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Faculty of Arts

1st year Arts

English Dept.

LISTENING & SPEAKING

AY 2024-2025

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LISTENING & SPEAKING

(A COMPILED COURSE-BOOK FOR TEACHING AND EDUCATIONAL PURPOSES ONLY)

Faculty of Arts

1ST YEAR ARTS

Compiled by Dr. Heba Abdelraheim Alkady

A Y (2024-2025)

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What is listening?

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Listening is the ability to identify and understand what others are saying (speaking). This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills. They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panicking • using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)

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- recognizing discourse markers, e.g., Well; Oh, another thing is; Now, finally; etc.

- recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc.

- understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting

- understanding inferred information, e.g., speakers' attitude or intentions

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Listening problems

F. Yagang

The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting.

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The Message

(Content)

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized.

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In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc.

Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

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Linguistic Features

Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrInd3/) and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /sp@uz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

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In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation.

They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

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The Speaker

In ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know (Ur,1984:7).” This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to “tune in” to the speaker’s voice and speech style.

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learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

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The Listener

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that rosy often collocates with cheeks nor to predict the last word will be something like rage when they hear the phrase he was in a towering. . . . This is a major problem for students.

Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch 1988).

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of

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listening materials. Even our college students majoring in English have no more than four hours' regular training per week.

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

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Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and

facial expressions makes it more difficult for the listener to understand the speaker's meaning.

Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

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BBC pronunciation VS General American

BBC pronunciation and General American differ most in terms of their vowel systems.

Long/tense and short/lax vowels

General American is usually described as having tense and lax monophthongs. The muscles of the lips and the tongue are tightened for the production of tense vowels and more relaxed for the articulation of lax vowels. Generally, long vowels are tense while short vowels are lax. But vowel length is relatively less important in GA than in BBC English: GA vowels differ in length, but these differences depend primarily on the environment in

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which the respective vowels occur. Nevertheless, most dictionaries which show the pronunciation differences between the two “standard” accents retain the length diacritic [ː] in the transcription of the GA vowels, because in this way the

relationship between the two vowel systems is shown more clearly.

BBC pronunciation is described as having 7 short relatively pure vowels: These vowels can be found in GA as well, with the exception of the “short o” – the back rounded /ɔ/ vowel heard in BBC English in words such as not, lot, block, etc.

In GA, this vowel sound is replaced with /ɑː/ - the back unrounded vowel that one hears in BBC pronunciation in last, part, fast, etc. So not is pronounced /nɔt/ in BBC English and

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/na:t/ in General American, and lot is pronounced /lɒt/ and /la:t/
respectively.

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	BBC pronunciation	General American
<i>box</i>	bɒks	bɑ:ks
<i>hot</i>	hɒt	hɑ:t
<i>o'clock</i>	ə'klɒk	ə'kla:k
<i>bother</i>	'bɒðə	'bɑ:ðər
<i>honest</i>	'ɒnɪst	'ɑ:nəst
<i>knowledge</i>	'nɒlɪdʒ	'nɑ:lɪdʒ
<i>non-profit</i>	nɒn'prɒfɪt	nɑ:n'pra:fɪt

Notice, however, that there are also words which are pronounced with /ɑ:/ in both accents, e.g., father, palm, balm, part, start, large, card, etc.

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- On the other hand, in a number of words in which BBC pronunciation has /ɑ:/, General American has the front open /æ/ vowel, e.g.

	BBC pronunciation	General American
<i>class</i>	klɑ:s	klæs
<i>last</i>	lɑ:st	læst
<i>ask</i>	ɑ:sk	æsk
<i>answer</i>	ˈɑ:n.sə	ˈænsər
<i>laugh</i>	lɑ:f	læf
<i>advance</i>	ədˈvɑ:ns	ədˈvæns
<i>can't</i>	kɑ:nt	kænt

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	BBC pronunciation	General American
<i>thought</i>	θɔ:t	θɑ:t
<i>caught</i>	kɔ:t	kɑ:t
<i>daughter</i>	'dɔ:tə	'dɑ:tər
<i>author</i>	b:θə	'ɑ:θər
<i>walk</i>	wɔ:k	wɑ:k
<i>autumn</i>	b:təm	'ɑ:təm

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All GA vowels are characterized by r-colouring when they are followed by the letter r in the spelling, e.g.,

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	BBC pronunciation	General American
<i>car</i>	ka:	ka:r
<i>park</i>	pɑ:k	pɑ:rk
<i>start</i>	sta:t	sta:rt
<i>more</i>	mɔ:	mɔ:r
<i>course</i>	kɔ:s	kɔ:rs
<i>morning</i>	ˈmɔ:rnɪŋ	ˈmɔ:rnɪŋ

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	BBC pronunciation	General American
<i>no</i>	nəʊ	noʊ
<i>go</i>	gəʊ	goʊ
<i>note</i>	nəʊt	noʊt
<i>home</i>	həʊm	hoʊm
<i>don't</i>	dəʊnt	doʊnt
<i>photo</i>	ˈfəʊtəʊ	ˈfoʊtəʊ

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Many speakers of General American don't pronounce /j/ in a stressed syllable after the alveolar consonants /t, d, n/, e.g.,

	BBC pronunciation	General American
<i>tune</i>	tju: n	tu:n
<i>due</i>	dju:	du:
<i>news</i>	nju:z	nu:z
<i>reduce</i>	rɪ'dju:s	rɪ'du:s
<i>subdue</i>	səb'dju:	səb'du:
<i>student</i>	'stju:dnt	'stu:dnt

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The two variants (allophones) of /l/ - the “clear” [l] and the “dark” [ɫ] are very similar in General American, and to a speaker of BBC English both of them may sound “dark”.

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- The consonant // is voiced – pronounced as /ʒ/ - in a number of words, e.g.,

	BBC pronunciation	General American
<i>excursion</i>	ɪk'skɜ:ʃn̩	ɪk'skɜ:rʒn̩
<i>version</i>	ˈvɜ:ʃn̩	ˈvɜ:rʒn̩
<i>Asia</i>	ˈeɪʃə	ˈeɪʒə
<i>Persia</i>	ˈpɜ:ʃə	ˈpɜ:rʒə

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Other differences between BBC pronunciation and GA

- There are a number of suffixes the vowels in which are pronounced differently in the two standard accents.

There is a tendency for the –ile suffix in hostile, fragile, futile, etc. (pronounced /ai l/ in BBC English) to have a weak vowel or a syllabic consonant and to be pronounced /əl/ or /l/ in General American, e.g.,

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	BBC pronunciation	General American
<i>agile</i>	'ædzail	'ædzəl, ædʒl̩
<i>hostile</i>	'hɒstail	'hɑ:stl̩
<i>futile</i>	'fju:tail	'fju:tl̩
<i>fragile</i>	'frædzail	'frædzl̩
<i>mobile</i>	'məubail	'moub̩l̩

The suffixes –ary, -ery, -ory, -mony usually have a weak vowel in BBC pronunciation but a strong one in GA, e.g.,

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	BBC pronunciation	General American
<i>customary</i>	'kʌstəməri	'kʌstəmeri
<i>dictionary</i>	'dɪkʃənəri	'dɪkʃəneri
<i>monastery</i>	'mɒnəstəri	'mɑ:nəsteri
<i>mandatory</i>	'mændətəri	'mændətɔ:ri
<i>testimony</i>	'testiməni	'testəməuni
<i>ceremony</i>	'serəməni	'serəməuni
<i>territory</i>	'terətəri	'terətɔ:ri

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Finally, there are a number of words the pronunciation differences in which don't follow any predictable pattern, e.g.,

	BBC pronunciation	General American
<i>schedule</i>	ʃedju:l	'skedju:l
<i>either</i>	'aɪðə	'i:ðər
<i>clerk</i>	klɑ:k	klɜ:rk
<i>nourish</i>	'nʌrɪʃ	'nɜ:rɪʃ
<i>nougat</i>	'nu:gɑ:	'nu:gət
<i>apparatus</i>	æpə'reɪtəs	æpə'ræɪtəs

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Shortening of Pronunciation

Numerous factors affect vowel duration besides the inherent length of checked and free vowels, and many of these factors, such as speech rate, are not unique to English. One universal tendency, however, that is notably exaggerated in English is the shortening of vowels (and other sonorants) when immediately followed by a voiceless consonant in the same syllable. This phenomenon is called pre-fortis clipping, “fortis” being an alternative term for “voiceless,” and “clipping” meaning “shortening.” This shortening is most noticeable in the free vowels, since they are inherently rather long to begin with:

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FLEECE	full length:	seed /sid/	shortened:	seat /sit/
GOOSE		lose /luz/		loose /lus/
PALM		nod /nad/		not /nat/
(THOUGHT		thawed /θɔd/		thought /θɔt/)

FACE	full length:	save /seiv/	shortened:	safe /seif/
PRICE		side /said/		site /sait/
CHOICE		void /vɔid/		voice /vois/
GOAT		code /kɔud/		coat /kɔut/
MOUTH		loud /laud/		lout /laʊt/

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When diphthongs are clipped, it's the first part, not the glide, which is shortened, making them less obviously falling diphthongs. The checked vowels are already inherently short, and therefore, the extent of the shortening they undergo is rather slight but nevertheless still present.

