



General English for University EFL Learners

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The Consonants of North American English and Their Phonemic Symbols (Based on the symbols used in <i>Teaching Pronunciation</i>)					
Phonemic Symbol	Examples	Phonemic Symbol	Examples	Phonemic Symbol	Examples
/b/	<i>boy, cab</i>	/z/	<i>zoo, buzz, goes</i>	/l/	<i>long, full</i>
/p/	<i>pie, lip</i>	/s/	<i>see, city, bus, thinks</i>	/r/	<i>run, car</i>
/d/	<i>dog, bed</i>	/ʒ/	<i>leisure, beige</i>	/w/	<i>win, swim, away</i>
/t/	<i>toe, cat</i>	/ʃ/	<i>shy, dish, special</i>	/y/	<i>you, loyal</i>
/g/	<i>go, beg</i>	/h/	<i>his, ahead</i>	(/hw/) (<i>which, what</i>) (Most speakers of both American and British English do not use /hw/ as a separate phoneme. They use /w/ instead.)	
/k/	<i>cat, kit, back</i>	/dʒ/	<i>joy, giant, budge</i>		
/v/	<i>view, love</i>	/tʃ/	<i>cheek, watch, cello</i>		
/f/	<i>fill, phone, life</i>	/m/	<i>me, seem</i>		
/ð/	<i>the, bathe</i>	/n/	<i>no, sun</i>		
/θ/	<i>thin, bath</i>	/ŋ/	<i>sing, singer, think</i>		

Introduction

English Structure

SVO represents the basic **word order** of main clauses and subordinate clauses in present-day English: **Subject + Verb + Object**. **Subject-verb-object (SVO)** is a

sentence structure where the subject comes first, the verb second, and the object third.

Examples and Observations

- **The woman [S] built [V] a strong stone wall [O]**
- **The children [S] eat [V] buns, cakes, and biscuits [O]**
- **The lady [S] threw [V] an orange [O]**

To understand sentence structures in the English language, you must first have a general understanding of the types of words that are used to make sentences.

Noun – a person, place or thing

Singular examples (one): brother, home, sock, mouse

Plural examples (more than one): brothers, homes, people, mice, college, economic,

Verb – an action

Examples: jump, sit, talk, have, gaze, initiate, hesitate, jeopardize, endanger, protect

Adjective – describes a noun

Examples: colorful shirt, funny story, tall boy, shiny sun, touching pain, arid desert

Adverb – describes other words (not nouns)

Examples: jumped yesterday, talks fast, sings loud, very pretty, luckily for us

Subject – the noun or nouns that perform the action

Example: The dog jumped.

The subject of this sentence is the noun, dog, because it is performing the action of jumping.

Example: Dogs and cats sleep.

The subjects of this sentence are the nouns, dogs and cats. This is called a *compound subject* because there is more than one subject performing the same action.

Object – the noun or nouns that receive the action

Example: The child drank milk.

The object of this sentence is the noun, milk, because the child is drinking the milk. The milk is receiving the action.

Example: She is eating bread and cheese.

The objects of this sentence are the nouns, bread and cheese. The subject is eating them both.

Pronouns in English

Personal Pronouns

The personal pronouns are *I, you, he, she, it, we, they, and who*. More often than not (but not exclusively), they replace nouns representing people. When most people think of pronouns, it is the personal pronouns that usually spring to mind.

Example:

We can't all be heroes because somebody has to sit on the curb and clap as **they** go by.

- **I** bought some batteries, but **they** weren't included.

Possessive Pronouns

Possessive pronouns are used to show possession. As they are used as adjectives, they are also known as possessive adjectives. **My, your, his, her, its, our** and **their** are all possessive pronouns.

- Have you seen **her** book?

(In this example, the pronoun *her* replaces a word like *Sarah's*.)

More on possessive pronouns...

Relative Pronouns

Relative pronouns are used to add more information to a sentence. **Which, that, who** (including **whom** and **whose**) and **where** are all relative pronouns.

Examples:

- Dr. Adams, **who** lectured at Cambridge for more than 12 years, should have known the difference.

(In this example, the relative pronoun who introduces the clause *who studied at Cambridge for 12 years* and refers back to *Dr Adams*.)

(In this example, the relative pronoun who introduces the clause *who first saw the comet* and refers back to *the man*.)

He painted a beautiful picture which seemed to be covered with a curtain.

Possessive Pronouns

These pronouns also show possession. Unlike possessive pronouns (see above), which are adjectives to nouns, these pronouns sit by themselves. **Mine, yours, his, hers, ours** and **theirs** are all absolute possessive pronouns.

Examples:

- The tickets are as good as **ours**.
- Shall we take **yours** or **theirs**?

Reflexive Pronouns

A reflexive pronoun ends **...self** or **...selves** and refers to another noun or pronoun in the sentence (usually the subject of the sentence). The reflexive pronouns are **myself, yourself, herself, himself, itself, ourselves, yourselves** and **themselves**.

Examples:

- The dog bit **itself**.

(In this example, the intensive pronoun *itself* refers back to the noun *the dog*.)

- Are you talking to **yourself**?

- **Pronoun Quiz 1**

- **Pick the pronoun in each sentence.**

- 1) Mary's mom asked _____ to clean the garage.
 - a. She
 - b. Her
- 2) A student at a high school should be on _____ best behavior.
 - a. their
 - b. his
- 3) Neither Mary nor _____ knew why the store was closed.
 - a. I
 - b. me
- 4) After school you and _____ must discuss a few things.
 - a. I
 - b. me

- **Pronoun Quiz 2**

- **Find the pronoun(s) in each sentence.**

- 1) My son dropped his bottle on the ground.
 - a. son b. his c. my
- 2) The girls standing under the tree are eating their lunch.
 - a. girls b. tree c. their
- 3) When I looked over at him, I noticed that he was reading a book.
 - a. I b. he c. him
- 4) The guys ate all of their pizzas.
 - a. guys b. their c. pizzas

- **Pronoun Quiz 3**

- **Fill in the blank with the right pronoun.**

- 1) Did he see ___?
 - a. us b. we
- 2) I took the bag from _____.
 - a. him b. they
- 3) My brother and ___ went to the park?
 - a. I b. us
- 4) What did _____ do about the car?
 - a. them b. they

- 5) What did ____ say about the work?
- a. she b. me
- 6) Where will ____ go from here?
- a. you b. us

To + infinitive

We use the *to*-infinitive:

- to express **purpose** (to answer "Why...?"):

He bought some flowers **to give** to his wife.

He locked the door **to keep** everyone out.

We sometimes say *in order to* or *in order not to*:

We set off early **in order to** avoid the traffic.

They spoke quietly **in order not to** wake the children

... or we can say *so as to* or *so as not to*:

We set off early **so as to** avoid the traffic.

They spoke quietly **so as not to** wake the children.

- after **certain verbs** (see verbs followed by infinitive), particularly verbs of **thinking** and **feeling**:

choose, decide, expect, forget, hate, hope, intend, learn, like, love, mean, plan, prefer, remember, want, would like, would love

... and verbs of **saying**:

agree, promise, refuse

They **decided to** start a business together.

Remember to turn the lights out.

Some verbs are followed by a **direct object** and the infinitive(see verbs followed by infinitive):

advise, ask, encourage, invite, order, persuade, remind, tell, warn, expect, intend, would prefer, want, would like

She **reminded** me **to** turn the lights out.

He **encouraged** his friends **to** vote for him.

- after certain **adjectives**.

Sometimes the *to*-infinitive gives a **reason** for the adjective:

- disappointed
- glad
- sad
- happy
- anxious
- pleased
- surprised
- proud
- unhappy

What are Gerunds?

A **GERUND** is a verb in its ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Add ing to most verbs. Ex. play > playing, cry > crying, bark > **barking**

- For verbs that end in e, remove the e and add ing. Ex: slide > **sliding**, ride > **riding**
- For verbs that end in ie, change the ie to y and add ing. Ex: die > **dying**, tie > **tying**
- For a verb whose **last** syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > **begging**, begin > **beginning**.
- **Gerund Examples**

Gerunds can appear at the beginning of a sentence when used as a subject:

1. **Jogging** is a hobby of mine.

