



English for University Students

مقرر: اللغة الإنجليزية

الفرقة: الأولى برنامج فئات خاصة (علم النفس)

أستاذ المقرر: أ.م.د. أمل عبادي

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كلية: الآداب

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الرموز المستخدمة

فيديو للمشاهدة. 

نص للقراءة والدراسة. 

إبط خارجي. 

أسئلة للتفكير والتقييم الذاتي. 

أنشطة ومهام. 

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.

Lesson 1 – Family

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.

Lesson 1 Quiz

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

Lesson 2 – Relationships

boyfriends/girlfriends.

Lesson 2 Quiz

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

Lesson 2 Quiz

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

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.

Lesson 4 – Character & Behavior

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

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

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

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

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

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
-
-
-

Lesson 9 – Music

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

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.

Lesson 10 – Sports

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

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 10 – Quiz

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	l) back pain thanks to years of poor

Lesson 11 Quiz

minor	posture.
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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

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

Lesson 13 – Study

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

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 – Academic English

Lesson 14 – Quiz

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

Lesson 15 – Work

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 candidat es competit ive demandi ng	descript ion dismiss ed dream entry- level generou s internsh ip	intervie w living minim um offer overti me rewardi ng
--	--	--

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.

Lesson 15 Quiz

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).

Lesson 17 – 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 jewelry.

Lesson 17 Quiz

3. I had to withdraw \$500 from my emergency	c) broke and asks his friends to pay for his drinks.
4. Two men were arrested after trying to use counterfeit	d) expenses have gone down quite a bit.
5. A lot of lottery winners squander	e) fortune from his great-grandfather.
6. I moved back in with my parents, so my living	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 financial advisor.
8. He's not very financially	h) savvy; he has no clue where his money is going.
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

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,

Lesson 19 – Weather

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

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
---------	-------	-------	----------

drivin g	icy	thaw	unseasona bly
-------------	-----	------	------------------

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

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**.

Lesson 22 – Crime

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

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*).

Lesson 23 – Law/Justice

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

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 the **safe and effective vaccines** that exist. A number of large

Lesson 25 – Global Problems

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

Lesson 25 – Quiz

was. This results in food_____. It's only going to get worse unless we end our dependence on_____fuels and start using _____resources.

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

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

Lesson 27 – Sound

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

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

-
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**

Lesson 30 – Color

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

Lesson 31 – Texture

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

Lesson 32 – Smell

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

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

Lesson 33 – Taste

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*).

Lesson 35 – Movement & Speed

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

Lesson 35 – Quiz

	suspended.
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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.

Lesson 36 – Changes

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	profuse ly	stretche d	tone
brief	length y	made	remark s	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.

Lesson 37 – Quiz

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.

Lesson 38 – Starting / Finishing

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

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.

Lesson 39 – Success & Failure

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**.

Lesson 39 – Success & Failure

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

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

Lesson 40 – Cause & Effect

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

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 40 – Quiz

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 – Memories

blank	distinctly	gently	refresh	traumatic
completely	floodingly	particularly	sobering	unforgettable
constantly	fondly	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.

Lesson 41 – Memories

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.
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