KIT	full length:	<i>his /hɪz/</i>	shortened:	<i>hiss /hɪs/</i>
FOOT		<i>hood /hʊd/</i>		<i>hook /hʊk/</i>
DRESS		<i>bed /bɛd/</i>		<i>bet /bɛt/</i>
TRAP		<i>rag /ræɪ/</i>		<i>rack /ræk/</i>
schwa		<i>mug /mʊɪ/</i>		<i>muck /mʊk/</i>

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Pre-fortis clipping affects all sonorants, not just vowels, which means that the approximants /l r/ and the nasals /m n ŋ/ are shortened together with the vowel that precedes them. It's typically checked vowels that can be followed by a sonorant and an obstruent, in which case the combined clipping of both the sonorant and the vowel is much more striking than when a checked vowel alone is clipped. Examples of

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vowel + /l/:

full length: shelve /ʃɛlv/

shortened: shelf /ʃɛlf/

build /bɪld/

built /bɪlt/

falls /fɔlz/

false /fɔls/

bowled /boʊld/

bolt /boʊlt/

culled /kəld/

cult /kəlt/

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Examples of vowel + /r/:

full length: fears /firz/

shortened: fierce /firs/

card /kard/

cart /kart/

ford /ford/

fort /fort/

hard /hard/

heart /hart/

scares /skærz/

scarce /skærs/

heard /hærd/

hurt /hært/

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Examples of vowel + nasal:

full length: hummed /həmd/

shortened: hump /həmp/

rammed /ræmd/

ramp /ræmp/

lend /lɛnd/

lent /lɛnt/

wins /wɪnz/

wince /wɪns/

banged /bæŋd/

bank /bæŋk/

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Pre-fortis clipping is important not only for the correct pronunciation and recognition of vowels but also as a cue to the identity of consonants. English voiced obstruents (plosives, affricates, and fricatives) are actually only potentially fully voiced – they are often only partially voiced or may even be fully devoiced. In such cases, the length of the preceding sonorant (vowels, nasals, and approximants) is an important indicator for distinguishing between voiced and voiceless obstruents.

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Diagnostic passage Read and record the text below.

**Then compare your recording with the one on the cassette
and look at the comments.**

I arrived in New South College on a Sunday afternoon. The porter at the lodge told me how to get to the central office block, where a clerk at the Accommodations Office gave me my keys. So I wandered about, looking for the pretty little cottage I had seen on the colour photograph in the prospectus. I hadn't thought it necessary to ask the clerk for directions. But it was getting dark and there was just nobody around. The beautiful blonde girl I had momentarily seen a minute ago had disappeared in the direction of the car park. Everybody seemed to have gone to spend their leisure time in the city. The dark green bushes on both sides of

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the path were beginning to look hostile, and I couldn't help thinking that I had got lost.

Comments

The aim of your recording and these comments is to help you to determine which of the two standard accents your pronunciation is closer to – BBC English or General American. Listen to your recording of the diagnostic passage, compare it with the one on the cassette which accompanies this book, and read the comments below. Alternatively, before reading the comments, you could try to analyse the passage yourself, and then compare your analysis with the one given here. The superscripts have been

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added in the text below in order to help you find more easily the words and phrases which the comments refer to.

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Short & LONG Dialogues

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Formal Greetings

RALPH: Good morning, Professor Austin, how are you doing?

PROFESSOR AUSTIN: Good morning, Ralph. I am doing well.
And you?

RALPH: I'm great, thank you. This is my friend Emma. She is thinking about applying to this college. She has a few questions. Would you mind telling us about the process, please?

PROFESSOR AUSTIN: Hello, Emma! It's a pleasure to meet you. I'm more than happy to speak with you. Please stop by my office next week.

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EMMA: It's a pleasure to meet you, professor. Thank you so much for helping us.

PROFESSOR AUSTIN: Don't mention it. Hopefully, I will be able to answer your questions

SARAH: Hi, Helen! How's it going?

HELEN: Fine, thanks—and you?

SARAH: Just fine. Where are you off to?

HELEN: To the library. I've got a history exam next week and need to start studying. Ugh.

SARAH: Oh, no. Well, I'll see you later then. Good luck!

HELEN: Thanks. See you later.

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Formal Introductions

MARGARET: Mr. Wilson, I'd like you to meet Dr. Edward Smith.

MR. WILSON: It's nice to meet you, Dr. Smith.

DR. SMITH: Pleasure to meet you, too.

MARGARET: Dr. Smith is an economist. He just finished writing a book on international trade.

MR. WILSON: Oh? That's my field, too. I work for the United Nations.

DR. SMITH: In the Development Program, by any chance?

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MR. WILSON: Yes. How did you guess?

DR. SMITH: I've read your articles on technical assistance.

They're excellent.

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Informal Introductions

JIM: Who's the tall woman next to Barbara?

CHARLES: That's her friend Mary. Didn't you meet her at Steve's party?

JIM: No, I wasn't at Steve's party.

CHARLES: Oh! Then let me introduce you to her now. Mary, this is my friend Jim.

MARY: Hi, Jim. Nice to meet you.

JIM: You, too. Would you like a drink?

MARY: Sure, let's go get one.

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What time is it?

NATASHA: What time is it? We're going to be late!

TONY: It's a quarter after seven. We're on time. Don't panic.

NATASHA: But I thought we had to be at the restaurant by 7:30 for the surprise party. We'll never make it there with all this evening traffic.

TONY: Sure we will. Rush hour is almost over. Anyway, the party starts at 8:00.

But I do need help with directions. Can you call the restaurant and ask them where we park our car?

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A telephone call

JOHN: Hi, Alice, it's John. How are you?

ALICE: Oh, hi, John! I was just thinking about you.

JOHN: That's nice. I was wondering if you'd like to go to a movie tonight.

ALICE: Sure, I'd love to! What's playing?

JOHN: I was thinking about that new comedy Lights Out. What do you think?

ALICE: Sounds great!

JOHN: OK, I'll pick you up around 7:30. The movie starts at 8:00.

ALICE: See you then. Bye!

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LUKE: Hello? Hi, Stephanie, how are things at the office?

STEPHANIE: Hi, Luke! How are you? Can you please stop and pick up extra paper for the computer printer?

LUKE: What did you say? Can you repeat that, please? Did you say to pick up ink for the printer? Sorry, the phone is cutting out.

STEPHANIE: Can you hear me now? No, I need more computer paper. Listen, I'll text you exactly what I need. Thanks, Luke. Talk to you later.

LUKE: Thanks, Stephanie. Sorry, my phone has really bad reception here.

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Coincidences

MEG: Well, hello there, Julia! Long time no see!

JULIA: Meg! Hi! What a coincidence! I haven't seen you in ages! What are you doing here?

MEG: I just got a new job in the city, so I'm shopping for some clothes. Hey, what do you think of this shirt?

JULIA: Hmm ... well, you know how much I love blue. See? I've got the same shirt!

MEG: You always did have good taste! What a small world.

JENNIFER: It's freezing outside! What happened to the weather report? I thought this cold front was supposed to pass.

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GABRIELA: Yeah, I thought so too. That's what I read online
this morning.

JENNIFER: I guess the wind chill is really driving down the
temperature.

GABRIELA: Can we go inside? I feel like my toes are starting
to go numb.

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LANGUAGE NOTES • A “cold front” means a large mass of cold air. It can be plural: There were multiple cold fronts this January. • Here “supposed to” refers to something that is intended or expected to happen: I thought it was supposed to rain today. This phrase can be used for many situations: I thought the train was supposed to arrive at 9:00 a.m. sharp. • Yeah / Yup / Uh huh are informal conversational cues used by native speakers in conversation. Each of these responses could be used here for “yes.” Gabriela affirms what Jennifer is saying. The most polite way to affirm a response is to say “yes.” • Listen for the emphasis on “That’s what I read online this morning.” This useful phrase can be used with other verbs to convey information: That’s what I heard on the radio. / That’s what I saw on TV. / That’s what I read online.

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- Chill / freezing / cold: These words describe cold weather. I feel the wind chill. / I feel the chill. / I am freezing. / I am cold. •

Windchill is the effect of the wind making the temperature feel colder on a person's skin. This is an uncountable noun. The temperature is 4 degrees, but with the wind chill it feels like -8.

These phrases are used in weather reports as well. • The phrase "driving down" means "forcing to be lower" and can be used in many situations. An oversupply of new houses is driving down sales prices in the area.

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At the doctor's

DOCTOR: What seems to be the problem?

CATHY: Well, I have a bad cough and a sore throat. I also have a headache.

DOCTOR: How long have you had these symptoms?

CATHY: About three days now. And I'm really tired, too.

DOCTOR: Hmm. It sounds like you've got the flu. Take aspirin every four hours and get plenty of rest. Make sure you drink lots of fluids. Call me if you're still sick next week.

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CATHY: OK, thanks.

LANGUAGE NOTES • What seems to be the problem? means “What is the problem?” Notice that the intonation falls at the end of the question. The doctor wants information, not a “yes/no”

answer. • Well is used as an introductory word. Notice how the vowel is drawn out, to sound like “Weeeeeell ...” This can be used as a way to “buy time” while you think about what you want to say next. • A bad cough...a sore throat...a headache: Notice the article “a” before each symptom.

• About is used to mean “more or less.” It’s used here to give an estimate of time. • Take aspirin...get rest...Make sure...Call me:

Notice the doctor uses the simple tense here to give instructions.

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This is the imperative form of the verb. • Still sick means
“continue to be sick.”

Asking Directions!

MARK: Excuse me. Could you tell me where the library is?

NANCY: Yes, it's that way. You go three blocks to Washington Street, then turn right. It's on the corner, across from the bank.