Gerunds can act as an object following the verb:

1. Daniel quit **smoking** a year ago.

Gerunds can serve as an object after a preposition:

1. I look forward to **helping** you paint the house.

Note: *Some verbs and verb phrases are directly followed a gerund:*

1. Paul avoids **using** chemicals on the vegetables he grows.

Some verbs can be followed by a gerund or an infinitive without causing a change in meaning:

1. Some people prefer **getting up** early in the morning.
2. Some people prefer **to get up** early in the morning

Some verbs can be followed by a gerund or infinitive but with a change in meaning:

1. He remembered **sending** the fax. (He remembered the act of send the fax)
2. He remembered **to send** the fax. (He remembered the fax and sent it.)

The gerund after prepositions

The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions *in spite of* & *there's no point in*.

Examples

- Can you sneeze **without opening** your mouth?
- She is good **at painting**.
- She avoided him **by walking** on the opposite side of the road.
- We arrived in Madrid **after driving** all night.
- My father decided **against postponing** his trip to Hungary.
- There's no point **in waiting**.
- In spite **of missing** the train, we arrived on time.
- Some common verbs followed by a gerund (note that phrasal verbs, marked here with *, always fall into this category):

acknowledge She *acknowledged* **receiving** assistance.

* accuse of	He <i>was accused of</i> smuggling contraband goods.
admit	They <i>admitted</i> falsifying the data.
advise	The author <i>advises</i> undertaking further study.
anticipate	He <i>anticipates</i> having trouble with his supervisor.
appreciate	I <i>appreciated</i> having a chance to read your draft.
avoid	He <i>avoided</i> answering my question.
complete	I finally <i>completed</i> writing my thesis.
consider	They will <i>consider</i> granting you money.
defer	She <i>deferred</i> writing her report.
delay	We <i>delayed</i> reporting the results until we were sure.
deny	They <i>denied</i> copying the information.
discuss	They <i>discussed</i> running the experiments again.
entail	This review procedure <i>entails</i> repeating the test.
* look after	He will <i>look after</i> mailing the tickets.
* insist on	He <i>insisted on</i> proofreading the article again.
involve	This procedure <i>involves</i> testing each sample twice.
justify	My results <i>justify</i> taking drastic action.
mention	The author <i>mentions</i> seeing this event.
* plan on	They had <i>planned on</i> attending the conference.
postpone	The committee <i>has postponed</i> writing the report.
recall	I cannot <i>recall</i> getting those results before.
resent	He <i>resented</i> spending so much time on the project.
recommend	She <i>recommends</i> reading Marx.
resist	The writer <i>resists</i> giving any easy answers.
risk	She <i>risks</i> losing her viewing time.

sanction	They will not <i>sanction</i> copying without permission.
suggest	I <i>suggest</i> repeating the experiment.
* take care of	He will <i>take care of</i> sending it to you.
tolerate	She can't <i>tolerate</i> waiting for results.
	<ul style="list-style-type: none"> Some common verbs followed by an infinitive:
afford	We cannot <i>afford</i> to hesitate .
agree	The professors <i>agreed</i> to disagree .
appear	The results <i>appear</i> to support your theory.
arrange	They had <i>arranged</i> to meet at noon.
beg	I <i>beg</i> to differ with you.
care	Would you <i>care</i> to respond ?
claim	She <i>claims</i> to have new data.
consent	Will you <i>consent</i> to run for office?
decide	When did he <i>decide</i> to withdraw ?
demand	I <i>demand</i> to see the results of the survey.
deserve	She <i>deserves</i> to have a fair hearing.
expect	The committee <i>expects</i> to decide by tomorrow.
fail	The trial <i>failed</i> to confirm his hypothesis.
hesitate	I <i>hesitate</i> to try the experiment again.
hope	What do you <i>hope</i> to accomplish ?
learn	We have <i>learned</i> to proceed with caution.
manage	How did she <i>manage</i> to find the solution?
neglect	The author <i>neglected</i> to provide an index.
need	Do we <i>need</i> to find new subjects?
offer	We could <i>offer</i> to change the time of the meeting.

<i>plan</i>	They had <i>planned to attend</i> the conference.
<i>prepare</i>	He was not <i>prepared to give</i> a lecture.
<i>pretend</i>	I do not <i>pretend to know</i> the answer.
<i>promise</i>	They <i>promise to demonstrate</i> the new equipment.
<i>refuse</i>	She <i>refused to cooperate</i> any longer.
<i>seem</i>	Something <i>seems to be</i> wrong with your design.
<i>struggle</i>	We <i>struggled to understand</i> her point of view.
<i>swear</i>	He <i>swears to tell</i> the truth.
<i>threaten</i>	The team <i>threatened to stop</i> their research.
<i>volunteer</i>	Will you <i>volunteer to lead</i> the group?
<i>wait</i>	We could not <i>wait to hear</i> the outcome.
<i>want</i>	She did not <i>want to go</i> first.
<i>wish</i>	Do you <i>wish to participate</i> ?

Conditional Sentences/If-Clauses Type I, II and III

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of Conditional Sentences.

Conditional Sentence Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

Form: *if* + Simple Present, will-Future

Example: If I find her address, I'll send her an invitation.

more on Conditional Sentences Type I ►

Conditional Sentence Type 2

→ It is possible but *very unlikely*, that the condition will be fulfilled.

Form: *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

more on Conditional Sentences Type II ►

Conditional Sentence Type 3

→ It is *impossible* that the condition will be fulfilled because it refers to the past.

Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

Passive in English

We only use the passive when we are interested in the object or when we do not know who caused the action.

Example: Appointments are required in such cases.

Passive – Form

to be + past participle

How to form a passive sentence when an active sentence is given:

- object of the *active* sentence becomes subject in the *passive* sentence
- subject of the *active* sentence becomes object in the *passive* sentence (or is left out)

We can only form a passive sentence from an active sentence when there is an object in the active sentence.

Type of sentence Subject Verb Object

Active sentence: Peter builds a new house.

Type of sentence Subject Verb Object



Passive sentence: A house is built by Peter.

Examples

Simple Present

Type of sentence Subject Verb Object

Active sentence: Peter builds a house.



Passive sentence: A house is built by Peter.

Simple Past

Type of sentence Subject Verb Object

Active sentence: Peter built a house.



Passive sentence: A house was built by Peter.

Present Perfect

Type of sentence Subject Verb Object

Active sentence: Peter has built a house.



Passive sentence: A house has been built by Peter.

will-future

Type of sentence Subject Verb Object

Active sentence: Peter will build a house.



Passive sentence: A house will be built by Peter.

Modals

Type of sentence	Subject	Verb	Object
Active sentence:	Peter	can build	a house.



Passive sentence: A house can be built by Peter.

Correlative Conjunctions

What is a correlative conjunction?

As suggested by their name, correlative **conjunctions** correlate, working in pairs to join phrases or words that carry equal importance within a sentence. Like many of the most interesting parts of speech, correlative conjunctions are fun to use. At the same time, there are some important rules to remember for using them correctly.

- When using correlative conjunctions, ensure **verbs** agree so your sentences make sense. For example: *Every night, **either** loud music **or** fighting neighbors wake John from his sleep.*
- When you use a correlative conjunction, you must be sure that **pronouns** agree. For example: ***Neither** Debra **nor** Sally expressed her annoyance when the cat broke the antique lamp.*
- When using correlative conjunctions, be sure to keep parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence. For example: ***Not only** did Mary grill burgers for Michael, **but** she **also** fixed a steak for her dog, Vinny.*

Examples of Correlative Conjunctions

In the following examples, the correlative conjunctions have been italicized for easy identification.

