer team **won** the game 3-1. I want to **win** the lottery!
- John **won** a prize in the science competition.

You can **win a game**, **win a race**, **win a competition**, or **win the lottery**. You can also win a medal (like in the Olympics), a prize, or an award. In conflicts, you can **win an argument**, **win a battle** or **win the war**.

The word **earn** means to get something in exchange for your work or effort.

- Sarah is a famous lawyer; she **earns** a lot of money.
- I'm not rich, but I **earn** a decent salary.
- My bank account **earns** 2% interest per month.
- The salesman **earns** a 10% commission on every sale he makes.

The word **gain** means to receive/obtain or to increase (it may or may not be the result of work or effort).

- I've **gained weight** ever since I stopped exercising.
- Jack's car **gained speed** as he drove down the mountain.
- This training has helped me **gain insight** into modern educational methods.
- In my last job, I **gained** a lot of **experience**.
- He has **gained a reputation** for complete honesty in his business dealings.

### **save / keep**

**Save** is used for conserving something – you can **save energy**, **save time**, or **save space**. It can also be used for rescuing, as in the expression "**save someone's life**." The expression "**save money**" has two meanings - to conserve money by paying less, for example: "Coupons help me save money at the supermarket." It also means to keep money for a long time, for example: "I'm saving money for my vacation in December." In this second case, we often say "**saving up money**."

The word **keep** means to maintain something in your possession – for example, if someone gives you a jacket, and you try to return it, but the other person tells you to keep it. There are various other expressions using **keep** in the sense of maintaining or continuing:

- **keep trying** = continue trying
- **keep an eye on / keep track of** = continue to observe/monitor a situation

- **keep in mind** = continue being aware of something
- **keep in touch** = maintain contact with a person
- **keep something clean/safe, keep someone happy/quiet** = maintain the object or person in that state
- **keep a promise** = do the action that you promised to do
- **keep a secret** = maintain a secret hidden, not tell it to anybody

### spend / pay

You **spend** money and time:

- I **spent \$100** on tickets to the baseball game.
- We **spent three hours** waiting in line to buy the tickets!

You can also **spend** a period of time like the morning, afternoon, night, weekend, week, etc.

- I **spent the weekend** making repairs to the house.
- The students **spent the afternoon** volunteering at the animal shelter.

You **pay** the request, bill, or demand for the money: **pay rent, pay a fine, pay your bills, pay your taxes**

It's also possible to use **pay** with quantities of money, but we use a different preposition:

- I **spent \$100 on** the tickets.
- I **paid \$100 for** the tickets.

## Lesson 49 – Quiz

➔ Complete the sentences with close, shut, gain, win, earn, save, keep, spend, or pay.

*(Note: You may need to change the form of the verb: close, closed, closing)*

1. As the movie drew to a \_\_\_\_\_, there were some surprising twists in the story.
2. He slammed his book \_\_\_\_\_ and stormed out of the room.
3. I have so many different projects, it's hard to \_\_\_\_\_ track of everything that needs to be done.
4. I love shopping - I \_\_\_\_\_ several hundred dollars on new clothes every month.
5. I was thrilled that my daughter \_\_\_\_\_ first place in the skating competition.
6. I've \_\_\_\_\_ in touch with my childhood friends for over 30 years.
7. Last week, he \_\_\_\_\_ two days in the hospital recovering from surgery.
8. Let's take the highway, not the local roads - it'll \_\_\_\_\_ time.
9. My son is \_\_\_\_\_ up money to buy a new video game system.

10. No thanks, I don't want any chocolate cake. I'm trying to avoid \_\_\_\_\_ weight.
11. Some people \_\_\_\_\_ outrageous salaries considering how little work they do!
12. The supermarket is \_\_\_\_\_ on Sundays.
13. The Union forces \_\_\_\_\_ the Battle of Gettysburg in 1863.
14. This is a part-time job; you'll \_\_\_\_\_ about \$700 a month.
15. Volunteering as a teacher's assistant enabled me to \_\_\_\_\_ experience in the classroom.
16. We prefer to \_\_\_\_\_ our bills electronically; it's much more convenient.

## Lesson 50 – Everyday Verbs

To finish up our study of collocations, we're going to focus on some expressions with everyday verbs. A lot of learners make mistakes with these verbs because the collocations are often different in their native languages. Listen and repeat:

### **HAVE**

- have a baby / have children
- have a good time / have a blast / have fun
- have breakfast/lunch/dinner/ a snack



- have an opportunity
- have an advantage

## **TAKE**

- take a shower/bath
- take a class/test/exam
- take a bus/train/taxi
- take a break / take a rest  
= pause from an activity in progress
- take advantage of
- take care of
- take action

## **PAY**

In the previous lesson, you learned collocations with **pay** involving money. Here are some collocations with **pay** that have nothing to do with money:

- pay attention = give attention, observe pay tribute = give honor or recognition
- pay someone a compliment = give someone a compliment pay someone a visit = an informal way to say “visit someone”
- pay (your) respects = express your admiration for someone (often used for someone who has died)

## **BREAK**

- break a habit = stop doing a habit
- break a promise = fail to do what you promised to do
- break the ice = (informal) initiate conversation and social interaction, especially in a group that is a little quiet or reserved

- break the rules/law = disobey
- break the news to someone = tell someone important news (usually bad news)

## CATCH

- catch a cold / the flu = when you get sick due to a bacteria/virus transmitted from another person
- catch fire = when something begins to burn
- catch sight of / catch a glimpse of = get the opportunity to look at something
- catch someone's eye = make eye contact with someone
- catch the bus/train/subway = an informal way to say that you went on the bus, train, or subway

## COME

- come into force/effect = begin to have an effect
- come to an end
- come to terms with = learn to accept someone or something
- come under attack/scrutiny
- come close = to approximate someone or something in a specific quality

## GET

As you learned in Lesson 36 about changes, **get** can be used in the sense of “**become**”:

- get married/divorced
- get drunk/pregnant
- get angry/scared/excited/tired

### Lesson 50 – Quiz

➔ Complete the sentences with have, take, pay, break, catch, come, and get. (**Note:** You may need to change the form of the verb: **take, taking, took,** etc.)

1. Are you \_\_\_\_\_ married in a church?
2. Billy \_\_\_\_\_ drunk and started making really stupid comments.
3. He smiled when I \_\_\_\_\_ him a compliment.
4. He \_\_\_\_\_ a quick shower after his workout.
5. I can't seem to \_\_\_\_\_ the habit of procrastination.
6. I \_\_\_\_\_ a glimpse of the wolf before it disappeared into the forest.
7. I'm \_\_\_\_\_ close to my limit of cell phone minutes for the month.
8. I'm going to \_\_\_\_\_ a computer class.
9. I'm \_\_\_\_\_ care of my sister's kids this weekend.
10. It took years for his family to \_\_\_\_\_ to terms with his sexual orientation.
11. Let's \_\_\_\_\_ the 6 AM train.
12. Our kids \_\_\_\_\_ a blast at the amusement park.
13. Regina is going to \_\_\_\_\_ a baby next month.
14. She was disqualified for \_\_\_\_\_ the rules of the competition.

15. The car engine \_\_\_\_\_ fire after the accident.
16. The doctor \_\_\_\_\_ the news to me that I'd need another operation.
17. The new policy will \_\_\_\_\_ into effect next Monday.
18. We haven't seen Frank in a long time. Let's \_\_\_\_\_ him a visit soon.
19. We're \_\_\_\_\_ dinner right now; can I call you back later?
20. You're not \_\_\_\_\_ attention - look at me when I'm talking to you!



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