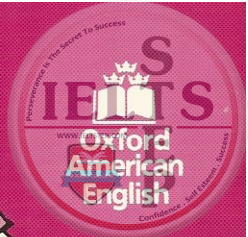


L.A. HILL



Advanced Anecdotes in American English



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L. A. Hill



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Introduction

Advanced Anecdotes in American English is the third in a series of three readers for students of English as a Second or Foreign Language. This book is designed to give students practice in reading and understanding American English in context. *Advanced Anecdotes in American English* contains thirty humorous stories, each approximately 150 words in length. Every story is followed by reading comprehension questions and two exercises for reinforcement of vocabulary and structure.

The stories and exercises are written at Dr. L. A. Hill's 2075 word level. The complete American English word list is given in Appendix A, pages 62–70. Occasionally, one or more words that fall outside the author's list are introduced into a story. These words are listed after the story as *Outside the 2075 words*. The teacher can then explain these words in class or have the students look them up in a dictionary before reading the story.

Certain technical words are also introduced in the exercises as part of the language of directions. These words are *blank space*, *bracket*, *correct order*, *form*, *puzzle*, and *set*. Some of these words also fall outside of the author's list. In either case, the students should be informed of the meaning of these words within the context of the exercises in which they occur.

The grammatical structures used within this book have also been carefully controlled. The grammatical system is explained in Appendix B, page 71.

Suggestions for Using this Book

The stories and exercises in this book can be used as part of a whole class activity in listening and reading comprehension, and can also provide practice in the productive skills of speaking and writing. Students working independently will find the stories useful for reading comprehension and written reproduction.

In the Classroom

The teacher can use these stories to improve the students' aural comprehension and their understanding of written English.

The teacher should introduce the material by reading the story aloud, two or three times, while students listen with books closed. Students may then be asked to re-tell the passage in their own words, either orally or in writing, or they may be asked to reproduce the basic story by answering the *Comprehension Questions*.

Comprehension Questions may be answered after the reading, as an oral activity, or they may be presented prior to the reading as a preview of important points to listen for in the presentation. Students could then provide the answers orally, or in writing, when the selection has been read aloud.

If written answers are used, the teacher can provide immediate reinforcement by asking one student at a time to read his or her answer aloud to the class. The teacher can then ask the class for alternative answers, which often result in a lively discussion.

Cassette Recording

A tape cassette is available to accompany the book and may be used as a model of spoken American English. The cassette contains the complete text of the reading passages and includes the *Comprehension Questions* that accompany each reading.

At Home

For students working independently, it is suggested that they read the story to themselves, either aloud or silently, or listen to it on the cassette, at least twice before attempting to answer the *Comprehension Questions* and complete the exercises. Each student may wish to write down as much of the story as he can remember, using the original passage to check his work.

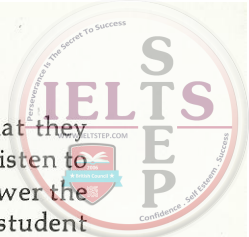
Completing the Exercises

Exercises vary from story to story but include the following general types:

1. Oral Comprehension Questions
2. Fill in the Blank Spaces
3. Synonym and Antonym Identification
4. Crossword Puzzle Completion
5. Correct Sentence Selection
6. Picture/Word Substitutions
7. Picture Identification
8. Sequencing of Events
9. Story Reconstruction
10. Reading Comprehension

Exercises may be completed orally or in writing, as part of a whole class activity or assigned as homework. In either case, exercises should be completed shortly after the story is presented in class. Answers may be checked in class or individually by the teacher.

For those exercises in which the students can either fill in the blank spaces or write out the complete story, the latter is recommended as a means of providing additional student practice in writing American English in context.



Advanced Anecdotes in American English



1 Jack Hawkins was the football coach at an American college, and he was always trying to find good players, but they weren't always smart enough to be accepted by the college.

One day the coach brought an excellent young player to the dean of the college and asked that the student be allowed to enter without an examination. "Well," the dean said after some persuasion, "I'd better ask him a few questions first."

Then he turned to the student and asked him some very easy questions, but the student didn't know any of the answers.

At last the dean said, "Well, what's five times seven?"

The student thought for a long time and then answered, "Thirty-six."

The dean threw up his hands and looked at the coach in despair, but the coach said earnestly, "Oh, please let him in, sir! He was only wrong by two."

A. Answer these questions:

1. Why did the football coach want the dean to let the student enter college without an examination?
2. What question did the dean ask the student?
3. What was the student's answer?
4. What did the dean do then?

Outside the 2,075 words: coach (n.)

5. What did the coach say to the dean?
6. Who was better at arithmetic, the student or the coach?

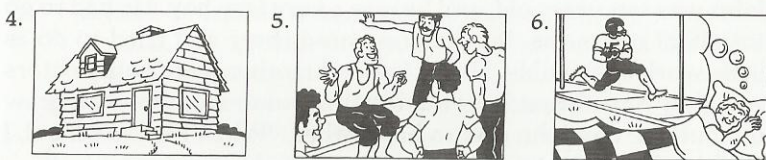
B. Which words in the story mean the same as:

1. permitted
2. lack of hope
3. trying to get someone to agree
4. very good
5. very seriously

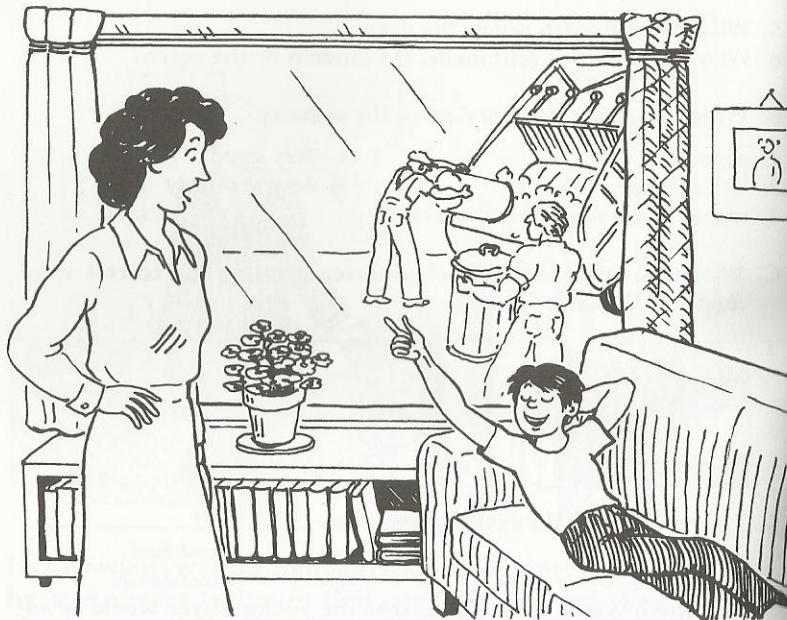
C. Write the sentence for each picture, choosing the correct word under each blank space.



1. The results of all the examinations were _____.
(confident)
(confidential)
2. The coach was _____ that the young player would be admitted to the college.
(confident)
(confidential)
3. The college was in the middle of a _____ park.
(wooded)
(wooden)



4. The coach lived in a _____ house near the college.
(wooded)
(wooden)
5. The football player was an _____ man: he told very funny stories to his friends.
(imaginary)
(imaginative)
6. The young player often dreamed of winning _____ football games.
(imaginary)
(imaginative)



2 John was ten years old, and he was a very lazy boy. He had to go to school of course, but he was bored there and tried to do as little work as possible. His father and mother were both doctors and they hoped that he would become one, too, when he grew up, but one day John said to his mother, "When I finish school, I want to become a garbage collector."

"A garbage collector?" his mother asked. She was very surprised. "That's not a very pleasant job. Why do you want to become a garbage collector?"

"Because then I'd only have to work one day a week," John answered.

"Only one day a week?" his mother said. "What do you mean?"

"Well," John answered, "I know that the ones who come to our house only work on Wednesday, because I only see them on that day."

A. Answer these questions:

1. What kind of boy was John?
2. What did his parents want him to be when he grew up?
3. What did John say he wanted to be?
4. Why did John want this job?
5. How did his mother feel about this?
6. Why did John think that garbage collectors only worked one day a week?

B. Which words in the story mean the opposite of:

1. despaired
2. impossible
3. interested
4. replied
5. start
6. unpleasant

C. Put two words in each blank space in the second sentence of each pair (both sentences have the same meaning):

Example: a. When John arrived home, he told his mother his decision.
b. Arriving at home, John told his mother his decision.

1. a. After John had watched the garbage collectors on his street, he decided he wanted to become one, too.
b. _____ the garbage collectors on his street, John decided he wanted to become one, too.
2. a. Before John decided to become a garbage collector, he did not know what he wanted to be.
b. _____ to become a garbage collector, John did not know what he wanted to be.
3. a. While John studied at school, he was bored all the time.
b. _____ at school, John was bored all the time.
4. a. John surprised his mother because he said that he wanted to become a garbage collector.
b. John surprised his mother _____ that he wanted to become a garbage collector.



3 Soon after Dave left college, one of his uncles, who was rich and had no children of his own, died and left Dave a lot of money, so he decided to set up his own real estate agency.

He found a nice office, bought some new furniture and moved in. He had only been there for a few hours when he heard someone coming towards the door of his office.

"It's my first customer!" he thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on, came in and waited politely for the agent to finish his conversation. Then he said to him, "I'm from the telephone company, and I was sent here to connect your telephone."

A. Answer these questions:

1. How did Dave get money to set up his real estate agency?
2. What did he do to set it up?
3. What happened after he had been in his office for a few hours?

Outside the 2,075 words: customer, real estate

4. What did he think, and then do about this?
5. What did the man do?
6. And what did he say when Dave finished talking?

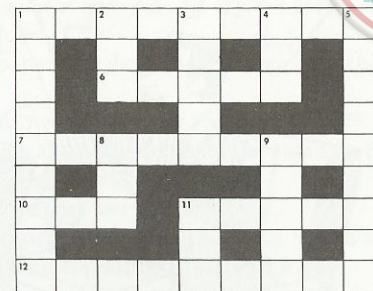
B. Complete this puzzle:

Across:

1. He's a very _____ worker: he never wastes time on the job.
6. Very big.
7. Possession.
10. The telephone man waited until the _____ of Dave's conversation before he spoke to him.
11. We often say this at the beginning of a telephone conversation.
12. Dave found a nice office _____ in town.

Down:

1. The man who came to Dave's office was one of the _____ of the telephone company.
2. When there is a _____ at sea, you can't see very far.
3. People _____ when their team



scores a goal.

4. Put into one's mouth, chew and swallow.
5. The man came to Dave's office to connect the _____.
8. Move your head to show that you mean *yes*.
9. Divide into two equal parts.
11. "_____ can you use the telephone when it hasn't been connected?" "You can't."

C. Write this story, using words instead of the pictures:

Before he could open his office, Dave had to buy a lot of things to furnish

it. For the hall, he bought a nice _____, and for his own office,



with comfortable



, a pretty

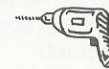


for his desk light, and a red



Unfortunately, the telephone people had to make holes in some of the

walls with an electric



, after which another man had to

come to



and



the walls again.



4 Mr. Smith lived in the country, but he worked in an office in the big city, so five days a week he went to work by train every morning and came home the same way.

One morning he was reading his newspaper on the train when a man sitting behind him, who Mr. Smith had never met before, leaned forward, tapped him on the shoulder and spoke to him. The man said, "You're not leading a very interesting life, are you? You get on the same train at the same station at the same time every morning, and you always sit in the same seat and read the same newspaper."

Mr. Smith put his paper down, turned around, and said to the man angrily, "How do you know all that about me?"

"Because I'm always sitting in this seat behind you," the man answered.

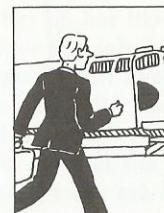
A. Answer these questions:

1. How did Mr. Smith go to and from his office every day?
2. What happened to him on the train one morning?
3. What was he doing when this happened?
4. What did the man say to Mr. Smith?
5. What did Mr. Smith ask the man?
6. Why did the man know so much about him?