1. She is ***both*** intelligent ***and*** beautiful.
2. I will ***either*** go for a hike ***or*** stay home and watch TV.
3. Jerry is ***neither*** rich ***nor*** famous.
4. He is ***not only*** intelligent, ***but also*** very funny.
5. Would you ***rather*** go shopping ***or*** spend the day at the beach?

Correlative Conjunctions Exercises

The following exercises will help you gain greater understanding about how correlative conjunctions work. Choose the best answer to complete each sentence.

1. She is ***neither*** polite _____ funny.
 1. Or
 2. Nor
 3. Not
 4. Yet
2. This salad is _____ delicious _____ healthy.
 1. Whether / or
 2. Both / and
 3. Scarcely / when
 4. Rather / than

Answer: B. This salad is *both* delicious *and* healthy.

Correlative Conjunctions List

There are many pairs of correlative conjunctions. This list contains many of the most commonly used pairs.

As / as

Both / and

Either / or

Hardly / when

If / then

Just as / so

Neither / nor

Not only / but also

No sooner / than

Not / but

Rather / than

Scarcely / when

What with / and

Whether / or

Correlative Conjunctions Exercises

1. I like _____ to sing opera, _____ to spend my spare time practicing ballroom dances.

- A. not only / but also
- B. whether / or
- C. neither / nor
- D. not / but

2. The test was _____ very short _____ quite easy.

- A. not / but
- B. both / and
- C. whether / or
- D. scarcely / when

3. _____ Joe _____ his sisters could understand what their parents were saying when they spoke French.

- A. Whether / or
- B. No sooner / than
- C. Rather / than
- D. Neither / nor

Correlative conjunctions list:

- Either...or
- Whether...or
- Neither...nor
- Both...and
- As...as
- Not only...but also
- No sooner...than
- Hardly...when

EITHER...OR

The correlative conjunction “either...or” is used to join two positive options. For example:

- *We can **either** go to the movies **or** stay inside and watch Netflix.*
- *The sound was **either** a firework **or** a gunshot.*
- ***Either** you stay **or** I leave.*

WHETHER...OR

The conjunction “whether...or” also pairs up two options, but they must be clauses. It’s similar to the subordinating conjunction “if” in that it brings up hypothetical conditions, but in pairs.

- ***Whether** I drink a lot **or** a little, my face still gets red.*
- ***Whether** it’s sunny out **or** raining, we’re still going to see the concert.*

NEITHER...NOR

While “either...or” pairs up two positive options, “neither...nor” pairs up two negative options.

- *The view at the top of mountain was **neither** spectacular **nor** very visible.*
- *When it comes to movies, I like **neither** comedies **nor** romances.*
- ***Neither** will the workers go off strike, **nor** negotiate until they receive a higher pay.*
- ***Neither** of the desserts seemed very appealing.*
- ***Neither** of us are working on Thanksgiving.*

BOTH...AND

This correlative conjunction is used to join two equal items together.

- *The hurricane was devastating **both** emotionally **and** economically.*
- *We went to **both** the service **and** the reception afterwards.*
- *I don’t know why, but **both** Jane **and** Colin have stopped talking to me.*

NOT ONLY...BUT ALSO

This correlative conjunction is similar to “both...and” and emphasizes that two items belong in a pair.

- ***Not only** did we get lost, **but** we **also** ran out of gas with no gas station in sight.*
- ***Not only** is he smart, **but** he’s **also** talented.*
- *The TV show has **not only** good actors **but also** an incredibly written script.*

NO SOONER...THAN

The phrase “no sooner...than” is used to indicate that two events happened simultaneously or in quick succession. For example:

- *No sooner had I left the house **than** it started to thunder.*
- *No sooner had the pastor begun to speak **than** a baby started crying in the back.*
-

• Sentence connectors showing contrast

-
- As their name itself suggests sentence connectors are used to combine sentences. They also express the relationship between ideas. We can add variety and sophistication to our writing by using appropriate sentence connectors.
- In this lesson we will learn about sentence connectors that join two contrasting ideas.
- To show the contrast between two ideas we can use the following sentence connectors.
- *But, although, despite the fact that, however, nevertheless, despite, in spite of, yet*
- His rope was thin **but** it was strong.
- He is fat **but** he runs fast.
- **Although** the boy was injured, he didn't give up.
- **Nevertheless** is very formal. In a less formal style, we can use conjunctions like **but** or **yet**.
- **Nevertheless** and **however** don't combine two clauses. They are used to emphasize the fact that the point expressed by the second clause contrasts with the first. In writing, they are separated from the rest of the sentence by a comma.
- He says that he is a socialist. **However**, he owns three houses and four luxury cars.
- There was little chance of success. **Nevertheless**, we didn't give up.
- We went out **in spite of** the rain.
- **In spite of** having a headache, I enjoyed the film.
- **Despite** working hard, she failed the exam.
- **Grammar notes**
- **In spite of** is written as three words. It is the opposite of **because of**.
- She got good marks **in spite of** her teacher. (= She had a bad teacher.)
- She got good marks **because of** her teacher. (= She had a good teacher.)

English grammar – Wish

Wishes about the present and future

1. wish + past simple is used to express that we want a situation in the present (or future) to be different.
 - **I wish I spoke** Italian. (*I don't speak Italian*)
 - **I wish I had** a big car. (*I don't have a big car*)
 - **I wish I was** on a beach. (*I'm in the office*)
 - **I wish it was** the weekend. (*It's only Wednesday*)

Wishes about the past

wish + past perfect is used to express a regret, or that we want a situation in the past to be different.

- **I wish I hadn't eaten** so much. (*I ate a lot*)
- **I wish they'd come** on holiday with us. (*They didn't come on holiday*)
- **I wish I had studied** harder at school. (*I was lazy at school*)

I hate Canadian winters. I wish I _____ in Hawaii right now.

was am were will be

Yesterday, John told me that he wishes he _____ harder in high school because then university might not be so difficult for him.

studied would study studies had studied

What's the Difference Between Very and Too?

What is the difference between “very” and “too”?

Students often confuse these two adverbs. Both come before adjectives or adverbs. Both make those words stronger. However, **“very” does not have a negative meaning, while “too” does.**

- The test was **“very”** difficult.
- The test was **“too”** difficult.

If you say a test was “very” difficult, it challenged you, but you could still do it. In contrast, if you say a test was “too” difficult, you're worried that you failed.

- The bag was **“very”** expensive.
- The bag was **“too”** expensive.
- The movie was **“very”** exciting.
- The movie was **“too”** exciting.

It makes sense to say that a movie was “very” exciting, but if you say it was “too” exciting, then you suggest that it gave you a heart attack.

The mango is too sweet.

and

The mango is very sweet.

The first sentence has a negative meaning. When you say that the mango is too sweet, it implies that the mango is so sweet that you have problems eating it. In other words, it is excessively sweet. If, on the other hand, you say, **The mango is very sweet**, you are paying a compliment. The degree of sweetness is just right. It is not excessive. You are saying that the mango is excellent. And maybe you can eat one if not more. Similarly, when you say, **The candidate is very intelligent**, it has a positive ring to it. You are saying that the candidate should be hired because he'll be good for the company.

Here are a few more examples. Can you make out the difference between the following pairs?

- The pickle is very hot.
- The pickle is too hot.

very/too – Practice 1

1. I can't buy this coat. It's _____ expensive.
2. This tea is _____ hot, but I am going to drink it.
3. That food is _____ oily. I can't eat it.
4. I can't walk to the store. It's _____ far.

very/too – Practice 2

1. I can't understand you. You talk _____ fast.
2. This store has _____ many things. I don't like it.
3. I don't want to rent this apartment. It's _____ small.

4. These shirts are _____ cheap. Let's buy them.

5. I don't like this weather. It's _____ bad.

Future - Will vs. Going to

English Grammar Rules

A very confusing concept is when to use **WILL** and when to use **BE GOING TO** when we refer the future.

Both refer to the future and there is a slight difference between the two though in most cases they can be used interchangeably with no difference in meaning. Even if you misuse them, a native speaker is going to understand you without any problems.