MARK: Thanks! I've only been in town a few days, so I really don't know my way around yet.

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NANCY: Oh,I know how you feel. We moved here a year ago,
and I still don't know where everything is!

LANGUAGE NOTES

- Could you tell me ... is slightly more polite than “Can you tell me ...?”

Could you tell me where the library is? Notice that “library” is stressed here because it is the word with the important information. This is an indirect question, so the subject (the library) comes before the verb (is). The word order is reversed in

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a direct question (Where is the library?). • Yes, it's that way.

Notice the stress on "that." The speaker is pointing in a certain direction and wants to emphasize that direction.

- I know how you feel is a way of saying "I understand." Notice the emphasis on "feel." The speaker wants to show empathy and understanding.

- I still don't know where everything is! Notice the word order of where "everything is." The subject (everything) comes before the verb (is). This word order is different from the direct question (Where is everything?).

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Calling for Help

PETER: Hey! That car just ran a red light and hit that truck!

GAIL: Is anyone hurt?

PETER: I don't know ... let's call 911. ... Hello? I'd like to report a car accident near the post office on Charles Street. It looks like a man is hurt. Yes, it just happened. OK, thanks. Bye.

GAIL: What did they say?

PETER: They're going to send an ambulance and a police car right away.

GAIL: Good, they're here. I hope the man is OK.

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PETER: I know. You have to be so careful when you're driving.

LANGUAGE NOTES

- Hey! This expression is used to show surprise. Notice how

That car just ranared light and hit that truck! is said with a lot of energy.

Is any one hurt? This is a yes/no question, so the intonation rises at the end.

Notice how this question is asked in a worried way.

- 911 is the phone number you dial for emergency services. The person who answers will ask you questions about the emergency situation and then send out the necessary emergency services, which may include police officers, firefighters and an ambulance.

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- Notice how the key words “car accident,” “post office” and “Charles Street” are stressed. These are the important details that

the emergency services need. • It just happened is a way of saying “It happened a moment ago.” Notice the stress on “just,” which emphasizes that the accident happened very, very recently.

- What did they say?

Notice how “say” is emphasized, but the intonation falls at the end of the word.

This is a “what” question, so the intonation falls at the end.

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At the Supermarket !

LOUISE: Hey, Julia ... Look at those desserts! How about baking some cookies today?

JULIA: Hmm... Yeah, that's a great idea! While we're here, let's pick up the ingredients.

JULIA: OK, what do we need?

LOUISE: The recipe calls for flour, sugar and butter. Oh, and we also need eggs and chocolate chips.

JULIA: Why don't you get the dairy ingredients? You'll find those in the refrigerated section in the back of the store. I'll get the dry ingredients — they're in aisle 10.

LOUISE: Great! Let's meet at the checkout.

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JULIA: OK. See you there.

LANGUAGE NOTES

- How about is a casual way to suggest doing an activity. Notice that “how about” is followed by an “-ing” verb.
- Hmm... Notice that Julia pauses for a moment. “Hmm” is an expression used to think about something first before speaking.
- That’s a great deal! Notice the emphasis on “great.” Julia has thought about it and then decided that she really does want to bake cookies.
- The recipe calls for is a way of saying “the recipe says we need.” The phrase “call for” can also be used to talk about the weather forecast. (They’re calling for rain.)

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- ...flour,sugar and butter. Notice that this is a list, so there are short pauses between each item. Notice also that each ingredient is stressed because this information is important. • Why don't you... This expression is used to ask someone to do something. It

can also be used to give advice — but in this case two friends are deciding on who does which task. • Aisle Notice the silent “s” in aisle. An aisle is an orderly lane in a supermarket, with shelved products on both sides. Each aisle has a number, so that it is easy to find what you need.

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Running Errands

HOTEL RECEPTIONIST: Hi, there. How can I help you?

CLAIRE: Well, I'm in town visiting for a few days, and I need to get some things done while I'm here.

HOTEL RECEPTIONIST: Sure. What do you need?

CLAIRE: I need to get my haircut. I also need to have my new pants hemmed.

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HOTEL RECEPTIONIST: OK. Here's a map of the city. There's a good hair salon here, which is just a block away. And there's a tailor right here. Is there anything else?

CLAIRE: Yes. I'll need to have my car serviced before my long drive home!

HOTEL RECEPTIONIST: No problem. There's a good mechanic a few blocks away.

LANGUAGE NOTES

- Hi,there. Notice the intonation in this greeting. It rises after "Hi" and falls after "there."
- Sure is a friendly expression to mean "OK."

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. Notice get/ have + object + participle. This structure is used to describe actions that someone else does for us. “Get” and “have” are interchangeable here.

No problem here means “Don’t worry.” Notice the stress on “No.”

The

receptionist laughs first, then puts emphasis on “No” by lengthening the word. This shows that she understands the car could break down if it doesn’t get serviced.

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At the Post Office

POSTAL CLERK: What can I do for you today?

CAROL: I need to mail this package to New York, please.

POSTAL CLERK: OK, let's see how much it weighs ... it's about five pounds. If you send it express, it will get there tomorrow. Or you can send it priority and it will get there by Saturday.

CAROL: Saturday is fine. How much will that be?

POSTAL CLERK: \$11.35 [eleven thirty-five]. Do you need anything else?

CAROL: Oh, yeah! I almost forgot. I need a book of stamps, too.

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POSTAL CLERK: OK, your total comes to \$20.35 [twenty dollars and thirty-five cents].

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Transportation

JOYCE: Should we take a taxi or a bus to the mall?

BILL: Let's take a bus. It's impossible to get a taxi during rush hour.

JOYCE: Isn't that a bus stop over there?

BILL: Yes ... Oh! There's a bus now. We'll have to run to catch it.

JOYCE: Oh, no! We just missed it.

BILL: No problem. There'll be another one in 10 minutes.

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How Old Are You?

PATTY: I'm really excited for Aunt Mary's surprise birthday party this afternoon!

Aren't you?

SUSAN: Yeah! How old is she?

PATTY: She'll be 55 on May 14 [fourteenth].

SUSAN: Wow! I didn't know that my mom was older — she's going to be 57 on September 2 [second]. Anyway, Aunt Mary's going to be so surprised to see us all here!

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PATTY: I know! But we still have to get all the food set up before she gets here ... OK! We're all ready now. Shh! She's here!

ALL: Surprise!

At the movies!

BOB: We'd like two tickets for the 3:30 show, please.

TICKET SALES: Here you go. Enjoy the movie! [Inside the theater]

BOB: Would you mind moving over one, so my friend and I can sit together?

WOMAN: No, not at all.

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BOB: Thanks a lot!

LANGUAGE NOTES • The 3:30 show Movies are shown at different times throughout the day. This refers to the movie that starts at 3:30. Notice the emphasis on 3:30. • Enjoy the movie! Notice how the intonation rises on movie.

This is said in a friendly way, and is followed by an exclamation point. •

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Would you mind is a polite way to ask “Can you do something for me?” Notice the verb ends in “-ing.” Compare this structure to “Would you mind if I” plus a verb that ends in “-ed” (Would you mind if I opened the window?).

- Moving over one Here “one” is short for “one seat.” • No,not at all is a way of saying “No, I don’t mind” or “I will be glad to.” Notice the answer to “Would you mind” is in the negative form.

What are you good at?

SANDRA: So... what should we do?

JULIE: Well, I like to do arts and crafts, and I’m really good at drawing.

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What do you think?

SANDRA: Hmm.....how about playing a board game? That would be more fun.

JULIE: OK. Let's play Scrabble! I'm really good at spelling, too!

SANDRA: Oh, yeah? We'll see about that!

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Your favorite sport

PHIL: What time is that soccer game on? I thought it started at noon.

JACK: We must have had the wrong time. Oh, well ... soccer's not my favorite sport anyway. I much prefer basketball.

PHIL: Oh, really? I thought your favorite sport was tennis!
I'm a big fan of basketball, too.

JACK: How about a game sometime?

PHIL: Sure thing! Why don't we go shoot some hoops now since the soccer game isn't on?

JACK: Excellent idea. Let's go.

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At the theatre

ABO: What a fantastic performance! Thank you for inviting me to the musical.

ELENA: You are welcome. I'm happy you enjoyed the show. The choreography of the dancers was incredible. It reminds me of when I used to dance.

ABO: I know! You were such a talented ballerina. Do you miss dancing?

ELENA: Oh, that's very kind of you, Abo. I do miss it sometimes. But I will always be a fan of the arts. That's why I love

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going to musicals because it's the perfect combination of song, dance and theater.

ABO: Absolutely! I'm glad you are still an art fan too. Thank you for the invitation. It's always a pleasure to attend an arts event with you and learn something new.

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Vacation

JULIE: I just bought a ticket to New York City. I'm so excited to see the city!

SOPHIE: Good for you! Traveling is so much fun. I love discovering new places and new people. When are you leaving?

JULIE: Next week. I'm taking the redeye. It was cheaper. Hopefully, I'll be able to sleep on the plane.

SOPHIE: I wish I could go with you! New York City is a magical place. You will have so much fun.

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JULIE: I hope so. I'm going to visit my brother who lives there. I will stay for a week and then take the train down to Washington, D.C.

SOPHIE: That sounds like a great vacation. I'm looking forward to a week at the beach for my summer vacation. I just want to relax.

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At the pet store

CONNIE: Oh! What a beautiful cat. What do you think?