B. Which of these sentences are true? Write down the correct ones.

1. Mr. Smith did not go to his office on weekends.
2. Mr. Smith went to his office by train five days a week.
3. While he was reading his newspaper one day, he leaned forward and tapped a man on the shoulder.
4. While he was reading his newspaper one day, he was tapped on the shoulder by another man.
5. The man sitting behind him had never seen Mr. Smith before.
6. The man sitting behind Mr. Smith always saw him in the same seat.
7. The man thought Mr. Smith's life was dull.
8. The man thought Mr. Smith's life was very interesting.
9. The man's own life was much more interesting than Mr. Smith's.
10. The man's own life was just as uninteresting as Mr. Smith's.

C. Write the number of the correct sentence under each picture:



1. He always sat in the same seat every day.
2. He got on the train.
3. He hurried to the train station.
4. He read his newspaper thoroughly.
5. He turned around and spoke angrily to the man who had interrupted his reading.
6. Mr. Smith put his newspaper down.
7. Mr. Smith left his house at 7:00 A.M. every morning.
8. One day another passenger tapped him on the shoulder.



5 Lisa was an attractive young woman, and she always combed her hair neatly and wore pretty clothes. She worked in a small town and earned enough money to take a vacation in the mountains during the summer.

The first time that Lisa went there, she discovered that she hadn't brought enough money. At first she was worried, but then she remembered that she had brought her checkbook with her and went to the bank to cash a check. The bank teller had never seen Lisa before, but he knew that a lot of people were stealing checkbooks and using them, so he said to her, "Can you identify yourself, please?"

Lisa had never been asked to do this in her home town, so she looked puzzled for a moment; but then she took her mirror out of her handbag, looked at it, and then said happily, "Yes, it is me."

Outside the 2075 words: cash (v.), identify

A. Answer these questions:

1. Where did Lisa go for her vacation?
2. Why did she have to go to the bank during her vacation?
3. What did the bank teller ask her?
4. Why did he say this?
5. How did Lisa feel about this?
6. What did she do and then say?

B. Which of these answers are correct? Write down the questions and the correct answers.

1. Was Lisa an attractive woman?
 - a. Yes, she was.
 - b. No, she wasn't.
2. Could she afford to take a summer vacation?
 - a. Yes, she could.
 - b. No, she couldn't.
3. What worried her on her first vacation in the mountains?
 - a. She didn't have enough money.
 - b. She had forgotten her checkbook.
4. Why didn't the bank teller want to cash her check?
 - a. Because he had never seen her before.
 - b. Because he knew that she had stolen the checkbook.
5. What did the bank teller ask her to do?
 - a. To make sure that she was really Lisa.
 - b. To show him some proof that she was Lisa.
6. What did Lisa do to identify herself?
 - a. She looked in her mirror.
 - b. She showed the bank teller a photograph of herself.

C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 10.

George worked in a bank as a _____. One day an _____ young woman came into the bank and gave him a _____. She wanted him to _____ it for her, but George had never seen her before, so he said, "Can you _____ yourself?"

The woman was very _____ when she heard this. She was on _____ from her home town, and hadn't brought much money. But then she opened her _____, took out a photograph of herself, and showed it to George, smiling _____.

George looked at it for a _____ and then said, "Yes, that's you," and he gave her the money.



6 A large store was having its spring sale on shoes and boots. It was the first day of the sale, and the shoe department was full of women who were eagerly trying to buy them. There were all kinds of shoes and boots in a variety of colors, and the prices had been reduced a lot, because the store wanted to get rid of as many as possible in order to make room for their new stock.

The cashiers were kept busy, and at one moment a woman came to one of them with her money in her hand and said, "I don't need a bag, thank you. I'm wearing the shoes I bought." She pointed to them on her feet.

"Would you like a bag to put your *old* shoes in then?" the cashier asked politely as she took the woman's money.

"No, thank you," the woman answered quickly, "I've just sold those to someone else."

A. Answer these questions:

1. What were on sale in the large store that week?
2. Why were they being sold cheaply?
3. Was the sale successful?
4. What did a woman say to one of the cashiers?
5. What did the cashier ask her?
6. Why didn't the woman need a bag?

Outside the 2,075 words: cashier

B. Write the sentence for each picture, choosing the correct word under each blank space.



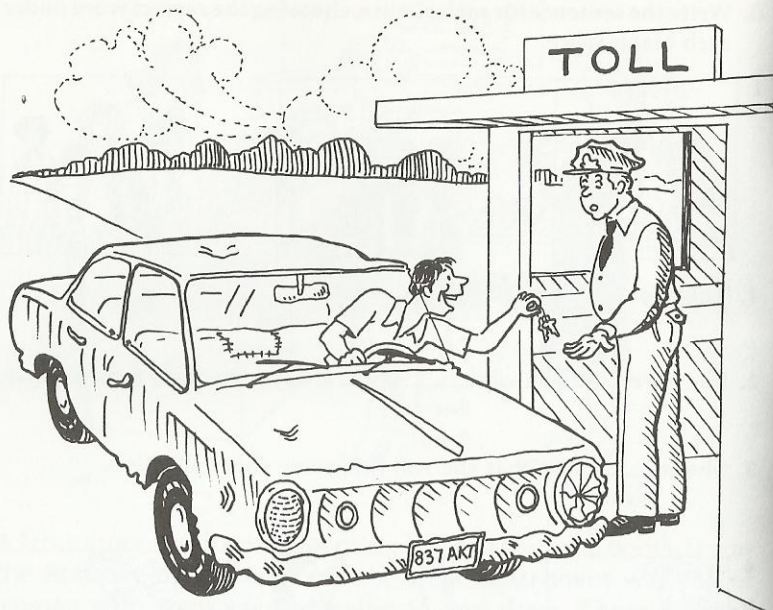
1. This woman has been to a lot of sales _____.
(late)
(lately)
2. She never gets to a sale ____: she is always one of the first to arrive.
(late)
(lately)
3. She is _____ sure that she will find some shoes she likes.
(prettily)
(pretty)



4. She doesn't want to get her size _____.
(wrong)
(wrongly)
5. She wants to make _____ sure of the size by asking.
(double)
(doubly)
6. She is examining the heels _____ now.
(close)
(closely)

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|------------------------|--------------------------------------|
| 1. The cashier | a. had bought the woman's old shoes. |
| 2. Another woman | b. had sold her old shoes. |
| 3. The woman | c. offered the woman a bag. |
| 4. The shoes and boots | d. was having a sale. |
| 5. The store | e. were of all kinds and colors. |



7 Fred had a very rusty old car, but his father said that he had to sell it before he would buy him a new one.

"You have to learn the value of money, Fred," his father said. "It doesn't grow on trees, you know. You should learn to be a good businessman."

But nobody seemed to want to buy the car from Fred. He put a "For Sale" sign in the back window of the car, and he put another sign on the bulletin board in his college dormitory, but nothing happened. Then one day he was driving to another town, and stopped at the entrance to a toll booth where he had to pay before being allowed to use the road.

The attendant said, "Two dollars and fifty cents."

"I accept," said Fred. "It's yours." Then he put the car keys into the surprised attendant's hand, and held out his other hand for the two dollars and fifty cents.

Outside the 2,075 words: toll booth

A. Answer these questions:

1. When would Fred's father buy him a new car?
2. How did Fred try to sell his car?
3. Why did Fred stop at a toll booth?
4. What did the attendant say to Fred?
5. What did Fred say and then do to the attendant?
6. Did the attendant want to buy Fred's car?

B. Which words in the story mean the same as:

1. to receive willingly
2. astonished
3. permitted
4. way in
5. worth

C. Write this story, putting *it*, *where* or *which* in each blank space, but only if one of these words is necessary.

Fred had an old car _____ was very rusty. He wanted to sell _____.
(1) (2)

He didn't care _____ what price he got for _____. He tried to sell _____.
(3) (4) (5)

by putting up a notice in the dormitory of the college _____ he was
(6)

studying, but _____ was no use. One of the difficulties _____ Fred
(7) (8)

faced was that all the other students had better cars than his. But there

was a place on the way to the next town _____ there was a toll booth,
(9)

and Fred even drove his old car there and tried to get the attendant

to buy _____.
(10)



8 A traveling salesman had to walk so much that his feet often hurt. His doctor told him that salt water was the best thing for them, so the salesman decided to go to the sea for his vacation that year. Since all of the hotels near the sea were expensive, he went to a small hotel far away from the beach.

In the morning he went down to the calm sea with a bucket, went over to the lifeguard and asked whether he would be allowed to take a bucket of salt water. The lifeguard seemed very surprised but said, "Yes, although you'll have to pay twenty-five cents for it."

The salesman gave the lifeguard twenty-five cents, filled his bucket, took it to his hotel and put his feet in the water.

After lunch, he came down to the beach again. The tide had gone out now, so the sea was much lower. The salesman thought, "That man has a very good business. He must have sold thousands of buckets since this morning."

Outside the 2,075 words: lifeguard

A. Answer these questions:

1. Why did the salesman's feet hurt?
2. Why did the salesman go to the sea for his vacation?
3. What did he ask the lifeguard?
4. What did the lifeguard say to the salesman?
5. What did the salesman do then?
6. Why was the sea much lower in the afternoon?
7. What did the salesman think?

B. Which words in the story mean the opposite of:

1. cheap
2. forbidden
3. close to
4. higher
5. rough

C. Complete the second sentence in each pair (both sentences have the same meaning):

Example: a. The salesman had difficulty in finding an inexpensive hotel.
b. It was difficult for the salesman to find an inexpensive hotel.

1. a. Frequently, doctors used to send their patients to the seashore for a rest.
b. It was very common _____.
2. a. The salesman behaved stupidly when he asked the lifeguard whether he could take some water.
b. It was stupid _____.
3. a. The lifeguard was able to cheat the salesman easily.
b. It was easy _____.
4. a. The salesman was being silly when he thought the lifeguard had sold thousands of buckets of water.
b. It was silly _____.
5. a. Nobody could possibly know so little.
b. It would be impossible _____.



9 An important businessman was asked to give a twenty-minute speech in another city. He was too busy to write it himself, so he asked his secretary to put one together for him out of a large book of speeches which she had on her desk. She typed one out for him, and he picked it up just in time to rush off to his plane. But when he gave his speech, it ran on for an hour, and the audience was getting very restless and bored by the end of it.

When the businessman got back to his office, he complained to his secretary about this. "I told you it was supposed to be a twenty-minute speech!" he said to her bitterly.

"That's what I gave you," she answered, "the original and two copies. The original for you to read at the meeting, and two copies for the files, after you had checked them."

A. Answer these questions:

1. What was the important businessman asked to do?
2. Who prepared the speech for him?
3. How did the audience receive it?
4. Why did the speech last an hour instead of twenty minutes?
5. Why had the secretary given him so many copies?
6. What mistake had the businessman made?

Outside the 2,075 words: file (n.)

B. Complete this puzzle:

Across:

1. The _____ in this story had to give a speech.
6. When he was sick, he used to take some _____.
8. "Did the man only read one copy of his speech?"
"No, he read _____ three of them."
9. The businessman's plane is _____ now.

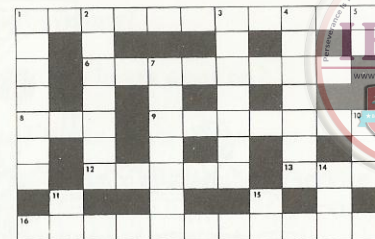


12. Travel by plane, instead of by train, _____ time.
13. The businessman should _____ have read more than one copy of his speech.
16. The businessman's audience did not find his speech very _____ after the first time.

Down:



1. _____
2. The businessman always took _____ of his company's prod-



ucts with him to show other people.

3. There are sixty in a minute.
4. The secretary forgot to _____ that there were two extra copies of the speech when she gave them to her employer.
5. The businessman had _____ time to write his own speeches.
7. The businessman had to _____ his speech in another city.
10. The businessman _____ his secretary to type his speech.
11. The businessman was met _____ arrival at the airport.
14. "Did the businessman have his _____ plane?"
"No, he flew with the commercial airlines."
15. The businessman had to read his speech _____ the meeting.