WILL

Rapid Decision

- I'm thirsty. I think I **will** buy a drink.

Offer

- That looks heavy. I **will** help you with it.

Promise

- Don't worry, I **won't** tell anyone.

Threat

- If you don't stop, I **will** tell your mother.

Refusal

won't = will not

- She **won't** listen to anything I say.

GOING TO

Prior Plan

= The decision was made before the moment of speaking.

- I'm **going to** the beach next weekend with my friends.

Evidence / Signs

= When there are signs that something is likely to happen.

- My stomach hurts a lot and I think I **am going to** throw up.
- It's 70-0. They're **going to** win.

You can use both **Will** and **Going to** for making predictions.

- I think it **will** rain tomorrow. = - I think it **is going to** rain tomorrow.

COMPARE: Are you busy this evening?

- I haven't made any plans.

I think I **will** probably watch TV.

OR
I'm probably **going to** watch TV.

- Yes, I'm **going to** the movies.

Only **Going to** is possible because this is a prior plan.

Will and **going to** are both possible here. We are "predicting" what will happen because nothing is planned.

In spoken English **Going to** is often pronounced as "**gonna**"

When to use GOING TO

The structure **BE GOING TO** is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:

1. When we have already decided or we INTEND to do something in the future. (Prior Plan)

The decision has been made before the moment of speaking.

- They're **going to** retire to the beach - in fact they have already bought a little beach house.
- I'm **going to** accept the job offer.

2. When there are definite signs that something is going to happen. (Evidence)

Something is likely to happen based on the evidence or experience you have.

- I think it **is going to** rain - I just felt a drop.
- I don't feel well. I think I'm **going to** throw up. (throw up = vomit)

Rules of Subject Verb Agreement

While grammar is not as static a science as is typically assumed, there are 20 rules of subject verb agreement that attempt to objectify part of the English language form. Most of the concepts of subject verb agreement are straightforward, yet some aspects of singular and plural usage in English grammar are more complicated.

What Are the Rules?

1. **Subjects and verbs must agree in number.** This is the cornerstone rule that forms the background of the concept. In these examples the subject is underlined and the verb is in italics

The dog grows when he is angry. The dogs *growl* when they are angry.

2. Don't get confused by the words that come between the subject and verb; they do not affect agreement.

The dog, who is chewing on my jeans, *is* usually very good.

3. **Prepositional phrases** between the subject and verb usually do not affect agreement.

The colors of the rainbow *are* beautiful.

4. If one of the words "**each**," "**every**," or "**no**" comes before the subject, the verb is singular.

No smoking or drinking *is* allowed. **Every** man and woman *is* required to check in.

5. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also" the verb is singular.

Jessica or Christian *is* to blame for the accident.

6. The only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

*All of the chicken **is** gone.* All of the chickens *are* gone.

7. The singular verb form is usually used for units of measurement or time.

Four quarts of oil *was* required to get the car running.

8. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also" the verb is plural.

Dogs and cats *are* both available at the pound.

9. If one subject is singular and one plural and the words are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also", you use the verb form of the subject that is nearest the verb.

Either the bears or the lion *has* escaped from the zoo. Neither the lion nor the bears *have* escaped from the zoo.

10. Indefinite pronouns typically take singular verbs. *

Everybody *wants* to be loved.

11. Collective nouns like "herd," "senate," "class," and "crowd," usually take a singular verb form.

The herd *is* stampeding.

- Some of the voters **are** still angry.
- A large percentage of the older population **is** voting against her.
- Two-fifths of the troops **were** lost in the battle.
- Two-fifths of the vineyard **was** destroyed by fire.
- Forty percent of the students **are** in favor of changing the policy.
- Forty percent of the student body **is** in favor of changing the policy.
- Two and two **is** four.
- Four times four divided by two **is** eight.

Subject-Verb Agreement Quiz

Choose the correct verb for each sentence below.

1. Phobos and Deimos _____ the two moons of Mars.
- is
 - are
3. Your hands and feet _____ nearly half the bones in your body.
- contains
 - contain
4. Everybody at the fourth of July _____ carrying an American flag.
- was
 - were
5. Several of the field hockey players also _____ to the track team.
- belongs
 - belong
6. Each of the Girl Scouts _____ a community service project.
- does
 - do
7. Neither the lion tamer nor the clowns _____ signing any autographs tonight.
- is
 - are
8. Any of those nail _____ fine.
- is
 - are

Parallel Structure

When a train from the U.S. passes into Canada, something incredible happens: the tracks in Canada are the same width (gauge) as the train tracks in the U.S. Obviously, this makes sense, since Canada is the United States' biggest trading partner. If both countries didn't have the same gauge, goods would have to be moved to another train at the border, slowing everything down.

Like train tracks being the same gauge makes transporting goods easier, listing or comparing items in a sentence is easier to understand when those items have **parallel structure**, meaning the words must be formed in the same way or must use the same grammatical structure. This repetition of word form makes the sentence flow correctly and adds clarity for the reader or listener. Let's look a little closer at the rules for parallel structure.

Parallel Structure & Lists

When making lists, many times you will use one of the seven coordinating conjunctions which join words of equal rank together. They are:

- For
 - And
 - Nor
 - But
 - Or
 - Yet
 - So
-
- I like to run, eating, and jump. (Not parallel).

The list in this sentence is run, eating, and jump. This sentence is not parallel because the grammatical formation of the things you like to do are not the same. We need to make the structure of the words agree with each other.

- I like **to run, to eat, and to jump**. (Parallel).

OR

- I like to run, eat, and jump. (Parallel). The first infinitive *to* works or carries over for all the verbs in the list.

This sentence could also be corrected by making all of the objects in the list into gerunds (a verb that acts as a noun by adding 'ing').

- I like running, eating, and jumping. (Parallel).

In this sentence, we have a list of how the students are expected to do their homework.

- All students are expected to do their homework good, quickly, and efficient. (Not parallel).

Good and efficient are adjectives describing something. Quickly is an adverb talking about the action of doing their homework.

- All students are expected to do their homework well, quickly, and efficiently. (Parallel).

Since this sentence was about how the students were to perform an action, adverbs needed to be used because they modify our action words, or verbs, in other words.

Parallel Structure & Clauses

Clauses are a group of words with a subject and verb.

- To stay in good shape, it's important that you eat vegetables, to drink lots of water, and exercising. (Not parallel).

The audience cheered, laughed, and cried.

Discuss

- 3.

Mr. Eagleton reads mysteries, listens to classical music, and he watches television.

Alec's favorite subjects are Spanish, journalism, and he likes math.

Discuss

The movie starts with a girl going into a bar and is scared.

Discuss

When we ride bicycles, roller skate, or take a walk, we are helping our hearts.

Discuss

He suggested two new magazines and that we should see a film also.

Discuss

Multiple Choice

1.

Which example avoids faulty parallelism?

- Recommended exercise includes running, swimming, and cycling.
- Recommended exercise includes to run, to swim, and cycling.
- Recommended exercise includes running, swimming, and to cycle.
- Recommended exercise includes running, to swim, and cycling.

2.

Which example avoids faulty parallelism?

- Exercise helps people maintain healthy bodies and handling mental pressures.
- Exercise helps people to maintain healthy bodies and handling mental pressures.
- Exercise helps people maintain healthy bodies and handle mental pressures.
- Exercise helps people maintaining healthy bodies and handle mental pressures.

3.

Which example avoids faulty parallelism?

- Many people exercise because they want to look healthy, because they need to increase stamina, and because they hope to live longer.

- Many people exercise because they want to look healthy, to increase stamina, and because they are hoping to live longer.
- Many people exercise because they want to look healthy, because they need to increase stamina, and to live longer.
- Many people exercise because they want to look healthy, to increase stamina, and because they hope to live longer.

4.

Which example avoids faulty parallelism?