GARY: I think I'd rather get a dog. Dogs are more loyal than cats.

CONNIE: Yes, but they're so much work! Would you be willing to walk it every single day? And clean up after it?

GARY: Hmm. Good point. What about a bird? Or a fish?

CONNIE: We'd have to invest a lot of money in a cage or a fish tank. And I don't really know how to take care of a bird or a fish!

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GARY: Well, we're obviously not ready to get a pet yet.

CONNIE: Yeah, you're right. Let's go grab some coffee and talk about it.

Giving ADVICE

LAYLA: Thanks for meeting with me during your lunch hour. I appreciate it.

MONICA: No problem. I'm happy to help. What's going on?

LAYLA: Oh you know, the usual. Should I take this new job? Or do I stick with my current one?

MONICA: Well, I think it's time for a change, don't you? They pay you late and you are unhappy.

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LAYLA: Do you really think so?

MONICA: I know so. And I've been listening to you complain for over a year now. Trust me. Take the job. What do you have to lose?

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**Read the following sentences and try to choose the best
definition for the unclear word by searching for context
clues in the sentence.**

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

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

2. The spies conducted a covert operation. a. dangerous b. foreign c. hidden d. illegal

3. The baseball player's malice toward the referee was revealed in his spiteful remarks to the media, which almost ruined the referee's career. a. vindictive b. crazy c. rude d. unpleasant

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

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

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

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

6. She showed a blatant disregard for the rules. a. obvious b. hidden c. last-minute d. rebellious

7. Her fashion sense was usually described as flamboyant, but on the night of the party,

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Tanya's outfit was uncharacteristically modest. a. impeccable b. showy c. sloppy d. unassuming

8. Mr. Powers was so gullible that he believed even the most outlandish excuses of his insincere employees. a. intelligent b. naïve c. dishonest d. critical

9. You cannot become a certified teacher without completing the prerequisite student-teaching assignment. a. required b. optional c. preferred d. advisable

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10. Charles, aware of his susceptibility to gum disease, is diligent about flossing. a. uncomfortable b. excited c. thorough d.

ambivalent

11. Even though she'd read her supervisor's memo four or five times, she still found his rambling message ambiguous.

a. profound b. inspiring c. ridiculous d. unclear

12. Excited about winning the award, Marcia walked up to the podium and delivered an animated acceptance speech.

a. abbreviated b. courteous c. reserved d. lively

13. The intermittent rain soaked the garden many different times during the day. a. protracted b. periodic c. incredulous d. light

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14. I got a vicarious thrill watching you on the diving board. a.

shared b. unpleasant c. adventurous d. evil

15. After several small brushfires at the campground, officials felt the need to augment the rules pertaining to campfires. a. criticize

b. retract c. consider d. expand

16. As soon as the details of the election were released to the media, the newspaper was inundated with calls—far too many to be handled effectively. a. provided b. bothered c. rewarded d.

flooded

17. The doctor got to the crux of the issue. a. outline b. opposite

c. crucial point d. unhealthy

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18. When people heard that timid Bob had taken up skydiving, they were incredulous. a. fearful b. outraged c. convinced d. disbelieving

19. The technical department enthusiastically hired Ms. Long because she was proficient in the use of computers. a. sincere b. adequate c. competent d. skilled

20. Even under tremendous public pressure, the planning committee would not commit itself wholeheartedly to the proposal and gave only tentative approval to the waterfront development plan. a. provisional b. ambiguous c. unnecessary d. total

21. The preacher used a euphemism for an unpleasant subject. a. ugly picture b. substituted word c. homeless person d. visual aid

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22. Since the townspeople were so dissatisfied, various methods to alleviate the situation were debated. a. ease b. tolerate c. clarify d. intensify

23. That perfume always evokes pleasant memories. a. angers b. erases c. calls up d. confuses

24. The attorney wanted to expedite the process because her client was becoming impatient. a. accelerate b. evaluate c. reverse d. justify

25. The suspect gave a plausible explanation for his presence at the scene, so the police decided to look elsewhere for the perpetrator of the crime. a. unbelievable b. credible c. insufficient d. apologetic

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26. He based his conclusion on what he inferred from the evidence, not on what he actually observed. a. predicted b. imagined c. surmised d. implied

27. The neighborhood-watch group presented its ultimatum at the town board meeting: Repave the streets or prepare for protests. a. earnest plea b. formal petition c. solemn promise d. non-negotiable demand

28. The editor of the newspaper needed to be sure the article presented the right information, so his review was meticulous. a. delicate b. painstaking c. superficial d. objective

29. The general public didn't care about the trial and was apathetic about the verdict. a. enraged b. indifferent c. suspicious d. saddened

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30. The doctors were pleased that their theory had been fortified by the new research. a. reinforced b. altered c. disputed d. developed

31. The captain often delegated responsibility to his subordinates, so as to have time to do the important tasks himself. a. analyzed b. respected c. criticized d. assigned

32. The news about toxic waste dumping aroused the anger of many viewers of the news broadcast. a. informed b. appeased c. provoked d. deceived

33. The athlete was adroit at handling the ball. a. clumsy b. large c. obnoxious d. skillful

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34. The new shipping and receiving building is an expansive facility, large enough to meet our growing needs. a. obsolete b. meager c. spacious d. costly

35. The attorneys were now certain they could not win the case, because the ruling had proved to be so detrimental to their argument. a. decisive b. harmful c. worthless d. advantageous

36. My brother drives us crazy by crooning in the shower. a. hooting b. bellowing c. crying d. shouting

37. Mark seems very pensive today. a. writing b. hostile c. cooped-up d. thoughtful

38. The air in the rainforest was humid, making the heat seem even more smothering than before. a. hot b. damp c. hazy d. volatile

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39. The balloon, loose from its string, rose up into the sky, a shiny purple sphere. a. circle b. globe c. ovoid d. nodule
40. After the storm caused raw sewage to seep into the ground water, the Water Department had to take measures to decontaminate the city's water supply. a. refine b. revive c. freshen d. purify
41. Please say something that will edify the audience. a. perplex b. annoy c. instruct d. amuse
42. The volcano lies dormant now, but we feel sure that it will erupt again within the year. a. inactive b. slack c. elevated d. inattentive

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43. Because of his disregard for the king's laws, the prince was punished by being banished from the kingdom. a. apart b.

kidnapped c. exiled d. spirited

44. I relinquished my place in line to go back and talk with my friend Diane. a. defended b. yielded c. delayed d. remanded

45. He juxtaposed the book's ideas with current events, showing us how they related. a. caused confusion b. bend and fold c.

placed side-by-side d. threw away

46. The thief jostled me in a crowd and was thus able to pick my pocket. a. mugged b. bumped c. assailed d. hindered

47. While we traveled in Italy, we stayed in an inexpensive hostel.

a. inn b. compound c. home d. four-star hotel

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Answers

1. c. To be outmoded is to be old-fashioned or out-of-date. The designer window treatments may also be unnecessary, pointless, or even worthless. However, the key to the meaning is the context—that is, the phrase installed 17 years ago. 2. c.

Something that is covert is hidden. It is related to the word cover; something covert is covered from view. 3. a. To be spiteful is to be vengeful or vindictive.

The keys here are the word malice and the phrase almost ruined the referee's career. 4. d. When something is done obdurately, it is done in an

inflexible or intractable manner, or stubbornly. The key here is the words willful young man. 5. b. A superficial remark is insignificant and

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shallow, or petty. The key here is the word trivialized. 6. a.

Something blatant is done openly and boldly; it is obvious, out in

the open, undisguised. 7. b. Something that is flamboyant is

flashy or showy. The keys here are the words usually described

as flamboyant and but . . . uncharacteristically modest. 8. b. To

be gullible means to be easy to fool or naïve. The keys here are

the words outlandish excuses and insincere employees. 9. a. A

prerequisite is something that is necessary or required. The fact

that you can't become a certified teacher without completing the

student teaching assignment means it is required. The other

choices do not imply a hard and fast rule.

10. c. To be diligent is to be painstaking or thorough.

11. d. To be ambiguous is to be vague or unclear.

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12. d. Something that is animated is energetic or lively.

13. b. When something is intermittent, it is periodic or starts and stops at intervals.

14. a. The word vicarious means experienced through the efforts of another person. The person speaking experienced the thrill of the high dive through the efforts of the person on the diving board.

15. d. To augment something is to add to or expand it. Although choice c, consider, is not out of the question, since officials are responding to several fires that have already occurred, it is more likely that they will do something more pronounced and definitive than just considering the existing rules.

16. d. To be inundated is to be overwhelmed or flooded.

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17. c. The word crux is related to cross, and refers to the point where two things intersect. It is used to describe the crucial point, the central issue.

18. d. When one is incredulous, one is skeptical or disbelieving.

19. d. When one is proficient at something, one is an expert or is skilled at it.

20. a. When something is tentative, it is of an uncertain or provisional nature.

21. b. A euphemism is a pleasant word or phrase used in place of an unpleasant or offensive word or phrase.

22. a. To alleviate something is to make it more bearable or to ease it.

23. c. To evoke means to call forth.

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24. a. To expedite a process is to hurry it up or accelerate it.

25. b. If something is plausible, it is believable or credible.

26. c. To infer something is to surmise it or deduce it from the evidence.

27. d. An ultimatum is a final statement of terms or non-negotiable demand.

28. b. To be meticulous is to be extremely careful or painstaking.

29. b. To be apathetic is to show little or no interest or to be indifferent.