C. Write this story, using words instead of the pictures:

Before the businessman's



, there was a party for him to

meet members of the



. To drink, there was



red and white



, and a big glass



with a

mixture of orange and



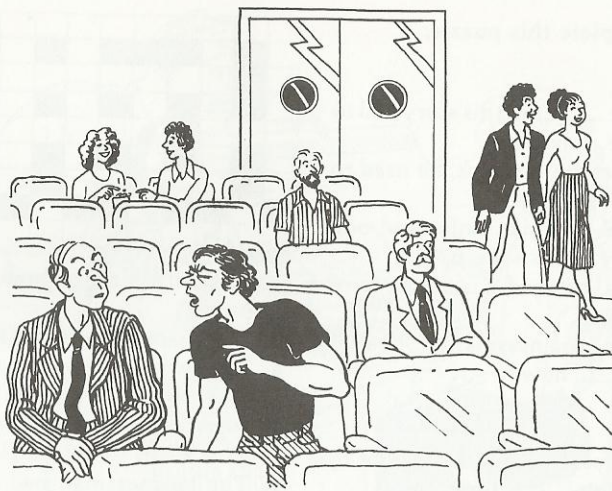
juice in it. To eat, there were

small



which tasted of





10 A young man was called up for army service, but he didn't want to become a soldier. When he went for his medical exam, he pretended that his eyesight was very bad.

The doctor pointed to the eye chart on the wall and said, "Please read the top line."

"The top line of what?" the young man asked.

"The top line of the chart," the doctor replied.

"What chart?" the man asked.

"The one on the wall," the doctor said.

"What wall?" the man asked.

Finally, the doctor decided that the man's eyes were not good enough for army service.

That evening the same young man was at a movie when another man came in and sat down next to him in the dark. When the lights went on, the young man saw that his neighbor was the doctor who had examined him earlier. Immediately he said, "Excuse me, ma'am, but does this bus go to Main Street?"

A. Answer these questions:

1. What did the young man do to avoid military service?
2. What did he say when the doctor said, "Please read the top line of the chart"?
3. What did the doctor decide at last?

Outside the 2,075 words: chart

4. Where did the young man go that evening?
5. Who sat down next to him?
6. What did the young man say when the lights went on?

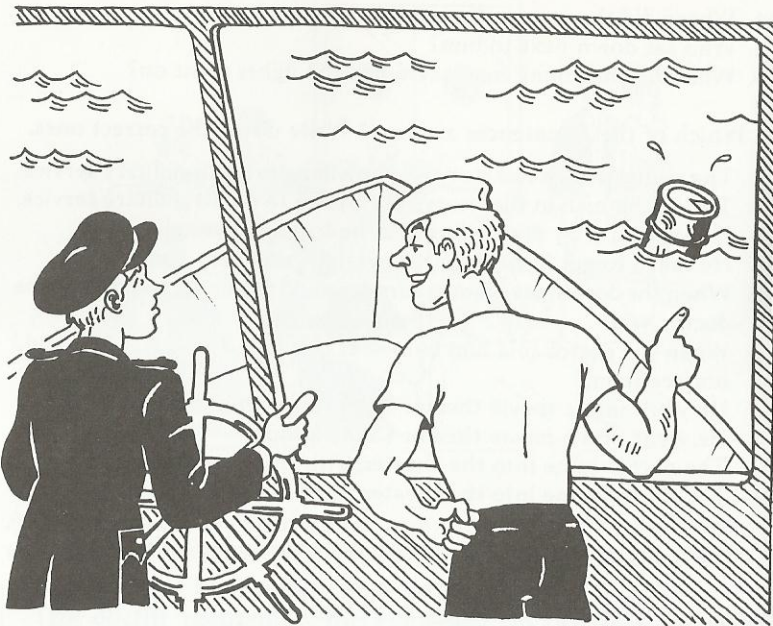
B. Which of these sentences are true? Write down the correct ones.

1. The young man in this story was unwilling to do his military service.
2. The young man in this story was willing to do his military service.
3. He avoided it by pretending that he had bad eyesight.
4. He failed to get in because his eyesight was very bad.
5. When the doctor gave him orders, he could not understand what the doctor said.
6. When the doctor told him to look at things, he pretended he could not see them.
7. He went into a movie theater by mistake, thinking it was a bus.
8. He went into a movie theater to see a film.
9. The doctor came into the theater with the young man.
10. The doctor came into the theater after the young man.

C. Write the number of the correct sentence under each picture:



1. He asked him whether the bus he was on went to Main Street.
2. He went to the doctor for a medical exam.
3. Someone came in and sat down next to him in the dark.
4. The doctor tested his eyes.
5. Then he let the young man go.
6. A young man got a letter from the army.
7. The young man went to a movie that evening.
8. When the lights came on, the young man saw that it was the doctor.



11 A young officer on a small vessel was being tested on his knowledge of what to do if someone fell overboard while he was in charge of the ship. A big can was thrown into the sea, and the officer had to pretend it was a man who had fallen in and try to save it. The officer was inexperienced, and the first thing that happened was that the can was pulled under by the ship's propeller. The officer quickly stopped the ship and went backwards. There was a loud crash as he struck the can again. Then he went forwards, went around in a circle, and struck the can once more straight in front of the ship.

A sailor who was observing all this now said, "Excuse me, sir, but if I'm ever unfortunate enough to fall into the sea while you're steering the ship, please let me swim to shore by myself!"

Outside the 2,075 words: propeller

A. Answer these questions:

1. What was the young officer being tested on?
2. How was he being tested?
3. What was the first thing that happened?
4. What did the officer do then?
5. What happened when he went forwards?
6. What did a sailor say to him then?

B. Which of these answers is correct? Write down the questions and the correct answers.

1. What kind of test was the young officer having?
 - a. It was a test of whether he could save a person who fell into the sea.
 - b. It was a test of whether he was in charge of the ship.
2. What did the officer have to save in the test?
 - a. A man who had fallen into the sea.
 - b. A can which had been thrown into the sea.
3. What did the propeller do to the can?
 - a. It made it go around.
 - b. It pulled it under the water.
4. How did the officer hit the can the second time?
 - a. He hit it when he had stopped.
 - b. He hit it while he was going backwards.
5. How did he hit it the third time?
 - a. He went around and hit it with the front of the ship.
 - b. He put it in a circle and hit it with the back of the ship.
6. What did a sailor want the officer to do?
 - a. To let him swim to shore if he ever fell into the sea.
 - b. To save him if he ever fell into the sea.

C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 22.

The captain of a small _____ went below deck to sleep, leaving a young officer in _____ of the ship. This young man did not have much _____ about _____ a ship yet, and he was too _____ to avoid hitting a large rock. The ship _____ it twice. The _____ woke the captain, and he _____ put on his clothes and hurried onto the deck.

He stood for a few seconds, _____ the scene and then said, "Well, you said you'd never been in a shipwreck before: now you're in one."



12 When George Jones finished college, he became a clerk in a big company, hoping to advance to higher positions as time went on. He did his work reasonably well, but he wasn't very smart, so when the older employees retired from higher positions, it was never Jones who was promoted.

After he had been with the company for fifteen years without ever being promoted, a smart young man, straight from college, came to work in the same department, and after a year, he was promoted above Jones.

Jones was angry that he hadn't been promoted instead of this young man, so he went to his manager and said, "I've had sixteen years' experience on this job, yet a new man has been promoted over my head after having been here only one year."

"I'm sorry, Jones," answered the manager patiently, "but you haven't had sixteen years' experience: you've had one year's experience sixteen times."

A. Answer these questions:

1. What job did George Jones get after leaving college?
2. What was his ambition?
3. Why didn't he get promoted?

Outside the 2,075 words: promote

4. Who joined the same department fifteen years after him?
5. What happened after a year?
6. Why did Jones go to see the manager?
7. What did Jones say to him?
8. What did the manager answer?

B. Write these sentences, choosing the correct word under each blank space.

1. The man _____ above Jones's head was very _____
(promoted) (interested)
(promoting) (interesting)
2. The other people _____ in Jones's department found him _____ to talk to.
(worked)
(working)
(interested)
(interesting)
3. Students _____ college in the summer were usually _____ by the company in the autumn.
(finished) (choosing)
(finishing) (chosen)
4. Clerks _____ to be _____ were usually young rather than old.
(choosing) (promoted)
(chosen) (promoting)
5. The manager _____ to Jones did not think Jones was very _____.
(talked)
(talking)
(experienced)
(experiencing)

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|-----------------------|---|
| 1. Jones | a. did not think Jones had a lot of experience. |
| 2. Jones's experience | b. retired from the company. |
| 3. Older employees | c. was angry because he was not promoted. |
| 4. The manager | d. was promoted after a year. |
| 5. The new young man | e. was the same each year. |



13

Mr. Johnson had never been up in an airplane before and he had read a lot about air accidents, so one day when a friend offered to take him for a ride in his own small plane, Mr. Johnson was very worried about accepting. Finally, however, his friend persuaded him that it was very safe, and Mr. Johnson boarded the plane.

His friend started the engine and began to taxi onto the runway of the airport. Mr. Johnson had heard that the most dangerous parts of a flight were the take-off and the landing, so he was extremely frightened and closed his eyes.

After a minute or two he opened them again, looked out of the window of the plane, and said to his friend, "Look at those people down there. They look as small as ants, don't they?"

"Those are ants," answered his friend. "We're still on the ground."

A. Answer these questions:

1. Why was Mr. Johnson worried about accepting his friend's offer to ride in his small plane?
2. What did Mr. Johnson think were the most dangerous parts of a flight?
3. How did he feel when they began to taxi onto the runway, and what did he do?
4. What happened after a minute or two?

Outside the 2,075 words: runway, take-off, taxi (v.)

5. What did Mr. Johnson say to his friend?
6. And what did the friend answer?

B. Which words in the story mean the same as:

- | | |
|----------------|-------------------|
| 1. afraid | 5. nervous |
| 2. at last | 6. entered |
| 3. coming down | 7. shut |
| 4. go(ing) up | 8. without danger |

C. Write the sentence for each picture, choosing the correct word under each blank space.

1.



2.



3.



1. Mr. Johnson has _____ his plane!

(missed)

(spared)

2. Mr. Johnson wants to borrow his friend's car, but the friend can't _____ it today.

(miss)

(spare)

3. Mr. Johnson is _____ a bridge.

(crossing)

(passing)

4.



5.



6.



4. He is _____ another bridge now.

(crossing)

(passing)

5. Mr. Johnson doesn't have a car today, so he'll just have to _____ one.

(borrow)

(lend)

6. His neighbor owns two cars. He can _____ one to Mr. Johnson.

(borrow)

(lend)



14 A man got into a train and found himself sitting opposite a woman who seemed to be about thirty-five years old. Soon they began talking to each other, and he said to her, "Do you have a family?"

"Yes, I have one son," the woman answered.

"Oh, really?" said the man. "Does he smoke?"

"No, he's never touched a cigarette," the woman replied.

"That's good," the man continued. "I don't smoke either. Tobacco is very bad for one's health. And does your son drink wine?"

"Oh, no," the woman answered at once, "he's never drunk a drop of it."

"Then I congratulate you, ma'am," the man said. "And does he ever come home late at night?"

"No, never," his neighbor answered. "He goes to bed immediately after dinner every night."

"Well," the man said, "he's a wise young man. How old is he?"

"He's six months old today," the woman replied proudly.

A. Answer these questions:

1. Did the woman on the train have a family?
2. What three things did the man ask her about her son?
3. What did she answer to all three questions?
4. What did the man think about her answers?
5. What was his last question?
6. And what was her answer?
7. How old do you think the man had expected the woman's son to be?

B. Which words in the story mean the opposite of:

1. a long time
2. next to
3. foolish
4. in an ashamed way
5. pity

C. Complete the second sentence in each pair (both sentences have the same meaning):

Example: a. The man found a woman sitting opposite him on the train, but he wasn't expecting to.

b. The man wasn't expecting to find a woman sitting opposite him, but he did.