- The strikers had tried shouting, threatening, and to plead.
- The strikers had tried to shout, threatening, and pleading.
- The strikers had tried shouting, to threaten, and pleading.
- The strikers had tried shouting, threatening, and pleading.

5.

Which example avoids faulty parallelism?

- The strikers had tried shouts, threats, and to plea.
- The strikers had tried shouts, threats, and pleas.
- The strikers had tried to shout, threats, and pleas.
- The strikers had tried shouts, to threaten, and pleas.

6.

Which example avoids faulty parallelism?

- The strikers read the offer, discussing it, and unanimously decided to reject it.
- The strikers read the offer, discussed it, and unanimously decided to reject it.

- The strikers read the offer, discussed it, and unanimously to decide to reject it.
- The strikers are reading the offer, discussed it, and unanimously decided to reject it.

7.

Which example avoids faulty parallelism?

- You come to understand what to expect when you tease a cat, or tossing a pebble in a pool, or touch a hot stove.
- You come to understand what to expect when you tease a cat, or toss a pebble in a pool, or touching a hot stove.
- You come to understand what to expect when you tease a cat, or toss a pebble in a pool, or touch a hot stove.
- You come to understand what to expect when you are teasing a cat, or toss a pebble in a pool, or touch a hot stove.

8.

Which example avoids faulty parallelism?

- Differing expectations for marriage can lead not only to disappointment for the couple but also to anger.
- Differing expectations for marriage can lead not only to disappointment but also to angering the couple.
- Differing expectations for marriage can lead not only to disappointment but also to anger.
- Differing expectations for marriage can lead not only to a disappointment but also to anger.

9.

Which example avoids faulty parallelism?

- You can fool some of the people all of the time, and you can fool all of the people some of the time, but not fooling all of the people all of the time.
- You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.
- You can fool some of the people, and all of the people some of the time, but you cannot fool all of the people all of the time.
- You can fool some of the people all of the time, and all of the people sometime, but you cannot fool all of the people all of the time.

10.

Which example avoids faulty parallelism?

- At nighttime, the litter and desperation disappeared as the city's glittering lights came on; by day, the filth and despair reappeared as the sun rose.
- At night, the litter and desperation disappeared as the city's glittering lights came on; but when day dawned, the filth and despair reappeared as the sun rose.
- By night, the litter and desperation disappeared as the city's glittering lights came on; by daytime, the filth and despair reappeared as the sun rose.
- By night, the litter and desperation disappeared as the city's glittering lights came on; by day, the filth and despair reappeared as the sun rose.

11.

Which example avoids faulty parallelism?

- He took us up the hill, through the valley, and then we went across the river.
- He took us up the hill, through the valley, and across the river.
- He took us up the hill, then through the valley, and across the river.
- He took us up the hill, and then through the valley, and across the river.

12.

Which example avoids faulty parallelism?

- The experience taught us courage, to be patient, and humility.
- The experience taught us courage, patience, and to be humble.
- The experience taught us to be courageous, patience, and humility.
- The experience taught us courage, patience, and humility.

The most common prefixes

prefix	meaning	examples
<i>anti-</i>	against/opposed to	<i>anti-government, anti-racist, anti-war</i>
<i>auto-</i>	self	<i>autobiography, automobile</i>
<i>de-</i>	reverse or change	<i>de-classify, decontaminate, demotivate</i>
<i>dis-</i>	reverse or remove	<i>disagree, displeasure, disqualify</i>
<i>down-</i>	reduce or lower	<i>downgrade, downhearted</i>
<i>extra-</i>	beyond	<i>extraordinary, extraterrestrial</i>
<i>hyper-</i>	extreme	<i>hyperactive, hypertension</i>
<i>il-, im-, in-, ir-</i>	not	<i>illegal, impossible, insecure, irregular</i>
<i>inter-</i>	between	<i>interactive, international</i>
<i>mega-</i>	very big, important	<i>megabyte, mega-deal, megaton</i>
<i>mid-</i>	middle	<i>midday, midnight, mid-October</i>
<i>mis-</i>	incorrectly, badly	<i>misaligned, mislead, misspelt</i>
<i>non-</i>	not	<i>non-payment, non-smoking</i>
<i>over-</i>	too much	<i>overcook, overcharge, overrate</i>
<i>out-</i>	go beyond	<i>outdo, out-perform, outrun</i>
<i>post-</i>	after	<i>post-election, post-war</i>
<i>pre-</i>	before	<i>prehistoric, pre-war</i>
<i>pro-</i>	in favour of	<i>pro-communist, pro-democracy</i>
<i>re-</i>	again	<i>reconsider, redo, rewrite</i>
<i>semi-</i>	half	<i>semicircle, semi-retired</i>
<i>sub-</i>	under, below	<i>submarine, sub-Saharan</i>
<i>super-</i>	above, beyond	<i>super-hero, supermodel</i>
<i>tele-</i>	at a distance	<i>television, telepathic</i>
<i>trans-</i>	across	<i>transatlantic, transfer</i>

prefix	meaning	examples
<i>ultra-</i>	extremely	<i>ultra-compact, ultrasound</i>
<i>un-</i>	remove, reverse, not	<i>undo, unpack, unhappy</i>
<i>under-</i>	less than, beneath	<i>undercook, underestimate</i> <i>upgrade, uphill</i>

hardly / scarcely / barely ... when **no sooner ... than**

When a story is told in the past tense, the adverbials *hardly*, *scarcely*, *barely* and *no sooner* are often used to emphasize that one event quickly followed another. The verb describing the earlier event is usually in the past perfect tense. If *hardly*, *scarcely*, *barely* and *no sooner* are in the initial position, the subject and auxiliary are inverted:

*Hardly **had I arrived** home when my phone rang.* (I had hardly arrived home when my phone rang.)

*Scarcely **had she finished** reading when she fell asleep.* (She had scarcely finished reading when she fell asleep.)

*Barely **had they won** the match when the coach had a heart attack.* (They had barely won the match when the coach had a heart attack.)

*No sooner **had the company launched** its new product than it went bankrupt.* (The company had no sooner launched its new product than it went bankrupt.)

Note that *hardly*, *scarcely* and *barely* are followed by *when*, while *no sooner* is followed by *than*. (*Sooner* is the comparative form of *soon*.)

How to Use 'Let' and 'Make'

Let

Subject + let + object + bare infinitive (infinitive without 'to')

'Let' can mean 'allow' or 'give permission':

prefix meaning

examples

- David's mother **let** him use her car. Our boss **let** us leave early.

We can also use 'let' to mean 'allow' in the sense of 'make something possible':

- This student card **lets** you book discount flights.
- You can buy a pass which **lets** you visit all the art galleries more cheaply.

Let's + infinitive is often used to make a suggestion:

- **Let's** go to the cinema tonight.
- **Let's** get some coffee.

(Although 'let's' is a contraction of 'let us', we don't use 'let us' in this situation). We don't use 'let' in the passive.

Make

Subject + make + object + bare infinitive (infinitive without 'to')

'Make' can mean 'force someone to do something that he or she doesn't want to do':

- His mother **made** him clean his room.
- The teacher **made** us study very hard.

It can also be used to mean 'cause someone to do something' (the thing can be good or bad):

- That film **made** me cry.
- My brother often **makes** me laugh.

Used to, be used to, get used to

Used to

Used to shows that:

prefix meaning

examples

- a particular thing always happened or was true in the past.
- But it no longer happens or is no longer true now:

Examples:

- David *used to* live in Madrid.
- She used to exercise every morning, but since she had that terrible accident she doesn't exercise anymore.
- Why don't you come and see me like you used to?

Forms of used to

Here are the interrogative, affirmative and negative forms of *used to*

- *Did* you *use* to exercise regularly?
- Yes, I *used to* go jogging nearly everyday.
- No, I *didn't use* to exercise on a regular basis.

Used to, be used to, get used to

1. *Used to* shows that a particular thing always happened or was true in the past (see examples above)

2. *Be used to* is used to say that something is normal, not unusual.