30. a. To be fortified is to be strengthened or reinforced.

31. d. To delegate a task is to assign it or to appoint another to do it.

32. c. To arouse someone is to stir up or provoke that person.

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33. d. To be adroit is to be skillful with one's hands. It is the opposite of clumsy.
34. c. If something is expansive, it is broad, open, or spacious.
35. b. If a thing is detrimental, it is injurious or harmful.
36. b. Crooning and bellowing both mean singing.
37. d. To be pensive means to be deep in thought.
38. b. Humid and damp both mean the same thing in this context.
39. b. A sphere is a globular (globe) object.
40. d. To decontaminate and to purify both mean to remove impurities.
41. c. To edify is to instruct another person, especially in a moral or encouraging sense.

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42. a. Dormant and inactive both mean not active, as if asleep (the root meaning of dormant).

43. c. To be banished and to be exiled both mean to be forced to leave.

44. b. Yielded and relinquished both mean given up.

45. c. To juxtapose means to place two or more things side-by-side.

46. b. To be jostled is to be bumped.

47. a. A hostel and an inn are both lodging places for travelers.

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TALKING ABOUT THE WEATHER

Situation: Ann and Mary talk while walking to their next class.

Ann: Oh, it feels so cold this morning.

Mary: It sure is. Early this morning my car's windshield was covered with frost. I had to spray it with water before I could head to school.

Ann: Who would have thought it could be this cold in early December, especially in California.

Mary: I know. The temperature was 35 degrees Fahrenheit when I woke up this morning. I was freezing as soon as I got out of bed. The cold weather just hit me by surprise.

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Ann: I cannot remember when it was this cold in early December.

Mary: Brace yourself for the rain this afternoon. Cold and wet,

Yuck!

Ann: It is going to rain this afternoon?

Mary: Not only this afternoon, but also the rest of the week.

Ann: Oh, it is going to be miserable. I have a full class schedule today and tomorrow. To walk from class to class, I will have to juggle my books and my umbrella trying not to get wet.

Mary: You carry too many books. Why don't you leave some of them in your locker?

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Ann: My locker is a long way from my English classes. This is the reason why I carry all my books with me. Is it going to rain hard or just drizzle?

Mary: The news said that it would start to drizzle around noon, and then it would rain really hard by three o'clock.

Ann: No hope for better weather this week?

Mary: There is a slim chance of sunshine by Saturday. However, it will be foggy, windy, and rainy before the sun comes out this weekend.

Ann: I am glad that it rains even though I do not like rainy weather. We have a very dry season so far this year.

Mary: Yes, I can hardly remember when it rained last time. Well, as long as there is no thunder or lightning, I can bear it.

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Ann: We rarely have thunder or lightning in California.

Mary: We are very lucky that California has one of the best weather conditions in America. When it is hot, it is not humid; when it rains, there is no thunder or lightning, and the cold weather during the winter season is quite mild compared to the weather of the other states.

Ann: Yes, we are lucky. However, sometimes when I look at the Christmas pictures, I just wish we had some snow. It looks so pretty when everything is covered by a blanket of pure white snow.

Mary: Living in southern California all my life, I have never seen snow. I would not mind playing in the snow once in a while.

Ann: Yes, it would be fun to make a snowman or go skiing.

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Mary: We have never seen snow; we have never made a snowman, and we have never gone skiing. We better do something about this.

Ann: May be we should plan a trip to Aspen, Colorado during winter break. I heard that the skiing season is fantastic up there.

Mary: I don't think we can afford a trip to Aspen. It is very expensive up there.

Ann: I am just wishing. I know what I will be doing during winter break. I will be working very hard to save money for a new car.

Mary: With the cars that we drive, it is better that we live in a place where there is no snow.

Ann: You are right, we are better off with no snow. Ok, I have class right now; see you later in the library.

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Mary: See you later.

Comprehension test

a) How was the weather this morning? b) What happened to Mary's car? c) What did Mary do to her car? d) What was the temperature when Mary woke up? e) How will it be in the afternoon? f) How long will it be raining? g) How is the weather until the weekend? h) Why will it be difficult for Ann when it rains this afternoon? i) When will it start raining really hard? j) How will it be during the coming weekend? k) What kind of season did they have so far this year? l) Why is the weather in California better than the weather in the other states? m) What is Ann wishing for?

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GRAMMAR

NOUNS: 1) Nouns can be classified as either common nouns or proper nouns: A) Common nouns are used to refer to people, animals, things and places in general. Student Cat Umbrella Beach

Common nouns can be singular or plural. Singular nouns are used when there is one person, one animal or one thing. One week An umbrella

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Plural nouns are used when more than one person, more than one thing or more than one place are mentioned. To form a plural noun, simply add -s to the end of the word. Two weeks Many umbrellas

Exceptions: 1) For nouns that end with -ch, -s, -sh, -x and -z; add -es to form plural nouns. Peach, peaches Bus, buses

2) For nouns that end with a consonant followed by -y, change -y to -i, and then add -es. Body, bodies Party, parties

3) For nouns that end with a vowel followed by -y, add -s to form plural nouns. Toy, toys Boy, boys

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4) For nouns that end with -fe or - f, change - f to -v, and then add -es. Life, lives Leaf, leaves Note: Some nouns do not follow this rule. Example: roof, roofs; chief, chiefs.

5) For nouns that end with -o preceded by a vowel, simply add -s. However, if -o is preceded by a consonant, add -es. Patio, patios

Potato, potatoes

Note: Some nouns do not follow this rule. Example: piano, pianos; photo, photos.

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6) Some nouns completely change when they become plural.

Child, children Mouse, mice Foot, feet.

7) Some nouns are singular even though they end in -s. The news is very depressing. Mathematics is not easy to understand sometimes.

8) Some nouns are always plural. My pants are very comfortable. The scissors are very sharp

9) Some nouns are the same in singular and plural form. Fish, fish Equipment, equipment

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10) Some nouns come from adjectives, and are considered plural nouns. They are always preceded by the. The rich have many expensive hobbies. Sometimes the young have a lot of wild ideas.

B) Proper nouns are used to name specific persons, things or places, and are always capitalized. Some examples are: Mary
Aspen California

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AN AFTERNOON IN THE KITCHEN

Situation: Mrs. Anderson is baking cakes when her daughter Debbie gets home from school.

Debbie: Mom, I am home. Mrs. Anderson: How was school?
How did you do on the test?

Debbie: School was OK, and I did great on the test. Mom, I was so worried about that test , but now I feel great. What a relief!

Mrs. Anderson: I am glad to hear that. You have been studying so hard the past few weeks. Now, you can relax and enjoy life.

Debbie: What are you cooking? It smells so good.

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Mrs. Anderson: I am baking cakes. This is your favorite carrot cake.

Debbie: It looks really yummy. And I see muffins over there too. You were busy, weren't you?

Mrs. Anderson: Yes. Jeff has to take something to school tomorrow. So, those muffins are for him. Don't touch them.

Debbie: Can I have a piece of carrot cake? I want to enjoy life right now.

Mrs. Anderson: You don't want to wait until after dinner?

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Debbie: It looks inviting, and I bet it is delicious. No, I don't want to wait. Can I, mom?

Mrs. Anderson: OK, go ahead.

Debbie: Did you see the new recipe that was posted on Today Cooking's website? I believe it was called Scrumptious Pie.

Mrs. Anderson: No, I did not. But I want to try that recipe. Your dad loves pie.

Debbie: So do I.

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Mrs. Anderson: So does Jeff. Our whole family is crazy about pie.

Debbie: When do you want to try the new recipe? I want to learn too. Should we bake a cherry pie or an apple pie?

Mrs. Anderson: Since this is the cherry season, let's make a cherry pie. Tomorrow, I will get some cherries at the supermarket, and we can start baking in the afternoon when you get home from school.

Debbie: I need to finish a science project, and I will not get home until 3:30. Will it be too late to start baking, mom? If it is, you can start without me.

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Mrs. Anderson: 3:30 PM is fine. I will prepare dinner early, and then I will have everything ready for our baking session before you get home.

Debbie: Make sure that we still have enough sugar and eggs, mom. It seems like you were using a lot of sugar and eggs baking the cakes and muffins today. Mrs. Anderson: Don't worry. We still have plenty of sugar and a lot of eggs, enough to make at least ten pies.

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Debbie: Ten pies, huh? Ten sounds like a good number, but let's not overdo it. Let's make nine and a half pies instead.

Mrs. Anderson: OK, we will make nine and a half pies tomorrow.

No more, no less.

Debbie: It is a deal.

Mrs. Anderson: Enough about baking pies. I need to start working on today's dinner. It is three o'clock already. Your dad and Jeff will be home soon. I am sure they will be very hungry and will want dinner right away.

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Debbie: What do we have for dinner tonight?

Mrs. Anderson: I will make roast beef and cream of mushroom
soup.

Debbie: It has been a long time since you made cream of
mushroom soup. Do you need any help, mom?

Mrs. Anderson: No, go do your homework and leave the cooking
to me.

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Debbie: Thanks, mom. Call me whenever dinner is ready. I do not want to be late for roast beef, cream of mushroom soup, carrot cake and muffins.

Mrs. Anderson: The muffins are for Jeff. Do not touch them!