1. a. The woman was questioned about her son, but she hadn't been expecting this.
b. The woman hadn't been expecting to _____, but she was.
2. a. The man had an interesting trip, although he had not expected one.
b. The man had not expected _____, but he did.
3. a. The woman's son was only six months old, but the man wasn't expecting him to be so young.
b. The man wasn't expecting the woman's son _____, but he was.
4. a. The woman was able to speak proudly of her son, but she had not expected to on a train.
b. The woman had not expected to _____, but she was.



15 It was a Saturday evening in late July, and Joe and his girlfriend had been to the movies. After that they ate supper in a small restaurant, and now they were sitting together on a bench in the park, enjoying the cool air and the moonlight.

After a long time, the girl said dreamily, "Joe, do you think my eyes are like bright stars shining in the clear night sky?"

Joe looked at her quickly, and then answered, "Yes."

"And do you think my teeth are like pearls reflecting the light of the moon?" she continued in the same dreamy voice.

"Yes," he answered again after another quick look.

"And do you think my hair is like a golden waterfall in the moonlight?" she went on.

"Yes," he repeated.

"Oh, Joe!" she said happily, throwing her arms around him, "You say the most wonderful things!"

A. Answer these questions:

1. Where were Joe and his girlfriend when she began asking him these questions?
2. What was the weather like?

3. What were the girl's eyes like?
4. What were her teeth like?
5. What was her hair like?
6. Did Joe agree with these comparisons?
7. What did his girlfriend say finally?
8. Who had really been saying all those wonderful things?

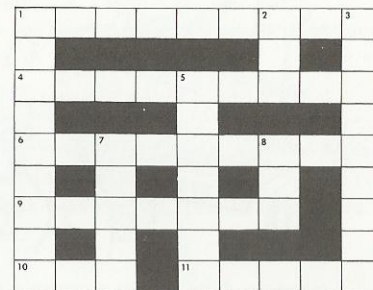
B. Complete this puzzle:

Across:

1. Joe's girlfriend thought that he said _____ things.
4. Objects which are very valuable.
6. To know something when one sees it again.
9. Joe did not really seem to have the _____ to say much.
10. Joe _____ his girlfriend into the park by the hand, because it was dark.
11. Joe and his girlfriend were _____ to go home after sitting in the park.

Down:

1. The girl's hair was like a golden _____.



2. Joe and his girlfriend went _____ a walk after supper.
3. Joe was just _____ to what his girlfriend said, and then answering, "Yes."
5. Adding one's signature to.
7. Small girl or boy.
8. Freezing cold.

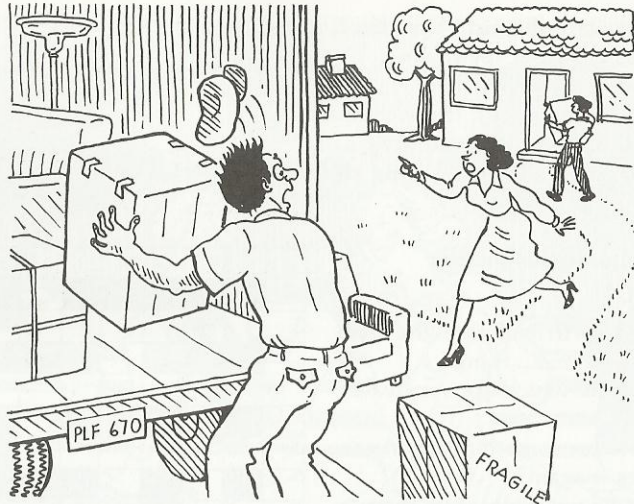
C. Write this letter, putting one of the words below in each blank space:

moonlight blades berries waterfall beam
 horizon lightning hay stream rainbow

Dear Martha,

Last week the farmer in the next village cut his grass to make _____ for his cows, and Joe and I walked through it to reach the little _____. We sat among the _____ of tall grass and ate _____ off the bushes. There was the rushing sound of a _____ near us, and when we went to look for it, we saw a colorful _____ in the sky, and flashes of _____ out near the _____. We stayed until it got dark, and then ate our supper by the water, where a _____ of _____ shone down through the trees.

Your friend,
 Sue



16

Mr. Grey was a biology professor, and he had a big collection of extremely rare bones which he was very proud of. Then one year he managed to get a new and better job at another university. Because Mr. Grey was very busy, his wife made the arrangements for all their possessions to be taken in a moving van to their new home while he was away at work.

The following week three men started taking the things out of Mrs. Grey's house and loading them into the van, when one of them brought out a large wooden box. He was just about to throw it into the van with all the other things when Mrs. Grey ran out of her house and said, "Please treat that box very gently! That one has all of my husband's bones in it."

The man was so surprised that he nearly dropped the box on his feet.

A. Answer these questions:

1. What kind of collection did Mr. Grey have?
2. What happened to Mr. Grey one year?
3. Why did some men come to take all of the Grey's possessions away?
4. What did one of the men take out of the house?
5. What was he going to do with the box?
6. What did Mrs. Grey say to the man?
7. What happened to the man when he heard this?

Outside the 2,075 words: biology

B. Which of these sentences are true? Write down the correct ones.

1. Mr. Grey had collected some bones which were very common.
2. Mr. Grey had collected a lot of bones which were very unusual.
3. He had to move to another town because he was very busy.
4. He had to move to another town because he was going to work there.
5. Mrs. Grey watched three men while they took things out of her house and loaded them into a van.
6. Three men watched Mrs. Grey while she took things out of her house and loaded them into a van.
7. Mr. Grey's collection of bones were in a large wooden box.
8. Mrs. Grey kept her dead husband's bones in a large wooden box.
9. The man who was carrying the box was very surprised when Mrs. Grey said it contained her husband's bones.
10. The man who was carrying the box was very surprised when Mrs. Grey dropped the box on his feet.

C. Write the number of the correct sentence under each picture:



1. A moving van came to the door of Mr. Grey's house.
2. He was busy at his office.
3. He was going to throw it into the van.
4. Mrs. Grey watched while the men loaded the van.
5. Mr. Grey collected a lot of rare bones.
6. Mrs. Grey stopped him, saying it contained her husband's bones.
7. One of the men brought a big wooden box out of the house.
8. The man nearly dropped it on his feet.



17 A rich young man decided that he would like to do some diving in the sea, so he bought a rubber suit and all the other things that he needed, and took some lessons at a diving school. Then one day he walked into the water by himself and began to explore the bottom of the sea.

He saw a lot of beautiful fish and other things, and then, after half an hour, he suddenly saw a man waving his arms and legs around wildly near the bottom of the sea. He was wearing only a bathing suit.

The rich young man was very surprised to see him, so he took out a plastic notebook and a special pencil, which could write under water, and wrote, "What are you doing here?"

He showed the notebook to the other man, who then took the pencil and wrote, "Drowning!"

Outside the 2,075 words: plastic

A. Answer these questions:

1. What did the rich young man want to do?
2. How did he prepare himself for this?
3. What did he first see at the bottom of the ocean?
4. What did he see later?
5. What was the man doing?
6. What was he wearing?
7. What did the rich young man do?
8. What did the other man write in the notebook?

B. Write these sentences, choosing the correct word under each blank space.

1. The teacher _____ the diving lessons was very _____.
(given) (experienced)
(giving) (experiencing)
2. The young man being _____ the _____ lessons was rich.
(given) (dived)
(giving) (diving)
3. The fish _____ at the bottom of the sea were beautiful and _____.
(seeing) (interested)
(seen) (interesting)
to look at.
4. The man _____ his arms wildly was _____.
(waved) (drowned)
(waving) (drowning)
5. The pencil _____ specially for _____ under water was very useful.
(made) (writing)
(making) (written)

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|-------------------------------------|---|
| 1. The bottom of the sea | a. could write under water. |
| 2. The diving school | b. liked exploring the bottom of the sea. |
| 3. The man at the bottom of the sea | c. gave the rich young man lessons. |
| 4. The rich young man | d. was drowning. |
| 5. The special pencil | e. was full of beautiful fish. |



18 Mr. Scott thought that he was very good at fixing household appliances when they broke, so when Mrs. Scott told him that she needed a new vacuum cleaner, he said, "What's wrong with the old one? I can easily fix it."

Mr. Scott fixed the vacuum cleaner, but the same thing happened again several times, until one day, after he had unscrewed all the parts, and had gone to have lunch, Mrs. Scott added a few extra pieces to the pile on the floor.

"Do you know," she said to her friend, Mrs. Brown, the next morning, "if I'd just taken away a few pieces, he'd have noticed that they were missing, and would have gone out and bought some more. But when he couldn't find places for all the pieces that were on the floor, he gave up and agreed to buy me a new machine."

Outside the 2,075 words: appliances, vacuum cleaner

A. Answer these questions:

1. What did Mr. Scott say when his wife asked for a new vacuum cleaner?
2. What did he do then?
3. How many times did this happen?
4. What did Mrs. Scott do one day when her husband went to have lunch?
5. What would Mr. Scott have done if some of the pieces of the vacuum cleaner were missing?
6. Why did Mr. Scott agree to buy a new machine?

B. Write these sentences, putting a form of *come, fall, get or go* in each blank space.

1. One day the electricity _____ very low, and Mrs. Scott's vacuum cleaner would not work properly.
2. Mr. Scott _____ angry when his wife asks him for a new vacuum cleaner.
3. When Mr. Scott is angry, he _____ for a long walk and _____ home much calmer.
4. Mrs. Scott is in bed now. For a long time she couldn't _____ comfortable.
5. Now she has _____ asleep.
6. Mrs. Scott's dreams have _____ true: her husband has agreed to buy her a new vacuum cleaner!
7. Mrs. Scott is _____ ready to go to the stores now.
8. Last week she _____ shopping for some new furniture.

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|-----------------------|--|
| 1. Mrs. Brown | a. didn't want to buy a new vacuum cleaner for his wife. |
| 2. Mr. Scott | b. had been added by Mrs. Scott. |
| 3. Mrs. Scott | c. needed fixing on more than one occasion. |
| 4. The extra pieces | d. was a friend of Mrs. Scott's. |
| 5. The vacuum cleaner | e. was smart enough to get a new vacuum cleaner. |



19 When Mrs. Green retired from her job in a big city, she went to live in an attractive village out in the country, and began to go into the nearest town every Saturday to buy food. She tried several stores and finally chose the most convenient one and began to shop there regularly every week.

After she had visited the store several times, the cashier began to recognize her and to smile and say, "Good morning, Mrs. Brown," whenever she came to pay for the things she had bought.

At first Mrs. Green didn't mind this, but after a few weeks, she said to the cashier one Saturday, "Excuse me, but my last name's Green, not Brown." The cashier smiled cheerfully and said, "I'm sorry."

But the following week, she said to her, "Do you know, Mrs. Brown, there's another lady who comes to our store every Saturday who looks just like you."

A. Answer these questions:

1. Where did Mrs. Green go to live after her retirement?
2. Where did she buy her food?
3. How did the cashier greet her after a few weeks?
4. What did Mrs. Green say finally?
5. How did the cashier reply?
6. What did the cashier say to Mrs. Green the following week?

Outside the 2,075 words: cashier

B. Which words in the story mean the same as:

- | | |
|-------------|-------------|
| 1. charming | 4. next |
| 2. closest | 5. started |
| 3. happily | 6. suitable |

C. Write the sentences for each picture, choosing the correct word under each blank space.

1. Soon after coming to the village, Mrs. Green became _____

(know)

(known)

for her good work at the hospital.

2. She did not _____ many people

(know)

(known)

there before she began working.

3. One day, Mrs. Green heard her name _____ in town.

(mention)

(mentioned)

4. She often heard people _____

(discuss)

(discussed)

her work when she was in the city, too.

5. Although she was tired, Mrs. Green made herself _____ out

(go)

(gone)

shopping.

6. She had not _____ out shop-

(go)

(gone)

ping for the past three days.

7. Mrs. Green bought a lot of things in the store, and she wanted them _____ to her

(deliver)

(delivered)

house.

8. She wanted someone _____

(delivered)

(to deliver)

her things to her house every week.