Examples:

- I'm *used to* living alone.
- Don't worry, John *is used to* driving for long hours. He has worked as a professional driver for 20 years.

3. *Get used* shows that something is in the process of becoming normal.

Examples:

- He doesn't like that small town, but he *'ll get used to* it.
- She found the heels too high, but she *got used to* them.
- Since the divorce, she has become very sad. But I think she *'ll get used to* her new life.
- I *got used to* living in Canada in spite of the cold weather.

Vocabulary Multiple Choice

1. Three prisoners _____ from the central prison this morning. Police have described them as dangerous and warned the public not to approach them if seen.
 - a. emptied
 - b. abandoned
 - c. escaped
 - d. rushed

2. You said you were with Trevor but that was a _____! You were with that terrible girl again.
 - a. dishonest
 - b. insincere
 - c. lie
 - d. false

3. I hope you have finished _____ your suitcases - the taxi has just arrived!
 - a. making
 - b. having
 - c. packing
 - d. wrapping

4. I didn't sleep very well at all last night. It was too cold; I will put another _____ on the bed tonight.
 - a. blanket
 - b. pillow
 - c. sheet
 - d. headboard

5. The boat sank when it hit a _____ that was hidden under the water. Everyone had to swim to the beach.
 - a. rock
 - b. cliff
 - c. coast
 - d. wave

6. When we go on vacation, I want to _____ some time fishing in that lake we visited last year.
 - a. do
 - b. spend
 - c. lose
 - d. give

7. When he asks me the questions, just _____ the answers quietly in my ear and he will never know.
 - a. shout

- b. talk
- c. whisper
- d. yell

8. If you want to pass that exam, I _____ you to start studying for it immediately.

- a. advice
- b. push
- c. convince
- d. advise

9. When you finish making the dough for the bread, put it in the oven and _____ for about 90 minutes.

- a. roast
- b. fry
- c. bake
- d. grill

10. Hayley is a very _____ girl. She knows where she wants to be in five years' time and how she is going to get there.

- a. arrogant
- b. ambitious
- c. snobby
- d. wealthy

Directions: Complete the sentence using the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Under the _____ of their mother, the newborn kittens knew they were protected, since any predator would have to harm their mother before it could get to them.

- A. aegis B. Negligence C. truancy D. apostasy E. primogeniture

2. In the decade after the revolution, the new government seemed to _____ and was never quite _____; this period ultimately led to a second revolution in which the current ruling party took power.

- A. careen ... ephemeral B. fortify ... faltering C.
waver ... flimsy D. coagulate ... tenable E. totter ... stable

3. Despite his _____ upbringing, Vladimir proved quite adept at navigating city life.

A. urbane B. acrid C. bucolic D. cosmopolitan E. harsh

4. Macbeth received what he thought was _____ prediction from three witches, but his attempts to make the auspicious portents come true tragically failed in the end.

5. The clownfish eats organisms that could potentially harm the sea anemone, while the anemone provides the clownfish with a safe shelter; both organisms benefit from this _____ relationship.

A. docile B. disjointed C. amenable D. symbiotic E. contrary

6. Because the boy had told so many _____ tales about seeing wolves, none of the villagers believed him when he actually did see a wolf.

A. fallacious B. verifiable C. scrupulous D. fictitious E. concrete

1. Despite the unfavorable attention brought on by some critics, the press had _____ effect on the campaign overall.

A. a beneficial B. a neutral C. an inert D. a destructive E. a harmful

2. Although Kate's report on her scientific findings was lengthy, the presentation she held was rather _____.

A. brief B. thorough C. mundane D. straightforward E. elaborate

3. The new building was expansive; its _____ foundation allowed for wider hallways than its predecessor.

A. shallow B. small C. broad D. thin E. fancy

4. The famous pop singer tragically died at age thirty-two; it was an _____ event for all his many fans, but it was especially hard on his most _____ fans.

A. unthinkable ... healthy B. amazing ... dubious C. appalling ... devoted D. appreciated ... strange E. emotional ... heavy

5. It is no secret that prison can be rather _____; grim conditions and severe treatment have been known to _____ even the most hardened criminals.

A. cruel ... entertain B. harsh ... dishearten C. pleasant ... encourage D. awful ... satisfy E. horrendous ... soothe

6. Unlike the misleading television documentary, the biography was _____.

A. interesting B. accurate C. fantastic D. phony E. false

7. According to clinicians, psychopaths are _____: that is, they are intentionally violent and mean.

A. sympathetic B. timid C. polite D. vicious E. infrequent

8. The doctor takes note of any _____ marks on the patient's skin, because such abnormalities often indicate the presence of skin cancer.

A. irregular B. typical C. ordinary D. invisible E. common

1. Despite his growing wealth and power, Teddy remains _____ man.

A. a humble B. an irritable C. a greedy D. an intelligent

2. Because Mary is so _____, she is _____.

A. friendly ... despised B. unpleasant ... unpopular C. generous ... wealthy D. strange ... fortunate

3. Some snakes are very _____, so you should take caution if you see one.

A. dangerous B. slippery C. careful D. favorable

4. Donald was not _____ and had to go to the doctor so that he wouldn't be _____ anymore.

A. tall ... smooth B. beautiful ... pretty C. healthy ... sick D. rich ... poor

5. Though cats are known for being unfriendly, most of the cats I know are _____ and _____.

A. lovely ... ugly B. skillful ... furry C. strong ... athletic D. kind ... gentle

6. Billy cannot play the piano very well, since he _____ practices.

A. sometimes B. usually C. always D. never

7. I cannot _____ the price of a ticket, so I cannot see the movie.

A. buy B. save C. donate D. afford

8. Although the desert gets very hot during the day, it is very _____ at night.

A. dry B. humid C. cold D. lonely

9. Jared placed the plant _____ the other two plants, so that it was in the middle.

A. between B. over C. through D. outside

10. Even though I knew the rock weighed a lot, it was still _____ than I thought I would be.

A. lighter B. larger C. heavier D. sharper

1. The _____ man paid for my ticket.

A. simple B. angry C. kind D. funny

2. I cannot sleep because my neighborhood is very _____.

A. happy B. average C. fun D. noisy

3. After John washed his car, it looked very _____.

A. dirty B. sweet C. old D. clean

4. Turtles and snails do not move quickly. They are both _____ animals.

A. quick B. slow C. fast D. small

5. The _____ shirt is too _____.

A. big ... crazy B. large ... big C. heavy ... small D. wet ... rainy

6. I am _____ because I did well on my math test.

A. upset B. rough C. happy D. sad

7. Paul and Marcus are _____. They have the same mother.

A. women B. friends C. students D. brothers

8. The air is very _____, and there is _____ ice on the road.

A. warm ... a large amount of B. cool ... many C. cold ... a lot of D. hot ... much

9. I always arrive to class twenty minutes _____ so that I have time to prepare.
A. late B. early C. old D. after
10. The library is a good place to _____ because it is very _____.
A. study ... quiet B. eat ... hungry C. learn ... intelligent D. read ... open
1. The rope is hard to cut because it is so _____.
A. new B. weak C. sad D. thick
2. The food tastes _____. It was prepared by _____ chef.
A. great ... an excellent B. delicious ... a bad C. terrible ... a good D. bad ... an excellent
3. Mary and Laura are _____ because they have the same father and mother.
A. women B. friends C. sisters D. men
4. After she completed the hard exercise class, Angie felt _____.
A. strange B. angry C. tired D. old
5. After working on it for days, Xavier finally finished the _____ puzzle. It was hard.
A. easy B. difficult C. dangerous D. wise
6. Elephants are _____. Ants are _____.
A. big ... large B. small ... big C. tiny ... small D. huge ... tiny
7. John got very _____ because Marcy broke his toy.
A. hungry B. upset C. sleepy D. slow
8. Although Margo tries to be on time for her class, she still arrives _____.
A. late B. great C. silly D. noisy
9. The _____ recipe has _____ ingredients.
A. simple ... a lot B. difficult ... few C. complicated ... many D. sweet ... bitter
10. When I said the correct answer, the teacher told me that I was _____.
A. right B. wrong C. bad D. close

Choose the answer choice that best defines the word in capital letters.