Debbie: I know, mom. Just kidding

GRAMMAR REVIEW

NOUNS Common nouns can be classified as either count or noncount nouns. 1) Count nouns: Count nouns refer to people, animals, things or places that can be counted. Count nouns can be singular or plural and are generally preceded by words indicating quantity or number (one, four, many, several, a few,

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every, a lot of) or by an article (a, an, the). An afternoon A
science project The new recipe Ten pies

A and an are indefinite articles and do not point to any person,
animal, thing or place in particular. I drove by a gas station before
I got home yesterday. I saw a blue 1950 Corvette on my way to
work.

A and an always precede a singular noun. Use the indefinite
article a before words which start with a consonant, a sounded h
(example: a horse) or a long u (example: a utensil). Use an before
words which start with a vowel, except long u, and before words
beginning with a silent h (example: an hour) A cherry pie A house
An apple pie An urgent message

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The is a definite article and is used to indicate a specific person, animal, thing or place. The can precede singular or plural nouns.

Did you see the new recipe that was posted on Today Cooking's website? I looked at the new houses on Bolsa Street yesterday.

Note: The is not used with nouns indicating people, animals or things in general. Most of the times, cats do not like dogs. (No the because we are talking about cats and dogs in general) I hate to listen to distressing news. (No the because we are talking about distressing news in general)

2) Noncount Nouns:

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Noncount nouns refer to anything that cannot be counted such as:

a) Substances: water, air, sugar b) Abstractions: luck, bravery,
beauty c) Fields of study or sports: chemistry, baseball

Noncount nouns are usually preceded by words such as some, much, a little, and are always expressed in the singular form with a few exceptions. You were using a lot of sugar (vs. you were using a lot of eggs) She needs some encouragement before taking the test.

Note: Noncount nouns that refer to abstractions, sports, fields of study usually are not preceded by an article or any other word. He

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watches baseball every weekend. I do not like physics The
company expects loyalty from its employees.

TELEPHONE CONVERSATION

Situation: Lisa is having some problems with her exercise bike,
and she is calling Sport Center to have it repaired. Nancy: Thank
you for calling Sports Center. May I help you?

Lisa: I bought an exercise bike from your store last year, and I am
having problems with it. I need to have it repaired.

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Nancy: Let me connect you to the Service department. One moment please. Karen: Service department, this is Karen. How can I help you?

Lisa: I bought an exercise bike from Sports Center last year and it needs to be repaired.

Karen: What seems to be the problem?

Lisa: I am not very sure, but I think there is a problem with the bike's computer console because the LCD screen does not display the different features. Karen: Nothing was on when you pushed the Start button?

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Lisa: No, nothing.

Karen: What is your bike model?

Lisa: It is a 126 Upright Ford Bike. Karen: I can send a technician out to take a look at your bike. It will cost \$75.00 for labor. Also, if we have to replace any parts, that will be extra.

Lisa: That is expensive. Isn't the repair cost covered by warranty?

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Karen: When exactly did you purchase your bike?

Lisa: About fifteen months ago.

Karen: I am sorry. The standard warranty only covers a year. Did you buy extra warranty coverage at the time of purchase?

Lisa: No, I did not. Are there any other options besides paying \$75.00 for repair labor?

Karen: No, I am afraid not.

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Lisa: I guess I just have to pay for the repair. When can you send a technician?

Karen: I have next Thursday November the twenty third at 2:00PM available. Otherwise, the next date has to be December the eighth at 10:00AM.

Lisa: I take this coming Thursday. Will you send out a reminder?

Karen: Somebody will give you a call the evening before to confirm the appointment.

Lisa: Will the technician accept credit card payment?

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Karen: Yes, he will. By the way, you can buy the extra warranty coverage now if you want to.

Lisa: How much does it cost?

Karen: Fifty dollars for one-year warranty, seventy-five dollars for two- years, and a hundred dollars for three-years.

Lisa: Does it cover both labor and materials?

Karen: It covers everything. Do you want to sign up for it?

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Lisa: Oh, I do not know.

Karen: It will be good for you. We will send a technician any times the bike needs services. It does not matter how many times you call us in a year. Also, if we cannot fix the problem, we will provide you with a new exercise bike.

Lisa: OK, I want to sign up for the two-year warranty program.

Karen: I think it is a good investment. Are you going to pay by credit card now or do you want me to send you a bill?

Lisa: Send me a bill, please.

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Karen: One last thing before I let you go, I need your address please.

Lisa: 995 Silver Lake Street in Long Beach.

Karen: OK, it is all set. Is there anything else I can help you with today?

Lisa: No. Thank you for your help. Karen: You are welcome.
Have a nice day!

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GRAMMAR REVIEW

NOUNS

Roles of nouns Nouns can perform a variety of roles such as: A)

Subject of a verb My husband uses the bike every day. The LCD screen does not display the different features.

B) Object of a verb I want a bike. My husband uses the bike every day.

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C) Modifier of a verb It feels cold this morning. I will leave tomorrow. He jogs today.

D) Modifier of a noun

I bought an exercise bike from your store. I love apple juice.

Possessives

When we want to indicate that a person, animal, thing or place belongs to another person, animal, thing or place, we can use an apostrophe () and –s to express ownership. The bike's computer console (= the computer console of the bike) The car's windshield (= the windshield of the car)

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AN AFTERNOON AT THE PARK

Situation: Every year, Rooster Run, a country music band holds a concert at Silverado park. Alex and his two friends are heading toward the park to attend the concert.

Alex: Hey Jane, John, there is a musical concert in the park. You want to go see the band play?

Jane: I am done with my homework; I can go.

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John: Me too. Let's go.

Jane: Hey, look at that sport car. Isn't it neat?

Alex: That is exactly the kind of car that I want once I get a good job. I bet it is very fast. I want mine to be red though.

Jane: Keep on dreaming, Alex. That car costs a fortune.

Alex: It does not hurt to set high expectations. Maybe one day I will make a lot of money, and I might surprise you.

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John: Talking about cars, why is the traffic so heavy today?

Alex: People are probably heading toward the park for the concert. The band does play pretty good music.

Jane: Yes, it does. For the last three years, I have never missed the concert. I have always arranged my schedule so that I could attend the event once the band was in town.

John: How long ago did the band start playing at our park?

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Jane: I think it started this tradition five years ago before you moved into our neighborhood. Every year it always arrives the first week of June to play for the whole week.

Alex: You will enjoy this evening, John. There will be good Country music, a lot of stomping around, and definitely a lot of hollering.

John: It sounds like fun.

Jane: My favorite is Rock and Roll music; however, I have to say that country melodies can be quite enticing. I can listen to them all day long.

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Alex: John, what kind of music do you like?

John: Oh, I like all kinds of music as long as it is not Hard Rock.

Jane: Wow, look at the number of people who have already shown up for the concert. Good thing that we are here already.

Alex: Jane, where do you want to sit? In the shade or in the sun?

Jane: In the shade, please. I have been in the sun too much lately.

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John: There is a food stand over there. Do you two want anything?

Jane: Nothing for me, thanks. I already have my bottle of water.

Alex: I want a bag of chips and a soda. Are you sure you do not want any chips, Jane?

Jane: I am quite sure. Besides, my mother is cooking a good steak dinner, and I want to save my appetite.

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Alex: Jane, you are so lucky to have such a good cook for a mother. John, you have to taste her cream cakes one of these days. You cannot find better cream cakes anywhere in this town.

Jane: I know we will have cream cake for dessert this evening. I will save you a piece if you want, John.

John: I always love cake, so please save me a piece. Thanks, Jane.

Jane: How about you, Alex? A piece of cake for you too?

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Alex: You know I will say yes to a piece of your mother's cream cake any day.

Jane: OK, I will save two pieces of cream cake for both of you tonight. We can meet at the cafeteria at lunch time tomorrow and I will give them to you.

John: Alex, you better get your chips and soda now if you still want them. It is almost 3:00PM, and the concert is about to start.

Alex: For the last time, do you guys want anything?

Jane: I am sure I do not want anything, Alex. I am doing fine.

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John: Me neither, Alex.

Alex: OK, save me a seat. I will be right back.

GRAMMAR REVIEW

PRONOUNS

Pronouns are words that take the place of nouns without changing the meaning of the sentence and may play the same roles as nouns in the sentence. Pronouns are handy because they eliminate the need to repeat words. Like nouns, pronouns can be either singular or plural.

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When a pronoun replaces a word or a group of words, the word or group of words being replaced is called an antecedent. If the pronoun's antecedent is singular, the pronoun must be singular. If the pronoun's antecedent is plural, the pronoun must be plural.

Look at that sport car. Isn't it neat? Country melodies can be quite enticing. I can listen to them all day long.

There are many types of pronouns, and personal pronouns are one of the most commonly used pronouns.

Personal Pronouns Personal pronouns are used to replace a noun that refers to a person, animal or thing. There are many types of personal pronouns and their uses depend on the function they play in the sentence. 1) The subjective case

First person (The person who is speaking) I We

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Second person (The person who is spoken to) You You

Third person (masculine) He They

Third person (Feminine) She They

Third person (neutral) (The thing which is spoken of)

It They

The subjective case is used to indicate the person, animal or thing that performs the action or is the subject of a verb. I will give the piece of cake to Alex tomorrow. You will enjoy this evening.

The objective case

Singular Plural

First person Me Us

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Second person You You

Third person (masculine) Him Them

Third person (feminine) Her Them Third person (neutral) It Them

The objective case is used when the person or thing is the object of a verb and is not the one performing the action. I might surprise her showing up with my new sports car. Country melodies can be quite enticing. I can listen to them all day long.