20 Helen was going to have her first baby very soon. One evening it was time to take her to the hospital, so her husband, Sam, helped her get into the car and drove her there. A nurse took Helen to her room and told Sam that he could go home and she would call him when the baby arrived, but Sam said he would rather wait at the hospital. The nurse smiled and said, "There's a waiting room at the end of the hall."

Sam was walking anxiously up and down in the corridor at about midnight when the nurse came out of his wife's room and said, with a happy smile, "Which would you have preferred, a boy or a girl?"

"A girl," answered the husband. "I have an older sister, and she was always very kind to me when I was a child."

"Well," said the nurse, "It's a boy this time."

"That's all right," answered Sam cheerfully. "That was my second choice."

Outside the 2,075 words: corridor

A. Answer these questions:

1. Why did Sam take Helen to the hospital?
2. What did a nurse tell Sam?
3. What did Sam say to her?
4. What was Sam doing at about midnight?
5. What did the nurse ask him?
6. Why would he have preferred a girl?
7. What did the nurse say then?
8. And what did Sam answer?

B. Which words in the story mean the opposite of:

1. calmly
2. cruel
3. liked less
4. sadly
5. younger

C. Complete the second sentence in each pair (both sentences have the same meaning):

Example: a. The nurse told Sam, "I'll call you when the baby arrives."
b. The nurse said that she would call Sam when the baby arrived.

1. a. "It's time for you to go to the hospital," Sam said to Helen.
b. "It's time you _____," Sam said to Helen.
2. a. "It's too bad that I don't have a more comfortable car to take you in," Sam said.
b. "I wish I _____," Sam said.
3. a. "It's silly for you to worry so much!" Helen answered, laughing.
b. "If only you _____!" Helen answered, laughing.
4. a. Sam had said, "I prefer to have a daughter first," but actually Helen had a son.
b. Sam _____ it if Helen _____ a daughter first, but actually she had a son.
5. a. It's too bad that there aren't two babies, because then they would be company for each other!
b. If there _____, they _____.



21 It is often very difficult these days to find someone to come and fix your television set, or your washing machine, or any other household appliance if it breaks. Everybody wants to sell you new products, but nobody wants to fix them when they stop working.

One day Mrs. Harris discovered that her bathroom faucet was leaking, so she phoned her plumber. Three days later, he arrived.

Mrs. Harris was unhappy about the delay, which had caused her a lot of trouble.

"Well, you've finally arrived!" she said to the plumber. "I called you *three days ago*."

The plumber was not at all disturbed by this. He simply took a piece of paper out of his pocket and looked at it.

"Three days ago?" he said. "That was the 21st, wasn't it? Well, I'm sorry, but I've come to the wrong place. I was looking for Mrs. Smith's house, not yours. *She* phoned me on the 20th."

A. Answer these questions:

1. What often happens these days when someone wants something fixed?
2. Why does this happen?
3. Why did Mrs. Harris phone her plumber?
4. How long did he take to come?
5. What did Mrs. Harris say to him?

Outside the 2,075 words: appliance, plumber

6. What did the plumber do when he heard this?
7. And what did he say to Mrs. Harris?


B. Complete this puzzle:

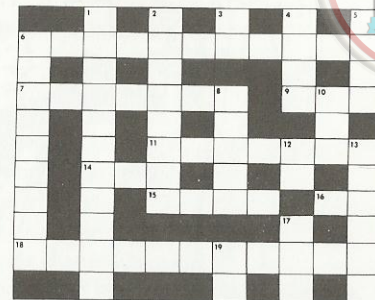
Across:

6. Television sets work by _____.
7. The hot and cold water in a bathtub comes out of _____.
9. You can cook by electricity or by _____.
11. A _____ came to fix Mrs. Harris's faucet.
14. The new faucet was too small, so it didn't _____ the pipe on Mrs. Harris's bathtub.
15. Mrs. Harris lived on the south _____ of the street, and Mrs. Smith lived on the north.
16. Mrs. Harris didn't phone as early _____ Mrs. Smith.
18. Mrs. Harris is _____ now.



Down:

1. Done in a very pretty or attractive way.
2. Tries.
3. Hello!
4. When Mrs. Harris heard her doorbell _____, she hurried to open the door.
5. 



6. The plumber wasted a lot of time and effort. He wasn't a very _____ worker.
8. Mrs. Harris thought she heard a _____ outside her door, so she went to see if the plumber had arrived.
10. "What do you think Mrs. Harris's _____ is?" "I think she's about thirty years old."
12. The plumber came to Mrs. Harris's house _____ car.
13. Give up one's job.
17. The plumber came to _____ Mrs. Harris's leaking faucet.
19. When Mrs. Harris turned the water _____, the faucet leaked.

C. Write this story, putting one word in each blank space.

frames electrician pipe leak
plumber drill faucets plasters

Jean is very good at fixing things when they stop working around the house. When there is an electrical problem, she doesn't call the _____. She fixes it herself. When one of the _____ on the bathtub begins to _____, she doesn't have to call the _____. She fixes that also. She can clear a blocked _____, and make holes for screws with her electric _____ for hanging pictures on the walls. She even _____ and paints the walls again, and _____ her own pictures.



22 A certain old gentleman was very unhappy about modern education, and thought that young people nowadays were not being taught the importance of knowing the difference between right and wrong.

One day he was taking a walk in the park near his home when he saw some young boys standing around a small cat. The old gentleman went up to the boys and asked them what was happening. One of the boys said to him, "We're having a contest. We're telling lies, and the one who tells the biggest one gets to keep the cat."

The old gentleman thought that this was a good opportunity to teach the boys a useful lesson, so he said to them, "I've never told a lie in my life." All at once there was a great shout from all the boys, and they said, "You've won! You can take the cat!"

A. Answer these questions:

1. How did the old gentleman feel about modern education?
2. What did he think young people should be taught?
3. What did he see in the park one day?
4. What did one of the boys tell the old gentleman?
5. What did the old gentleman think about this?
6. What did he say to the boys?
7. And what did they answer?

Outside the 2,075 words: contest

B. Which of these sentences are true? Write down the correct ones.

1. The old gentleman was not satisfied with what students were being taught.
2. The old gentleman was very satisfied with what students were being taught.
3. He wanted less attention to be paid to morals.
4. He wanted more attention to be paid to morals.
5. Some boys were having a contest for a small cat in the park.
6. Some boys were trying to sell a small cat in the park.
7. The biggest boy was going to get the cat.
8. The biggest liar was going to get the cat.
9. The old gentleman decided that he wanted the cat.
10. The old gentleman decided to teach the boys a lesson on morals.
11. The boys let him have the cat because he had told the biggest lie.
12. The boys let him have the cat because he was older than they were.

C. Write the number of the correct sentence under each picture:



1. He often got angry about what he read.
2. He said, "I've never told a lie."
3. He saw a group of boys there.
4. One day he went for a walk in the park.
5. One of the boys said, "Whoever tells the biggest lie gets to keep the cat."
6. The boys shouted, "You've won!"
7. The old gentleman read a lot about education in the newspapers.
8. When he got closer, he saw that they were standing around a small cat.



23 One day, when Mr. Smith came home from work, he found his wife very annoyed about something. Mr. Smith always thought that he was more sensible than his wife, so he started to give her a lecture on the importance of always remaining calm.

Finally he said, "It's a waste of your strength to get excited about small things. Train yourself to be patient, like me. Now, look at the fly that has just landed on my nose. Am I getting excited or annoyed? Am I swearing or waving my arms around? No, I'm not. I'm perfectly calm."

Just as he had said this, Mr. Smith started shouting. He jumped up and began to wave his arms around wildly and swear terribly. He couldn't speak for some time, but at last he was able to tell his wife: the thing on his nose hadn't been a fly, it had been a bee.

A. Answer these questions:

1. What did Mr. Smith find when he came back from work one day?
2. What did he think about himself?
3. What did he do as a result?
4. What did he say to his wife?
5. What did Mr. Smith do then?
6. Why did he do this?

B. Which of these answers are correct? Write down the questions and the correct answers.

1. How was Mrs. Smith feeling when her husband came home?
 - a. She was very happy.
 - b. She was very mad.
2. Why did Mr. Smith think that he could help her?
 - a. Because he thought she was usually calmer than he was.
 - b. Because he thought he was usually calmer than she was.
3. What did he claim to be his way of dealing with the insect on his nose?
 - a. He claimed to be excited and angry about it.
 - b. He claimed to be calm and patient about it.
4. What was the insect?
 - a. A bee.
 - b. A mosquito.
5. What happened when he discovered what it was?
 - a. He remained perfectly calm.
 - b. He got excited and angry.

C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 46.

Mr. Williams was famous for his bad temper. When something _____ him, which happened quite often, he used to _____ his arms around in the air and begin to _____, using the rudest words he knew, which was _____ bad for his children, because they learned to do the same thing.

His wife was very different: she was a quiet, _____ woman who knew the _____ of _____ calm under all circumstances, to avoid wasting one's _____ uselessly. She tried to _____ her children to do this too, and sometimes made them sit down and listen to a _____ about the need for patience.



24 Two businessmen were invited to dinner at the home of a college professor. One of the men did not have much education and was worried that he might make a fool of himself, but his friend said, "Don't worry. Just do what I do, and don't talk about anything that you don't really understand."

The first man managed to get through the dinner successfully, but by the end of the evening he had had a lot to drink, and began to get careless.

A guest asked him whether he liked Shakespeare, and he answered confidently, "It's very pleasant, but I prefer scotch." There was an uncomfortable silence in the room, and soon people began to leave.

When the two friends were out of the house, the second man said to his friend, "You certainly made a fool of yourself making that silly remark about scotch."

"What do you mean?" asked the other man. "What was wrong with it?"

"Everybody knows that Shakespeare isn't a drink," his friend replied. "It's a kind of cheese."

A. Answer these questions:

1. Where were the two businessmen invited?
2. Why was one of them worried?
3. What happened to the businessman by the end of the evening?

Outside the 2,075 words: scotch

4. What did a guest ask him?
5. What did he answer?
6. What did his friend say to him after they had left?
7. What was his friend's opinion on the subject?
8. Who was Shakespeare really?

B. Write these sentences, choosing the correct words under each blank space.

1. The businessmen's reason _____ to the professor's house was
 (for going)
 (to go)
 _____ him to help them with a new proposal.
 (for persuading)
 (to persuade)
2. The possibility _____ so had been pointed out to them by a friend,
 (of his doing)
 (to do)
 whose efforts _____ them together were finally successful.
 (of bringing)
 (to bring)
3. The professor asked his wife's opinion _____ the businessmen to
 (about inviting)
 (to invite)
 dinner because she had the reputation _____ a good hostess.
 (of being)
 (to be)
4. Her tendency _____ along with businessmen was good, and
 (of getting)
 (to get)
 her husband said that her ability _____ so was important.
 (of doing)
 (to do)

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|--|--|
| 1. The professor | a. asked one of the businessmen about Shakespeare. |
| 2. The man whose friend had made a fool of himself | b. gave a dinner party. |
| 3. One of the businessmen | c. was a famous poet and writer. |
| 4. A guest | d. thought that Shakespeare was a kind of cheese. |
| 5. Shakespeare | e. thought that Shakespeare was a drink. |



25 Senior citizens are permitted to travel cheaply on a bus if they have a special card. Women may get the card when they are sixty.

Mrs. Matthews lived in the country but she went into town once a week to buy food and other things for the house, and she usually went by bus. She always had to pay the full price for her ride.

Then she reached the age of sixty and got her senior citizen's card, but when she used it for the first time on the bus, it made her feel very old.

The bus driver had often seen her traveling on the bus before, and he noticed that she was feeling unhappy, so after she had paid her money, he winked at her and whispered, "Don't forget to give your mother's card back to her when you see her again."

Mrs. Matthews was very happy when she heard this.

A. Answer these questions:

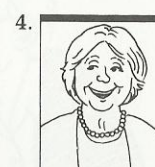
1. What are senior citizens allowed to do?
2. Where did Mrs. Matthews go once a week?
3. How did she travel?
4. How much did she have to pay for the bus ride before she was sixty?
5. What happened when Mrs. Matthews got her special card?
6. What did the bus driver say to her?
7. Why did he say this?
8. How did Mrs. Matthews feel about this?