1) EAGER

A. wanting to do something very much B. not able to be used fully C. being relaxed or happy D. having the ability to soar or fly

2) DEMONSTRATE

A. to stop temporarily B. to take something from someone C. to show an example D. to discover something new

3) ACCURATE

A. deadly or dangerous B. delicious or tasty C. nervous or anxious D. exact or precise

4) ROUTINE

A. something done with care B. something done repeatedly C. something done for school D. something done by mistake

5) AFFORD

A. to be able to buy something B. to make something more difficult C. to trade something for something else D. to depend on someone or something

6) SHALLOW

A. not deep B. not beautiful C. not visible D. not fun

7) TIDY

A. harmful and dangerous B. jealous and mean C. clean and neat D. broken and damaged

8) EXHAUSTED

A. very angry B. very scared C. very responsible D. very tired

9) DESTROY

A. to cheat B. to choose C. to ruin D. to improve

10) CONCENTRATE

A. to fail B. to save money C. to argue D. to focus

W Wo or rd d D De ef fi in ni it ti io on n 2 2 Level 4

D Di ir re ec ct ti io on ns s: : Choose the answer choice that best defines the word in capital letters.

1) TRIM

A. to cut off a small part B. to speak very quietly C. to stop for a short time D. to divide equally

2) STEADY

- A. ugly or unattractive B. soft or comfortable C. difficult or challenging
D. regular or even

3) DOUBTFUL

- A. very clean B. probably not true C. very quiet D. not exciting

4) MEETING

- A. a coming together of two people B. a large amount of money C. an action that is well planned
D. a raise in the temperature

5) ALERT

- A. very visible or seeable B. quick to notice something C. not yet fully grown
D. different from something else

6) BENEFIT

- A. something needing help B. something twisted C. something gained
D. something harmful

7) ESSENTIAL

- A. very expensive B. very dangerous C. very strong D. very important

8) PLEAD

- A. to speak loudly B. to beg desperately C. to reach a conclusion D. to give instructions

9) DELAY

- A. to wake up from sleep B. to make something larger C. to subtract something
D. to make something late

10) ABSENT

- A. missing B. dangerous C. good-looking D. hardworking

1) NERVOUS

- A. scared or uneasy B. having many colors C. sleepy or tired D. strong or physically fit

2) CHEAT

- A. to move very quickly B. to hurt someone C. to break the rules D. to end something

3) QUICKLY

- A. with thought B. with happiness C. with fear D. with speed

4) HALF

- A. the biggest part of something B. one of two equal parts C. all of something D. nothing

5) GROW

A. to become bigger or taller B. to erase or take away C. to stop living or die D. to become smaller or shorter

6) ANCIENT

A. very, very old B. beautiful or pretty C. unusual or strange D. unable to be seen

7) LIE

A. to laugh at someone B. to say something that is not the truth C. to move at a slow pace D. to cast a vote

8) GRADUAL

A. being very smart B. showing kindness C. behaving well D. taking place slowly

9) PREPARE

A. to invent something new B. to hurt someone's feelings C. to get ready D. to eat food

10) CONFESS

A. to save money B. to argue or fight C. to misbehave D. to tell the truth

•• A An nt to on ny ym ms s 1 1 Level 1

D Di ir re ec ct ti io on ns s: : Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. UP

A. down B. above C. inside

2. GIVE

A. share B. take C. release

3. LARGE

A. huge B. big C. small

4. UNHAPPY

A. glad B. sad C. calm

5. ANGER

A. happiness B. rage C. stupidity

6. MIDNIGHT

A. evening B. noon C. yesterday

7. FAT

A. short B. thick C. skinny

8. QUIT

A. stop B. end C. start

9. TIGHT

A. free B. loose C. firm

The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an

extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

Morocco

Morocco is a country in Africa. It is the most northwestern country. It borders the Atlantic Ocean to the west and the Mediterranean Sea to the north. It borders Algeria to the west.

Folk stories are a very important part of Moroccan culture. These are stories that tell about the beliefs, traditions, and history of Morocco and the Moroccan people. From these stories, listeners can learn a lot about Morocco and what is important to Moroccans.

Moroccan Folk Stories

"Folk" means people from a particular country who have a certain way of life.

There are many Moroccan Folk stories that are still told throughout Morocco today. These stories each teach lessons and give an insight to Moroccan culture. An "insight" is an understanding of something.

Autumn

Autumn is the season that falls between summer and winter. There are many changes that begin in this fascinating season. Days become shorter. Leaves of trees turn from green to vibrant red, yellow and orange. Trees need sunlight to keep their leaves a lively green. Without sunlight leaves turn colors. The grass is no longer blanketed with dew but with frost, almost every morning, as temperatures reach the freezing point. Animals start storing up a food supply to last through the long winter months. These changes occur as we adjust from the heat of the summer to the chill of the winter.

ANSWER THE QUESTIONS:

1. Autumn occurs between summer and which other season? a. January b. spring c. winter d. solstice
2. Which of the following changes may occur during autumn? a. days become shorter b. it becomes very hot c. days become longer d. there is more sunlight
3. Why do leaves change color during autumn? a. they don't get enough oxygen b. they don't get enough light c. they don't get enough water d. they get too much oxygen
4. What do animals begin to do to prepare for the end of autumn? a. store extra body fat b. eat less c. shed fur d. turn colors

504 Essential Words

1	abandon	/ə'bændən/	v	ترک کردن، رها کردن / کنار گذاشتن
2	keen	/ki:n/	adj	مشتاق / با هوش / شدید / بُزنده
3	jealous	/'dʒeləs/	adj	حسود / غیرتی
4	tact	/tækt/	n	(در رفتار) ظرافت، تدبیر
5	oath	/əʊθ /oʊθ/	n	سوگند، قسم / فحش
6	vacant	/'veikənt/	adj	خالی / مبهوت
7	hardship	/'hɑ:dʃɪp /'hɑ:rd-/	n	سختی، رنج
8	gallant	/'gælənt/	adj	شجاع / مبادی آداب
9	data	/'deɪtə, 'dɑ:tə/	n. pl	اطلاعات، داده ها
10	unaccustome	/,ʌnə'kʌstəmd/	adj	ناآشنا
11	bachelor	/'bætʃələ-ər/	n	مرد مجرد
12	qualify	/kwɒlɪfaɪ 'kwɑ:-/	v	واجد شرایط بودن، صلاحیت داشتن
13	corpse	/kɔ:ps kɔ:ps/	n	جسد، نعش، جنازه
14	conceal	/kən'si:l/	v	پنهان کردن
15	dismal	/'dɪzməl/	adj	تیره و تار، گرفته و تاریک، غم انگیز
16	frigid	/'frɪdʒɪd/	adj	سرد، یخ
17	inhabit	/ɪn'hæbɪt/	v	زندگی کردن در، ساکن ... بودن

18	numb	/nʌm/	adj	بی حس، کرخت
19	peril	/'perəl/	n	خطر
20	recline	/rɪ'klaɪn/	v	دراز کشیدن، لم دادن
21	shriek	/ʃri:k/	n, v	جیغ کشیدن / جیغ
22	sinister	/'sɪnɪstə -ər/	adj	شوم، نحس / شیطانی، شرور
23	tempt	/tempt/	v	وسوسه کردن
24	wager	/'weɪdʒə -ər/	n, v	شرط بندی / شرط
25	typical	/'tɪpɪkəl/	adj	عادی، معمولی / نمونه‌ی بارز
26	minimum	/'mɪnəməm/	adj, n	حداقل
27	scarce	/skeəs skers/	adj	کمیاب
28	annual	/'ænjuəl/	adj, n	سالانه / گیاه یک ساله / سالنامه
29	persuade	/pə'sweɪd pər-/	v	مجاب کردن، قانع کردن / ترغیب کردن
30	essential	/'esɛnʃəl/	adj	ضروری، لازم