3) The possessive case

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Singular Plural

First person My/Mine Our/Ours

Second person Your/Yours Your/Yours

Third person (masculine) His/His Their/Theirs

Third person (feminine) Her/Hers Their/Theirs

Third person (neutral) Its/Its Their/Theirs

The possessive case is used to express possession. You moved into our neighborhood. I love that sports car. I want mine to be red though.

4) The reflexive case

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Singular Plural

First person Myself Ourselves

Second person Yourself Yourselves

Third person (masculine) Himself Themselves

Third person (feminine) Herself Themselves

Third person (neutral) Itself Themselves

The reflexive case is used when the subject and the object of the sentence are the same person/thing. Reflexive pronouns usually are placed after the verb. I will do it myself. She will drive herself to school.

Note: Reflexive pronouns can be placed right next to a noun or pronoun before the verb to emphasize the noun or pronoun. I

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myself will pick you up at the airport. Mary herself must clean up the mess in the kitchen.

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WEEKEND PLANS

Situation: Laurie, Christie, and Sarah are making plans for the coming weekend.

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

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Sarah: How about going to see a movie? Cinemax 26 on Carson Boulevard is showing Enchanted.

Laurie: That sounds like a good idea. Maybe we should go out to eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

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Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Laurie: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

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Sarah: My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Christie: Karen is in town? Yes, bring her along. Laurie, you remember Karen? We met her at Sara's high school graduation party two years ago.

Laurie: I do not quite remember her. What does she look like?

Sarah: She has blond hair, she is kind of slender, and she is about your height.

Laurie: She wears eyeglasses, right?

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Sarah: Yes, and she was playing the piano off and on during the party.

Laurie: I remember her now. Yes, do bring her along Sara. She is such a nice person, and funny too.

Sarah: She will be happy to meet both of you again.

Christie: What is she doing these days?

Sarah: She graduated last June, and she will start her teaching career next week when the new school term begins.

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Laurie: What grade is she going to teach?

Sarah: She will teach kindergarten. She loves working with kids, and she always has such a good rapport with them.

Christie: Kindergarten? She must be a very patient person. I always think kindergarten is the most difficult class to teach. Most of the kids

have never been to school, and they have never been away from mommy for long.

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Sarah: I think Karen will do fine. She knows how to handle young children.

Laurie: I think the first few weeks will be tough. However, once the routine is set, it should not be too difficult to teach kindergarten.

Christie: You are right. The kids might even look forward to going to school since they have so many friends to play with.

Sarah: There are so many new things for them to do at school too. They do a lot of crafts in kindergarten. I am always amazed by the things kindergarten teachers do.

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Laurie: Yes, I have seen my niece come home with so many neat stuff.

Christie: Maybe we can ask Karen to show us some of the things that we can do for this Halloween.

Laurie: Maybe we can stop by the craft store after the movie.

What do you think, Sara?

Sarah: I will talk to her. I think she will like that. It will help her with school projects when Halloween comes.

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Christie: Michael's is a good store for crafts. It always carries a variety of things, and you can find almost anything there.

Laurie: There is a Michaels store not far away from Cinemax 26. I believe it is just around the corner, on Pioneer Avenue. We can even walk over there.

Sarah: So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

Laurie and Christie: Yes.

GRAMMAR REVIEW

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There are many types of pronouns and their uses depend on the role they play in the sentence. Besides the personal pronouns, there are: 1) Relative pronouns 2) Possessive pronouns 3) Interrogative pronouns 4) Demonstrative pronouns

Relative pronouns:

Relative pronouns (who, whom, that, which, what) replace the person or thing mentioned earlier in the sentence and connect a dependent clause to the main clause. As a substitute word, relative pronouns should correspond to the persons or things that they replace.

Who refers only to people and is used when it is the subject of a verb. Karen is the girl who was playing the piano off and on during

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the party two years ago. John and Tim are the persons who coach our children in baseball.

Whom refers only to people and is used when it is the object of a verb. The girl whom you talked to last night is Sara's cousin. The boy whom you just met at school is considered a genius in physics.

Note:

Whom is used only in formal writing. Generally who is used instead of whom.

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That refers to people, animals or things. Summer Pizza house is the restaurant that has the best pizza in town. Karen is the person that wore eyeglasses at the party.

Which only refers to animals or things. Usually, that is used for a specific group of animals or things while which is used for animals or things in general. The books that were written by John Grisham sell pretty fast. Books, which give information, are very useful in life. What usually refers to things. I do not know what you want. He is questioning the meaning of what he heard on the street.

Other less common relative pronouns are: whoever, whomever, whatever and whichever. These pronouns do not refer to a

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specific person or thing. Tell the idea to whomever you want.

Take whatever you want. I don't care whichever one you choose.

Possessive pronouns

Whose is a possessive pronoun that means belonging to whom.

This is the young girl whose father is a famous movie director. I just talked to the lady whose house was damaged by the storm yesterday.

Interrogative pronouns Interrogative pronouns who, whom, whose, which, what are used in asking questions. What grade is she going to teach? Who cleaned the house yesterday? Whom did you call? Which book is on the Bestseller list? Whose car is parked in front of my house?

Demonstrative pronouns

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Demonstrative pronouns this, these, that, those are used to express the distance of the person or object from the speaker.

This (singular form) and these (plural form) express nearness to the speaker. This is my new car. (The new car is very close to the speaker) These are my children. (The children are standing next to the speaker)

That (singular form) and those (plural form) express a certain distance from the speaker. Look at that sports car! (The sports car is not close to the speaker). Those paintings were done by Picasso. (The paintings are not near the speaker)

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WINTER BREAK PLANS

Situation: Mike is discussing plans for Winter break with his friend Brendan while they are driving home from their basketball game.

Brendan: Hey Mike, throw your stuff in the back and ride up front with me.

Mike: OK, Brendan. Thank you for giving me a ride home. I did not want to call my parents because they were at Mimi's Café for my aunt's birthday.

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Brendan: Mimi's Café? That place has the best burgers in town!

The atmosphere is also nice. Good food and a good setting, what more could you ask for? We should eat there after our next basketball game.

Mike: Yes, that sounds like a good plan. When is our next game by the way?

Brendan: I think it is after Winter break, which is a long way off. Do you have any plans set up for the upcoming vacation?

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Mike: Well, besides going to basketball practices with you, I will most likely be working.

Brendan: Oh, working? Did you get a new job or are you still working at Starbucks?

Mike: Well, Starbucks was a good first job for me and I loved the people I worked with. However, my work schedule was neither convenient nor easy. My manager would schedule me only during the times when it was most busy, which is in the morning when there is a constant coffee rush. It was definitely very difficult and a conflict to my class schedule.

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Brendan: Well, what are you doing now at your new job?

Mike: Well, I am an Administrative Assistant for a company called Multi-Max. I have done a little training, but I do not know what the full job entails. From what I have seen, it is mostly inputting data into the computer and following up on customers' orders.

Brendan: Oh, that sounds pretty easy. When did you start this new job?

Mike: I have been with Multi-Max since November 1st. Well what about you? Do you have any plans for break?

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Brendan: Not really. I think I am just going to hang out at home and read some books. I am planning a snowboarding trip though. You should come if you are not too busy working at your new job.

Mike: Oh, that sounds like fun! Who is going and where are you guys going to go snowboarding?

Brendan: As of right now, my roommates, Jay and Kristian, are planning to go. And, there are Josh, Alexis, and Ann. We are planning to go to Big Bear. I hear that there are pretty good conditions for skiing and snowboarding this season up there.

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Mike: Yes, that is what I heard as well. The whole trip sounds like fun. Where are you guys staying at? Did you rent out a cabin?

Brendan: No, we did not. My cousin actually owns a cabin up there, and he said it is OK for us to stay at his place for the weekend when I spoke with him last Friday. The cabin is not far away from the ski slopes and the eateries, so it should be a convenient place.

Mike: Would it be OK with your cousin if I come along as well? I am not sure whether I can go; however, since I am talking to you, I might as well ask now just in case my schedule permits.

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Brendan: I am sure that will be fine. He did not tell me there is a limit on the number of people I could bring, so you are more than welcome to join us.

Mike: Awesome! I am so excited! Well, I will check my schedule, and I will give you an update tomorrow. Hey, that is my house on the corner. Thanks again for the ride, Brendan!

Brendan: You are welcome Mike. Have a good night and I will talk to you later about the trip.

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Characteristics of verbs

1) Verbs have three basic forms from which the different tenses are formed. A) Base form: this is the original form of the verb. For example: want, look, play.

B) Present participle form: this form is created by adding -ing to the base form. For example: wanting, looking, playing. Present participles can be used with different helping verbs to express certain tenses. Exceptions: - For verbs that end with -e, drop -e and add -ing. For example: hope, hoping; love, loving. - For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding -ing. For example: stop, stopping; drop, dropping. - For verbs that end with -ie, change -ie to -y and add -ing. For example: die, dying; lie, lying.

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C) Past participle form: this form is generally created by adding -ed to the base form. For example: wanted, looked, played. Past participles are used with different helping verbs to express certain tenses. Exceptions: - For verbs that end with -e, only add -d. For example: hope, hoped; love, loved. - For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding -ed. For example: stop, stopped; drop, dropped.

2) Some verbs are called auxiliary verbs or helping verbs. These verbs usually accompany action verbs to show the tense or time of action. They include: be, have, do, may, might, can, could, shall, will. I have done a little training. I am planning a snowboarding trip.