Outside the 2,075 words: senior, wink (v.)

B. Which words in the story mean the same as:

- | | |
|-----------------------|-------------------|
| 1. allowed | 4. closed one eye |
| 2. arrived at | 5. sad |
| 3. at a reduced price | 6. talked softly |

C. Write the sentence for each picture, choosing the correct word under each blank space.



1. This woman isn't old enough to travel cheaply on the bus, but she has a card. She _____ have borrowed her mother's card.

(must)

(should)

2. She _____ have paid the full amount: it wasn't honest not to.

(must)

(should)

3. She _____ be about fifty years old.

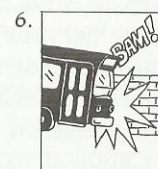
(must)

(should)

4. She _____ be ashamed of herself.

(must)

(should)



5. There seemed to be a lot of other people _____ on the bus that day too.

(traveled)

(traveling)

6. The bus hit a brick wall, but no one was _____.

(hurt)

(hurting)

7. Luckily, nobody had been _____ up at the time of the accident.

(standing)

(stood)



26 Mr. Thompson did not learn to drive a car until he was almost thirty, because he was a very nervous person who always had the convenience of someone else to drive him—first his mother and then his wife. But at last he decided to take lessons, and managed to pass his driving test on the second attempt, although he still wasn't very good at parking.

A week later he drove into town by himself and was trying to park between two other cars when he damaged one of them slightly.

When he wrote to the insurance company about the accident, they sent him a form to fill in describing it, and one of the questions on the form was, "How could the driver of the other car have prevented the accident from happening?"

Mr. Thompson thought for a minute and then wrote, "He could have parked his car on another street."

A. Answer these questions:

1. Why didn't Mr. Thompson learn to drive sooner?
2. When did he pass his driving test?
3. How did he have an accident?
4. Who did he write to then?
5. What did they do?
6. What was one of the questions Mr. Thompson had to answer?
7. How did he answer the question?

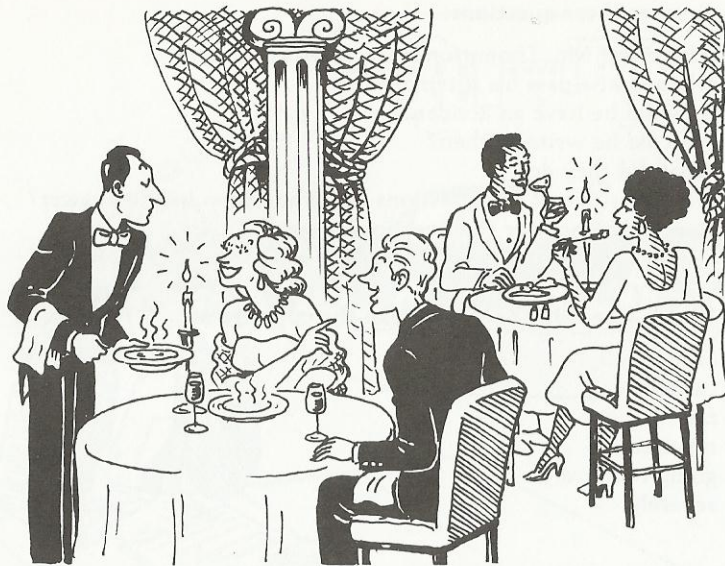
B. Which words in the story mean the opposite of:

1. calm
2. caused
3. fail
4. repaired
5. going forward
6. severely

C. Complete the second sentence in each group, and also the third, where there is one (all the sentences in each group have the same meaning):

Example: a. Mr. Thompson damaged another car.
 b. Another car was damaged by Mr. Thompson.

1. a. The insurance company sent Mr. Thompson a form to fill in.
 b. Mr. Thompson _____.
 c. A form _____.
2. a. Mr. Thompson's mother used to drive him around in her car.
 b. Mr. Thompson _____.
3. a. Two people had parked cars on the street where Mr. Thompson wanted to park.
 b. Cars _____.
4. a. The accident was caused by Mr. Thompson.
 b. Mr. Thompson _____.
5. a. Mr. Thompson had been given a driving test by an official examiner.
 b. An official examiner _____.
 c. A driving test _____.



27 One evening Mrs. Alda asked her husband to take her to a very expensive restaurant in the city, because a lot of movie stars and other famous people ate there, and she was curious to see some of them.

Soon after Mr. and Mrs. Alda had ordered their meal, a very attractive man and woman came into the restaurant and sat down at a table nearby. They were beautifully dressed, and Mrs. Alda said to her husband, "Look at those people, George! I'm sure I've seen their pictures somewhere."

The man and woman gave their order to the waiter, and when he brought Mr. and Mrs. Alda their soup, Mrs. Alda said to him, "Who are those people? Do you know them?"

"Oh, they're nobody famous," he answered at once.

"Really?" Mrs. Alda asked with surprise. "How do you know that?"

"Because they asked me who *you* were," he answered.

A. Answer these questions:

1. Why did Mrs. Alda want to go to the expensive restaurant?
2. Who came into the restaurant after Mr. and Mrs. Alda?
3. What did they look like?
4. What did Mrs. Alda say to her husband?

5. What did she ask the waiter?
6. What did the waiter answer?
7. What did Mrs. Alda say then?
8. What did the waiter tell her?

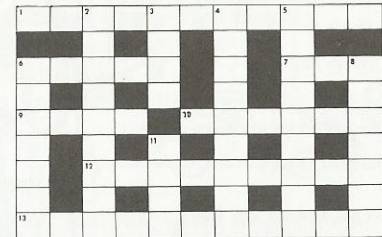
B. Complete this puzzle:

Across:

1. The people who came into the restaurant after Mr. and Mrs. Alda were _____ dressed.
6. Mrs. Alda thought that the man might be a famous _____.
7. Before dinner Mr. and Mrs. Alda had a drink at the _____.
9. The young performer _____ into a famous actor.
10. People who compete with each other.
12. Forcing someone to stop speaking.
13. Places where people go to have dinner.

Down:











2. Mrs. Alda wanted to see some famous actors and _____.
3. Mr. Alda took a taxi because

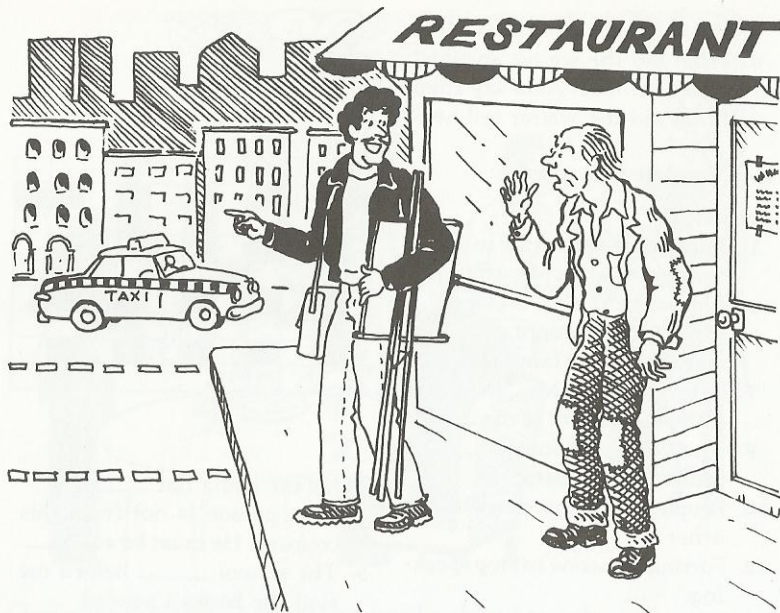


his car had a flat _____.

4. That person is not from this country. He must be a _____.
5. The school _____ helped me find the books I needed.
6. Being more mad or annoyed.
8. When a person does not want to do a particular job anymore, he _____.
11. The last name of the people in this story.

C. Write this story, using words instead of the pictures:

Before Mrs. Alda went out, she  her hair,  her  and powdered her . She did not have much , but she put on her  ring, her gold , and her pearl . Then she put on her , which had a small  on it, and went out to meet her husband at the restaurant.



28

An artist who did not have much money, but was a very kind man, was coming home by train one day. He gave his last few coins to a beggar, but then he saw another one, and forgot that he did not have any money. He asked the man if he would like to have lunch with him, and the beggar accepted, so they went into a small restaurant and had a good meal.

At the end, the artist could not pay the bill, of course, so the beggar had to do so.

The artist was very unhappy about this, so he said to the beggar, "Come home with me in a taxi, my friend, and I'll give you back the money for lunch."

"Oh, no!" the beggar answered quickly. "I had to pay for your lunch, but I'm not going to pay for your taxi home too!"

A. Answer these questions:

1. What kind of man was the artist?
2. What had he forgotten about?
3. What did he ask the beggar to do?
4. Where did they go after that?
5. What happened at the end of the meal?

6. What did the artist say then?
7. What did the beggar answer?

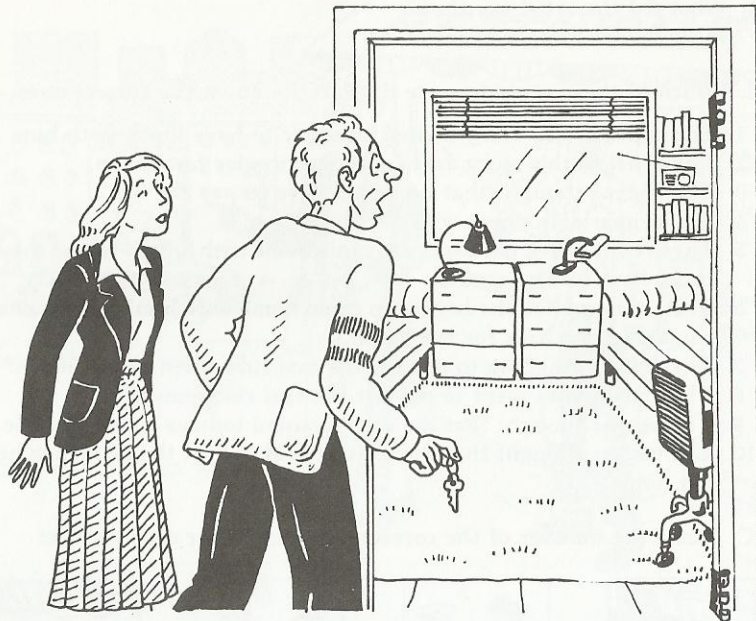
B. Which of these sentences are true? Write down the correct ones.

1. The artist in this story invited a beggar to have lunch with him.
2. The artist in this story asked a beggar to give him lunch.
3. The beggar thought that he would have to pay the bill.
4. The beggar didn't expect to pay the bill.
5. The artist wanted the beggar to come home with him by taxi so they could have lunch together.
6. The artist wanted the beggar to come home with him by taxi so he could pay him back for the lunch.
7. The artist was going to pay for the taxi ride when he got home.
8. The artist didn't want to pay for the taxi ride himself.
9. The beggar thought that the artist wanted to have a free taxi ride.
10. The beggar thought that the artist would pay for the taxi when he got home.

C. Write the number of the correct sentence under each picture:



1. He gave a beggar his last few coins.
2. He took him to a restaurant.
3. The beggar paid the bill for lunch.
4. The beggar refused to get in, because he didn't want to pay for that too.
5. Then he met another beggar on the street.
6. Then the artist took the beggar to a taxi.
7. An artist got out of a train one day.
8. When the waiter brought the bill, the artist could not pay it.



29 The students at a certain American university used to play tricks on each other when one of them was going to receive his first visit from a new girlfriend. Usually the trick was to take all the furniture out of the student's room, so that when his girlfriend arrived, there was nothing to sit on.

Ted Jones was a country boy who had never left his birthplace until his admission to the university. When he arrived there for the first time and heard about this behavior, he disliked it and announced to the other students, "I'm determined that that's not going to happen to me. I'm going to lock my door." His confident words were greeted with laughter by the other students.

When Ted brought his girlfriend to his room for the first time, he was astonished to find that all the furniture was there—but the door of his room was gone.