Vocabulary in Context

I took the tome off the shelf and opened it to page Then I began to read. **What does tome probably mean?**

A) some food B) a bad dream C) a cigarette D) a book

2) Hurricanes and tornadoes are treacherous. Only a very foolish person would go out during that kind of weather. **What does treacherous probably mean?**

A) exciting B) dangerous C) delirious D) safe

3) Many ships have vanished during hurricanes. No survivors from the lost ships have ever been found. **What does vanished probably mean?**

A) arrived B) departed C) returned D) disappeared 4)

By anticipating the robber's next move, the police were able to arrive at the bank before the next robbery happened. Now the robber is in jail. **What does anticipating probably mean?**

A) thinking ahead, expecting B) drawing, painting C) horrifying, amazing D) strange, unusual

5) I'm really hungry! That apple didn't appease my hunger. I want a sandwich now. **What does appease probably mean?**

A) frustrate B) increase C) satisfy D) confuse

6) The dispute about marijuana in California will probably never be resolved. **What is a dispute?**

A) theory, rule B) argument, debate C) agreement D) a type of medicine

7) This virus has really sapped my energy. I get tired just walking across the room. I hope to get better soon because I need to return to work. **What does sap probably mean?**

A) give, increase B) make slow C) take away, drain D) enhance

8) Some people think that discussing the dangers of cigarette smoking obscures the real issue. They believe the real issue is that smokers are discriminated against. **What does obscure probably mean?**

A) to shorten B) to challenge C) to make obvious D) to hide, conceal

9) Students! Students! Please stop chattering and listen to me. Class has begun. **What does chattering probably mean?**

A) sleeping B) talking C) working D) typing

10) The little girls began to giggle when they saw the boys walk by. When the boys heard the giggling, they pretended not to notice. **What does giggle probably mean?**

A) work B) sleep C) cry D) laugh

UNDERSTANDING VOCABULARY IN CONTEXT

To get at the meaning of an unknown word, use the context (or surroundings) of the word. There are 4 types of context clues: examples, synonyms, antonyms, and general sense of the passage (scroll to the bottom of page to see answers.).

1. EXAMPLES:

1. To cheer up the hallway, Rachel *embellished* her children's bedroom doors. She painted colorful circus pictures on her son's door and pasted seashells on her daughter's. Embellished means

- a. replaced
- b. erased
- c. decorated
- d. recognized

2. People in *sedentary* occupations, such as driving a taxi or writing books, need to make a special effort to exercise. Sedentary means

- a. low-stress
- b. very well-paid
- c. involving much sitting
- d. artistic

3. Our neighbor has an *abrasive* personality. He can't seem to get along with people without frequent outbursts and quarrels. Abrasive means

- a. quiet and sweet
- b. cool
- c. analytical
- d. harsh and rough

2. SYNONYMS:

- 1. Some actors are just as *adroit* in business as they are skilled in performing.
- 2. Marie is a *meticulous* worker, but it's no surprise—her mother is also extremely careful and precise.
- 3. The mayor and the governor feel the same about each other—he *deplores* her as much as she disapproves of him.

3. ANTONYMS:

- 1. Jo left her term paper till the last minute and was able to do only *cursory* research. In contrast, Ian started his paper in plenty of time; his painstaking, thorough research.
Cursory means

- a. hasty
- c. careful

that doesn't affect him directly.
Egocentric means

- a. careless
- b. violent
- c. caring
- d. self-centered

Match the definitions with the words in the box.

suggestion	backgammon	adventure	supplementary	trip
rafting	poem	hiking	appointment	archery

1. Making a long journey on foot

2. A kind of literary work written in short lines

3. A prior arrangement to meet

4. A dangerous but exciting activity

5. A kind of sport practiced with a bow and arrows

6. A type of board game played with dice and disk-shaped pieces

7. A short visit

8. Extra, additional

9. A type of sport practiced in rivers that flow fast

10. Something you believe to be a good thing to do

Choose the correct words to complete the sentences.

1. We must have an ---- supply of food before we start our journey.

- absolute
- abstract
- abundant
- aboard

2. It is a very strange fact that frogs ---- water through their skins.

- accelerate
- balance
- access
- absorb

3. One should never ---- the importance of family life in the overall development of a child.

- capture
- calculate
- gamble
- underestimate

4. Yesterday morning, I found my little bird lying dead inside his ----.

- cave
- cage
- cemetery
- pavement

5. Theft and ---- are still among the most serious crimes in many countries.

- welfare
- homicide
- sacrifice
- ignorance

6. All the runners had completed the first ---- of the race when a sudden rain started.

- hint
- ladder
- lane
- lap

7. In twenty years' time, the food supplies will be so ---- for some countries that people will start immigrating in huge numbers.

- scale
- scarce
- scan
- scare

8. Many people in the world are forced to leave their countries and become ---- because of their religious or political views.

- patriot
- peasant
- refugee
- bandit

READING

Last summer, we decided to spend our vacation at the beach because the weather was very hot in the mountains. The travel agent said that traveling by bus was the cheapest way, but we went by plane because it was faster. We wanted to have more time to spend at the beach. The weather was beautiful and we had a great time.

1. We decided to go to the beach because ----.

- it was cheaper than going to the mountains
- the travel agent said that it was the cheapest

- of the hot weather in the mountains
- we wanted to spend time at the beach

2. The bus was the ---- way to travel.

- best
- easiest
- cheapest
- slowest

3. Traveling by plane was ---- than by bus.

- more fun
- cheaper
- expensive
- faster

4. We ---- our vacation.

- hated
- didn't like
- enjoyed
- regretted

5. We had very ---- weather during our vacation.

- good
- freezing
- terrible
- cold

Vocabulary

Choose the correct word and click the question tag (?) next to it. If your answer is correct a smile is shown. If it's wrong a cross (X) appears and you have to try as often as the answer is correct.

1. The doctor gave me an _____ to relieve the pain.

- infection
 - • invalid
 - • injection
-

- epidemic

2. There was an _____ of cholera after the disaster.

- outbreak
 - • input
 - • upset
-

- infection

3. I need a drink. I'm _____.

- dirty
- • hungry
- • thirsty

4. I'm _____ tomatoes. They bring me out in a rash.

- polluted by
 - • wounded by
 - • suffering from
-

- allergic to

5. After his heart _____ he was told to relax more.

- turn
 - • attack
 - • diet
-

- thread

6. The hurricane _____ a lot of buildings on the coast.

- flooded

- • destroyed
 - • froze
 - dried7. His broken leg will be in _____ for a month.
 - bandage
 - • plaster
 - • fracture
-

- fever
- 8. I'm just going to _____ a photo of the square.
- take
- • make
- • paint
- draw• dentist

9. There is a bus _____ just round the corner.
- station
 - • stop
 - • platform
-

- start
 - 10. She needs a _____ to mend the leaking pipe.
 - traitor
 - • plumber
 - • docker
-

- accountant
 - 11. The _____ cut the lawn in the park.
 - carpenter
 - • gardener
 - • butcher
-

- sailor
- 12. The _____ played their role really well.
- doctors
- • officers
- • chefs

• actors
13. I think the _____ will repair my bike quickly.

- postman
 - • operator
 - • cashier
-

• mechanic
14. I'm a bit _____. Can you speak louder, please?

- dumb
 - • deaf
 - • blind
-

• lame
15. Please turn down the radio. It's too _____.

- stupid
 - • silent
 - • nervous
-

• loud
16. He was very _____ after he won the race.

- angry
 - • upset
 - • proud
-

• lazy
17. He was _____ of her because she always gets better marks.

- generous
 - • sad
 - • jealous
-

• clever
18. You can count on her. He's really _____.
• depressed

- • reliable
 - • impatient
-

• stubborn
19. Before use read all _____ in this manual.

- productions
 - • introductions
 - • instructions
-

- operations