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3) Verbs can be classified as transitive or intransitive. A transitive verb needs an object to complete its meaning while an intransitive verb does not. Transitive

Intransitive I open the windows.

The rooster crows. John asked his friend to close the door.

Lisa walks to school every day

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A VISIT TO THE DOCTOR'S OFFICE

Situation: Laura has not been feeling well lately. Today she goes to see her doctor for a physical checkup.

Laura: Good morning, I have an appointment with Doctor Clark at 8:30.

Clerk: Let me pull your record. In the meantime, please sign-in and have a seat.

Nurse: Laura Nicholson.

Laura: Here.

Nurse: Follow me to Room A please.

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Nurse: Here we are. What are your reasons for seeing Doctor Clark today?

Laura: Well, lately I have been feeling tired, and occasionally I have had really bad headaches and an upset stomach. On top of that, I have had this persistent cough for the last two weeks.

Nurse: When did you start having these symptoms?

Laura: I started feeling tired about two months ago; then, a little bit after that the headaches came. I got the upset stomach long before feeling tired. Nurse: Are you taking any medications?

Laura: Only my vitamins. Nurse: What vitamins are you taking?

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Laura: I am taking a multi-vitamin tablet and extra Vitamin C every day.

Nurse: OK, let me take your vital signs. Laura: How am I doing?

Nurse: Everything is good—normal blood pressure and no high temperature. Please wait here for a minute. Doctor Clark will be with you in a moment.

Laura: Thank you.

Doctor: Good morning, Laura. Laura: Good morning, Doctor.

Doctor: I see here that you started feeling tired two months ago, and then you started having bad headaches. You also have had an upset stomach and a persistent cough. Did you run a fever too? Laura: No, doctor.

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Doctor: Let me do a quick physical check up.

Doctor: Please take a deep breath, hold your breath, and exhale.

Do it again please. Doctor: Were there any changes in your diet

or your weight lately? Laura: I ate the usual things, but I lost five

pounds recently. Doctor: Did you suffer from insomnia?

Laura: Well, it is pretty hard for me to fall asleep when I go to bed.

I also woke up many times during the night. Doctor: Do you

drink? Do you smoke? Laura: No.

Doctor: How are things at work?

Laura: There was a change of ownership three months ago, and I

had to work a lot of overtime, even during the weekend.

Doctor: It looks like you have pneumonia. Other than that, I do not

see any problems. You are probably under stress from changes

at work, and the stress causes headaches, upset stomach, and

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sleeplessness. For now, try to relax and exercise. It may solve your problems. Come back to see me again if the symptoms persist, and I will do further tests. I am going to give you a prescription for your pneumonia. Are you allergic to any medications? Laura: Not to my knowledge.

Doctor: OK, take this medication three times a day after you eat. Also, I want you to have some blood tests. Stop by the laboratory on your way out and have the nurse draw your blood.

Laura: I am anxious to know my cholesterol level. When will I get the results of the blood test?

Doctor: The results will be available in two weeks. Don't stress yourself. I think everything will be OK. Laura: Thank you,

Doctor. Doctor: You are welcome.

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GRAMMAR REVIEW

VERBS

Verbs not only describe the action but also the time of the action.

The time of occurrence is expressed through six tenses: the present, the past, the future, the present perfect, the past perfect and the future perfect.

Present tense 1) The present tense is used to show that the action is happening now. I want you to get a blood test. I do not see any problems.

2) The present tense is also used to indicate a true fact. The sun is bright. It is cold in the winter.

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3) The present tense is also used to indicate habits or customary actions. Susan always bites her nails. (Susan bites her nails in the past, today and she will continue to bite her nails in the future) I go to the supermarket every Saturday. (In the past, now, and in the future, I always go to the supermarket every Saturday)

4) The present tense can be used to replace the future tense after words that indicate time such as when, until, as soon as, before or words that indicate condition such as if or unless. I will do further tests if the symptoms persist. The doctor will see you when he is done with Ms. Anderson.

Present progressive tense The progressive tenses are used to indicate that an action is ongoing at a particular time. The action begins at some earlier time, is in progress at the indicated moment, and probably continues for some time after that.

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The present progressive tense is used to indicate that an action is currently in progress.

BE IN PRESENT TENSE + PRESENT PARTICIPLE I am taking vitamin C. Doctor Clark is seeing Laura at the moment.

GOING TO THE MARKET

Situation: Laura's mother had asked her to go grocery shopping before she went to work this morning. Since Laura is still busy with her homework, she asks her sister Martha to go to the market for her.

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Laura: Mom had asked me to go grocery shopping before she left for work this morning, but I need to finish my school project. Can you go for me, Martha?

Martha: I guess I can. I am done with my homework. What did mom want you to buy?

Laura: Well, she wanted me to buy enough groceries for the whole week. Besides meat, some fish and vegetables, we can buy whatever else we want for snacks and breakfast. Martha: What do you want for breakfast?

Laura: I guess some cereal as usual. Martha: I do not want cereal everyday. I will buy some pancakes and syrup then.

Laura: Get the new FineFood pancakes in the frozen food section please. I want to see how it tastes.

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Martha: Do we still have enough coffee and cream for mom and dad?

Laura: Yes, we do. Talking about coffee and cream, you better buy some milk also. We almost ran out of it. Martha: Next, what do you want for snacks?

Laura: Some chips would be fine with me. You probably want your chocolate cookies.

Martha: I better write down all these things; otherwise, I will forget them by the time I get to the market. I would hate to make two trips to take care of things.

Laura: Right! As far as meat, mom wants some pork and some chicken. Martha: Just any kind of pork?

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Laura: I forgot to ask mom about that. Anyways, you can ask the butcher for his opinion. He knows what is best. Martha: How about fish?

Laura: Mom wants some salmon and some catfish. Make sure that they are fresh. 45 Martha: How much salmon and catfish should I buy?

Laura: Oh, buy four pieces of salmon filet and four pieces of catfish filet. Mom does not like to get the whole fish. Martha: Are these fish filets sold by weight or by the piece?

Laura: I am not very sure. Just buy four decent sized pieces. Not too big and not too small.

Martha: Do I need to buy some spices so mom can marinate the fish? Laura: Yes, get some ground pepper and some garlic.

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Martha: Now, how about vegetables? Mom probably wants carrots, potatoes, cabbages and some lettuce.

Laura: That would be fine. We need some fruits also. What do you want?

Martha: Dad always packs an apple for lunch everyday. I want the same thing.

Laura: We have already run out of eggs. So, get a carton of eggs also.

Martha: How about some soft drinks?

Laura: No, buy some bottled water instead. It is healthier for us. We need to cut down on our intake of sugar, as too much sugar is not good for our bodies.

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Martha: I need to put bread on the list before I forget. Should I get one loaf or two? Laura: One loaf will be enough. Put down a bag of rice also. Martha: Do we need anything for dessert? Laura: Get a box of ice cream. Martha: Ice cream? Isn't ice cream packed with sugar? Laura: Yes, but since I already drink water instead of soft drinks, one or perhaps two scoops of ice cream after dinner is not too bad. Besides, mom loves ice cream, especially cherry vanilla.

Martha: OK, I will put down one box of ice cream if you say so. Do you want me to buy some pastries for you?

Laura: I know the pastries at the market are delicious; however, no is my answer. Do not tempt me, Martha. Martha: Just asking,

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Laura. Laura: You have quite a few items to take care of. You need to get going.

Martha: Yes, the list is quite long. By the time I get to the cashier to pay, I will probably have a full shopping cart. OK, I am all set to go. I will be back soon. Laura: Drive carefully please! Martha: I will.

Past Progressive tense

The past progressive tense is used to indicate that an action was in progress at a particular time in the past or that an action was ongoing when another action happened in the past. Generally, the past progressive tense is formed by using the verb be in the simple past and the present participle of the verb.

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BE IN PAST TENSE + PRESENT PARTICIPLE I was talking to Christine after dinner last night. Paul was exercising when his mother got home from work yesterday.

Present perfect tense

The present perfect tense is used when an action happened at an unspecified time in the past. The present perfect tense is formed by adding have or has to a past participle.

HAVE/HAS + PAST PARTICIPLE I have done my homework. She has cooked dinner. However, when the present perfect tense is accompanied by since or for, it shows that the action started in the past, is currently happening and will continue in the future. 49 I have been with Multi-Max since November 1st. (I started to work for Multi-Max on November 1st, I am still working there today and will continue to work there in the future) Note:

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give an exact date after since I have worked in this field for ten years. (I started working in this field ten years ago. I am still working in this field now, and I will continue to work in this field in the future. Note: give a duration of time after for)

Present perfect progressive tense The present perfect progressive tense is used to indicate that an action has been in progress until now. This tense is used to express the duration of the action.

HAVE BEEN/HAS BEEN + PRESENT PARTICIPLE He has been cleaning his room for the last two hours. (He started to clean his room two hours ago, and he is still cleaning it now)

Past perfect tense

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The past perfect tense is used to indicate that an action occurred before another action in the past. The past perfect tense is formed by adding had to a past participle.

HAD + PAST PARTICIPLE I had finished my homework when John came last night. (Last night I finished my homework first, and then John came over)

Past perfect progressive tense The past perfect progressive is used to indicate that an action was ongoing before another action happened in the past. This tense is used to express the duration of the action, and is formed with had been and the present participle of the verb.

HAD BEEN + PRESENT PARTICIPLE Paul had been watching television for two hours before it was turned off. (There are two actions in this sentence: watch television and turn off television)

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