A. Answer these questions:

1. When did the students play tricks on each other?
2. What was the usual trick?
3. What kind of person was Ted Jones?
4. What did he think of the students' tricks?
5. What did he say very confidently?
6. How did the other students answer?
7. What happened when Ted brought his girlfriend to his room?

B. Which of these answers are correct? Write down the questions and the correct answers.

1. Did the students in this story know in advance when a new girlfriend was going to visit one of their friends?
 - a. Yes, they did.
 - b. No, they didn't.
2. What did they usually do then?
 - a. They changed all the student's furniture around.
 - b. They removed the student's furniture from the room.
3. What would the girlfriend then find when she arrived?
 - a. She would find that the chairs were too uncomfortable to sit on.
 - b. She would find that there were no chairs.
4. What did Ted Jones decide to do when he heard about this?
 - a. He decided to lock his door.
 - b. He decided to take his door away.
5. What did his girlfriend find when she arrived?
 - a. That all the furniture had been taken away.
 - b. That the door of Ted's room was missing.

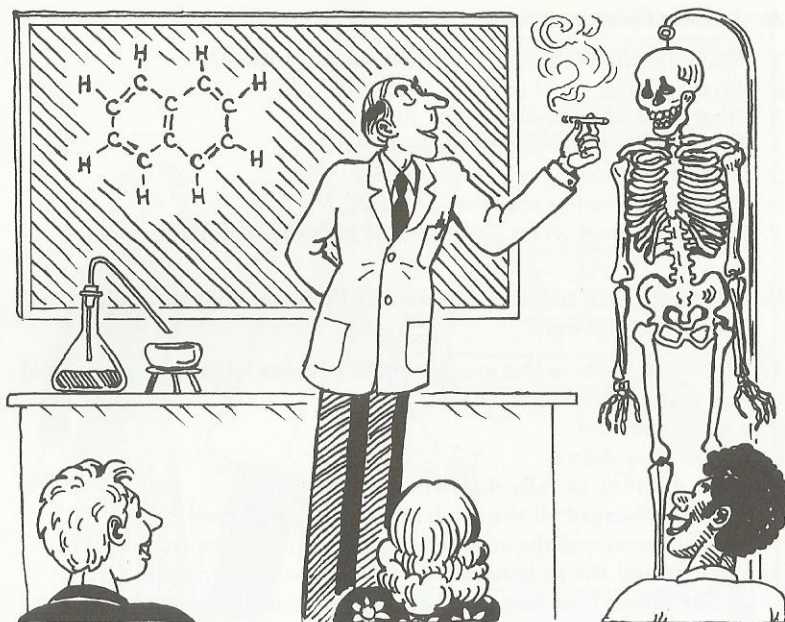
C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 58.

Mary was born in 1962. Her _____ was a small town in California. She was a bright girl, and her _____ to a good university at the age of seventeen was no surprise to her parents, who had always been _____ of her ability.

Mary was a serious student, and was _____ to do well in her studies. She strongly _____ the kind of silly _____ many of her classmates thought funny, and never joined in their _____ at these jokes.

Her professors _____ that she was the best student they had ever had, and when she went up to _____ her degree, after passing her exams with extraordinarily high marks, their applause was nearly deafening.

They were, therefore, quite _____ to find that she later gave up her studies to sail around the world in a small boat!



30 George and Carol were medical students at the same college and, like many other college students, they enjoyed playing jokes on people. Both of them smoked, but they knew that their professors were strongly against it, because smoking was dangerous to one's health. One day they decided to play a joke on their professor.

At one of their medical lectures there was always a skeleton in the room so that the professor could show the students the different bones in the human body.

That afternoon, Carol and George put a cigarette in the mouth of the skeleton that was to be used for their next lecture.

When the professor came in, he began talking and then noticed the cigarette. He went up to the skeleton, took the cigarette out of its mouth and said, "You really should give them up, old boy. Look what they're doing to you!"

Outside the 2,075 words: skeleton

A. Answer these questions:

1. What were George and Carol studying?
2. What did they both enjoy?
3. What did their professors think about smoking?
4. What was in one of the lecture rooms?
5. Why was it there?
6. What did Carol and George do one afternoon?
7. What did the professor do when he noticed this?
8. And what did he say?

B. Write these sentences, putting *about, at, for, in, of, on, out of, to, with, within, or without* in each blank space.

1. The students are working hard _____ preparation _____ their medical examinations.
2. They can ask their teachers questions about anything they are _____ doubt _____.
3. However, they must keep _____ the limits _____ the exam subjects.
4. Also, if something is _____ interest _____ any but a few students, the teacher often refers them to a book for the answer.
5. The university was closed yesterday _____ respect _____ the oldest professor, who had just died.
6. It may be difficult for all the students to get here by 9:00 a.m. _____ account _____ the heavy traffic in town.
7. Some of them may come before the rush hour, _____ the risk _____ being tired before the exam begins.
8. Some students who cannot leave until later will be _____ danger _____ being late.
9. _____ the surprise _____ all of us, no students were late last year.
10. _____ regard _____ our plans for next year, we want to try a later time for starting each day's exams.

C. Draw lines from the words on the left to the correct words on the right. Then write out the five complete sentences.

- | | |
|--------------------------------|---|
| 1. George and Carol | a. advised the skeleton to stop smoking. |
| 2. One of the medical lectures | b. put a cigarette in the skeleton's mouth. |
| 3. Smoking | c. was used for medical lectures. |
| 4. The professor | d. was disapproved of by the professors. |
| 5. The skeleton | e. was about bones. |

2075 Word Vocabulary

Note: This vocabulary does not contain numerals, names of the days of the week, names of the months or proper nouns and adjectives. Not all cases of nouns and pronouns are given (e.g. *boy* stands for *boy—boy's—boys—boys'*); nor are all parts of verbs given (e.g. *swim* stands for *swim—swims—swam—swum—swimming*). Comparatives and superlatives of adjectives are not given.

| | | | | | | | |
|----------------------------|-------------------------|-------------------------|--------------------|-----------------------|------------------------------|--------------------------|------------------------|
| a(n) | algebra | art(ist)(ic), -school | barrel | birth(-day, -place) | bucket | chalk | color(ed, ing) |
| (un)able (ability, enable) | all | article | base | bit | build(ing) | chance | column |
| about | allow(ance) | artificial | basis | bite | bullet | change | comb |
| above | almost | as | basket | bitter(ness) | bulletin | character | combine(d) |
| abroad | alone | ash(-tray) | bath(-room, -tub) | black | bunch | charcoal | (combination) |
| absent (absence) | along(-side) | ashamed | bathe | blackboard | bundle | charge | come |
| absolute | already | ask | bathing (-suit) | blade | burn(ing) | charm(ing) | (un)comfortable |
| accept(ed) | also | asleep | battery | blame | burst | cheap | (comforting, |
| accident(al) | although | association | battle | blanket | bury (burial) | cheat | discomfort) |
| according | altogether | astonish(ed, ing, ment) | bay | bless(ed, ing) | bus (-stop) | check(-book) | command(er) |
| account | always | at | be(ing) | blind(ing) | bush(y) | cheek | commerce (commercial) |
| accurate | a.m. | attack | beach | block | business (-man, -like) | cheer(ful, ing) | committee |
| accuse (accusation) | ambition (ambitious) | attempt | bead | blood (bleed) | busy | cheese | (un)common |
| accustom | ambulance | attend(ance, ant) | beak | blouse | but | chemical (chemistry) | company (companion) |
| ache | among | (attention, attentive) | beam | blow | butter(-dish) | chest | compare (comparison) |
| acid | amount | attract(ion, ive) | bean | blue | butterfly | chew | compete (competition, |
| across | amuse(ment) (amusing) | audience | bear | blunt | button(-hole) | chicken | competitor) |
| act(ing, ion, ive, | anchor | aunt | beard | board | buy(er) | chief | complain(t) |
| ivity, or, res) | ancient | autumn | beast | boast(ful) | by | child(ish, -hood, -like) | complete |
| actual | and | avenue | beat(en, ing) | boat | cabbage | chimney | complicated |
| add(ition) | anger (angry) | average | beautiful (beauty) | body(-guard) (bodily, | cabinet | chin | compose(r) |
| address | angle | avoid(ance) | became | also -body, e.g. in | cage | chocolate | (composition) |
| admire (admiration) | animal | (unavoidable) | become | anybody) | cake | choose (choice) | concern(ing) |
| admit (admission) | ankle | awake(n) | bed(-room) | boil(er) | (mis)calculate (calculation) | Christmas | condition |
| adopt(ed) | announce(d) | away | bee | bold(ness) | call | church | confess(ion) |
| adult | annoy(ance) | axe | beer | bomb | calm | cigarette | confident (confidence) |
| advance(d) | answer | | before | bone | camera | circle (circular) | confidential |
| (dis)advantage | ant | | begin(ning) | book(-case) | camp | circus | confuse(d) |
| adventure | anxious (anxiety) | | behave (behavior) | boot | can | citizen | (confusion) |
| advertise(ment) | any(-more) | | believe (belief) | border | canal | city | congratulate |
| advice (advise) | apart | | belong | born | candle | civilized | connect(ion) |
| affair | apartment | | below | borrow | candy | (civilization) | conquer(ed, ing) |
| affect | apology (apologize) | | belt | both | cap | claim | conscience |
| afford | (dis)appear(ance) | | bench | bottle | cape | class(-room) | (un)conscious(ness) |
| afraid | applaud (applause) | | bend | bottom | capital | classify | consider(ation, ing) |
| after | apple | | beneath | boundary | captain | (classification) | contain(er) |
| afternoon | apply (application) | | berry | bounds (unbounded) | car | clay | (dis)content(ed) |
| again | appoint(ment) | | beside(s) | bow(-tie) | card | clean(liness) | continue (continual, |
| against | (dis)approve (approval) | | between | bow (v.) | cardboard | clear(ness) | continuous) |
| age | arch(ed, -way) | | beyond | bowl | care | clerk | control |
| agent (agency) | argue (argument) | | bicycle | box | careful | clever | (in)convenient |
| ago | arm | | bird | boy (-friend) | careless | cliff | conversation(al) |
| (dis)agree(ment) | army | | | bracelet | carpet | climate | cook(ed, ing) |
| agriculture | around | | | brain | carriage | climb(er, ing) | cookie |
| ahead | arrange(ment) | | | brake | carry | clock(-work) | cool(ness) |
| aim(less) | arrest | | | branch | cart | close (a.) | copper |
| air(-force, -line, -mail, | arrive (arrival) | | | brass | case | close(d) | copy |
| -plane, -port) | arrow | | | brave(ry) | castle | closet | cork(-screw) |
| | | | | bread | cat | cloth | corn |
| | | | | break | catch(ing) | clothes (clothing) | corner |
| | | | | breakfast | cause | cloud(y) | correct(ion) |
| | | | | breath(e) | caution (cautious) | club | (incorrect) |
| | | | | bribe(ry) | cave | coal(-mine) | cost |
| | | | | brick | celebrate(d) | coarse | cottage |
| | | | | bridge | (celebration) | coast(-line) | cotton |
| | | | | bright(en) | cent | coat (-rack) | cough |
| | | | | bring | center (central) | cock | council |
| | | | | broad(en) | century | coffee(-pot) | count |
| | | | | broadcast | ceremony | coin | country |
| | | | | broken | (un)certain(ly, ty) | cold(ness) | courage(ous) |
| | | | | brother | chain | collar | course |
| | | | | brown | chair(-man, -woman) | collect(ion, or) | court(-yard) |
| | | | | bruise | | college | cousin |
| | | | | brush | | colony (colonial) | cover(ed, ing) |

cow
coward(ice, ly)
crack(ed)
crash
crawl
cream
creature
creep
crime (criminal)
critic(al, ism, ize)
crop
cross(ing)
crowd(ed)
cruel(ty)
crush(ing)
cry
cultivate(d)
(cultivation)
cup
cure
curious (curiosity)
curl(ed, y)
current
curse
curtain
curve(d)
cushion(ed)
custom
cut(ting)

daddy
damage(d)
damp
dance(-band)
danger(ous)
dare(daring)
dark(en, ness)
date
daughter
day(-light, -time)
(daily)
dead (death)
deaf(en(ing))
deal
dean
dear
debt
decay
deceive (deceit(full))
decide (decision)
deck
declare (declaration)
decorate (decoration)
decrease
deed
deep(en) (depth)
deer
defeat
defend(ant) (defense)
degree
delay
delicate
delight(ed, ful)
deliver(y)

demand
dentist
department
depend(ant)
(dependence)
descend(ant)
(descent)
describe (description)
desert
deserve (deserving)
desire
desk
despair (desperate)
destroy (destruction,
destructive)
detail(ed)
determine(d)
(determination)
develop(ment)
diamond
dictionary
die
differ(ent, ence)
difficult(y)
dig
dining(-hall, -room)
dinner
dip
direct(ion, or)
dirt(y)
disappoint(ed, ing,
ment)
discipline
discover(er, y)
discuss(ion)
disease(d)
disgust(ed, ing)
dismiss(al)
distant (distance)
distinguish(ed, ing)
district
disturb(ance, ed)
ditch
dive(r)
divide (division)
do
doctor
dog
dollar
donkey
door(-way)
decorate (decoration)
dot
double
doubt(ful, less)
down(-hill)
dozen
drag
draw(ing)
drawer
dream(y)
dress
drill

drink
drive(r)
drop
drown
drug(gist, -store)
drum(mer)
drunk
dry(ness)
duck
due
dull
dumb
during
dust(y)
duster
duty

each
eager(ness)
ear(-ring)
early
earnest
earn(ings)
earth(-quake)
ease
east(ern)
Easter
easy
eat
edge
educate (education(all))
effect(ive)
efficient (efficiency)
effort
egg
either
elastic(ity)
elect(ion)
electric(al, ian, ity)
elephant
else
employ(ee, er, ment)
(unemployed)
empty
enclose (enclosure)
encourage(ment)
end(ing, less)
enemy
engine (engineer)
enjoy(able, ment)
enough
enter (entrance)
entertain(ing, ment)
entire
entrust
envelope
envy (envious)
equal(ity)
escape
essence (essential)
even
evening
event

ever (and -ever, e.g. in
whoever)
every(-day, -where)
evil
exact
examine (examination,
examiner)
example
excellent (excellence)
except(ion)
excess(ive)
exchange
excite(d, ment)
(exciting)
excuse
exercise
exist(ence, ing)
expect(ation)
expense (expensive)
experience(d)
(inexperienced)
experiment(al)
explain (explanation)
explode (explosion)
explore(r) (exploration)
express(ion)
extend (extent,
extension)
extra
extraordinary
extreme
eye(-brow, -lash, -lid,
-sight)

face(-powder)
fact
factory
fade
fail(ure)
faint(ness)
(un)fair(ness)
faith(ful(ly))
false
fall(ing)
false
fame(famous)
familiar
family
fan
fancy (fanciful)
far(-reaching)
farm(er)
farther (farthest)
fashion(able)
fast
fasten(er)
fat(ness, ten)
fate (fatal)
father
faucet
fault(less, y)
favor(able, ite)
fear(ful, less)
feast(ing)
feather

feed
feel(ing)
fellow(ship)
female
fence
fever(ish)
few
field
fierce
fight(er)
figure
fill
film
final(ly)
find
fine(ness)
finger
finish(ed)
fire(-man, -place)
firm(ness)
first
fish(erman)
fit(ness, ting)
fix
flag
flame (flaming)
flash(ing)
flat(ten)
flavor
flesh
float
flood(ed)
floor
flour
flow
flower
fly (flight)
fog(gy)
(un)fold
follow(er, ing)
fond(ness)
food
fool(ish)
foot(-ball, -path, -print,
-step)
for
forbid(den)
force(d)
foreign(er)
forest
forget(ful)
forgive(ness)
fork
form
(in)formal(ity)
former
forth
(mis)fortune
(un)fortunate
forward(s)
frame(-work)
free(dom)
freeze (frozen)
frequent

fresh(en, ness)
friend(ly, -ship)
frighten(ed)
from
front
fruit
fry
full
funeral
fun(ny)
fur
furnish(ed)
furniture
further (furthest)
future

gain
gallon
game
hall
gap
garage
garbage
garden(er)
gas
gate(-way)
gather
gay
general
generous (generosity)
gentle(ness)
gentleman
geography
geometry
get
girl(-friend)
give (gift)
glad
glass(es, y)
glory
glue
go
goal
goat
gold(en, -mine)
good(better/best)
goodbye
goodness
govern(ment, or)
grace(ful)
gradual
grain
grammar (grammatical)
grand-
(e.g. in grandfather)
grape
grass(y)
grateful
grave(-stone)
gray
grease (greasy)
great(ness)
greet(y)
green
greet(ing)

grill
grind
ground
group
grow(n-up)
growl
growth
guard
guess
guest
guide(-book)
(misguided)
guilt(less, y)
gun

habit
hair(y)
half (halve)
hall
hammer
hand(ful, -bag,
-shake, -writing)
handkerchief
handle
handsome
hang
happen(ing)
(un)happy (happiness)
harbor
hard(en, ness)
hardly
harm(ful, less)
harvest
hat(-rack)
hate(hatred)
have
hay
he
head(ing)
heal
health(y)
heap
hear(ing)
heart
heaven(ly)
heavy
heel
hello
help(er, ful, ing, less)
hen
here
hesitate (hesitation)
hi
hide
high(-way)
(height(en))
hill(y, -side)
hinder
hire
history (historic(al))
hit
hobby
hold(er)
hole

holiday
hollow
holy (holiness)
home(less, -made,
-work)
(dis)honest(y)
honey
(dis)honor(able)
hook
hooray/hurrah
hope(ful, less)
horizon(tal)
horn
horse(-back, -man,
-shoe)
hospital
host(ess)
hot (heat, heating)
hotel
hour(ly, -hand)
house (-hold,
-keeper, -wife,
-work)
how(-ever)
huge
human(ity)
humble
hunger (hungry)
hunt(er, ing)
hurry
hurt
husband
hut

I
ice(-cream) (icy)
idea
ideal
idle(ness)
if
ill(ness)
imagine (imagination,
imaginative,
imaginary)
imitate (imitation)
immediate(ly)
important (importance)
improve(d, ment)
in(-to)
inch
include (including,
inclusive)
increase
indeed
indoor(s)
industry (industrial)
influence (influential)
(in)flu(enza)
inform(ation)
inject(ion)
ink(y)
-in-law (e.g. son-in-
law)
inner(most)



| | | | | | | | |
|----------------------------|--------------------------|------------------------|---------------------------|----------------------|---------------------|------------------------|----------------------------|
| inquire | large | (a)loud | midnight | need | one(-sided) | patriotic | popular(ity) |
| insect | last(ing) | love(r) (lovable, | mild(ness) | needle | (also -one, e.g. | pattern | population |
| insensible | late(ness) | loving) | mile(age) | neglect | in anyone) | pause | port |
| inside | lately | low(er) | milk(y, -bottle) | neighbor(ing, -hood) | onion | paw | porter |
| instant | laugh(ter) | loyal(ty) | mill(er) | neither | only | pay(ment) (unpaid) | position |
| instead | law(yer) | luck(y) (unlucky) | mind | nephew | open(ing) | peace(ful) | possess(ion) |
| instrument | ((un)lawful) | luggage | mine(r) | nervous(ness) | operate (operation) | pearl | (im)possible (possibility) |
| insult(ing) | lay | lump | mineral | nest | opinion | peculiar | post(age (stamp, |
| insure (insurance) | lazy (laziness) | lunch | minister (ministry) | net(-work) | opportunity | pen | -card, -man, |
| intelligent (intelligence) | lead (led) | lung | minute(-hand) | never | opposite | pencil(-box) | -office) |
| intend (intention(al)) | lead(er(ship)) | | mirror | new | or | penny | postpone |
| interest(ed, ing) | (mislead) | ma'am | miser(y) (miserable) | news(-paper) | orange | people | pot |
| interfere(nce) | leaf(y) | machine(ry) | miss(ing) | next | order(ly) | per | potato |
| interrupt(ion) | leak | mad(ness) | Miss | nice | ordinary | perfect(ion) | pound |
| introduce | lean | magazine | mistake | niece | organ | perform(ance, er) | pour |
| (introduction) | learn(ed, ing) | mail | mix(ed, ture) | night(ly, -time) | organize(d) | perhaps | powder(y, -puff) |
| invent(ion, or) | least | main(-land) | model | no | (organization) | permanent | power(ful) |
| invite (invitation) | leather | make(r) | moderate (moderation) | noble | origin(al) | permit (permission) | practical |
| iron | leave | male | modern(ize) | nod | ornament(al) | person(al) | practice |
| island | lecture(r) | man(-kind) | modest(y) | noise (noisy) | other(-wise) | persuade (persuasion) | praise |
| it | left(-hand(ed)) | manage(r, ment) | moment(ary) | none | ought | pet | pray |
| jam | leg | manner(s) | mom(my) | noon | ounce | phonograph | preach(er) |
| jar | lend (loan) | manufacture(r) | money | nor | out(-door(s), | photograph(er, ic, y) | precious |
| jaw | less(en) | many | monkey | normal | -let, -line, -look, | physics | prefer(able, ence) |
| jealous(y) | lesson | map | month(ly) | north(ern) | -number, -spoken, | piano | prejudice |
| jewel(ry) | let | marble | moon(-light) | nose | -standing, -weigh) | pick | prepare (preparation) |
| job | letter | march | (im)moral(ity) | not | outer(most) | picnic | present (n. & v.) |
| join(t) | level | mark | more(-over) | note(-book, -paper) | outside | picture | present (presence) |
| joke | liar | market | morning | notice(able) | oven | piece | preserve |
| journalist | liberty | marry (marriage, | mosquito | noun | over(-board, | pig | president |
| journey | library (librarian) | married) | most(ly) | now | -charge, -come, | pile | press |
| joy(ful) | lick | mass | mother(ly, -hood) | nowadays | -flow, -grown, | pillow | pressure |
| judge (judgment) | lid | master(y, -piece) | motor(-boat, -cycle) | nuisance | -joyed, -look) | pilot | pretend (pretense) |
| juice (juicy) | lie | mat | mountain(ous) | number (numerous) | overcoat | pin | pretty |
| jump | life(-boat, less, -like, | match(-box) | mouse(-trap) | nurse(ry) | owe | pinch | prevent(ion) |
| just (adv.) | -long, -size) | match(ing) | mouth(ful) | nut | own(er (-ship)) | pink | price |
| (un)just | lift | material | move(ment) | | | pint | priest |
| (in)justice | light(en, ness, | math(ematics) | (motion(less)) | | | pipe | prince(ss) |
| | -hearted) | matter | movie (-star) | oar | | pity | print(ed, er) |
| | light(er, -house) | may | Mr(s). | obey (obedient, | | place | prison(er) |
| keep(er) | (dis)like (alike) | maybe | much | obedience) | | plain | private |
| key | (un)likely | mayor | mud(dy) | object (n.) | | plan | prize(d) |
| kick | limit(ed) | meal | multiply (multiplication) | object(ion) | | plant(er) | probable (probability) |
| kill | line | mean(ing) | murder(er) | observe(r) | | plaster | problem |
| (un)kind(ness) | lion | mean (-time, -while) | music(al, ian) | (observation) | | plate | procession |
| king | lip(-stick) | means | must | occasion(al) | | play(er, -ground) | produce(r) (product |
| kiss | liquid | measure(ment) | mustache | ocean | | (un)pleasant | (ion, ive)) |
| kitchen | list | meat | mystery (mysterious) | o'clock | | pants | profession(al) |
| kite | listen(er) | mechanical (mechanism) | | of | | paper | professor |
| knee(l) | literature (literary) | medical (medicine) | nail | off | | pardon | profit |
| knife | little | meet(ing) | name(less) | offend(ed) (offense) | | parent | program |
| knit | (a)live | melt | narrow(ness) | offer | | park | progress |
| knock | living-room | member(-ship) | nation | office | | part(ing, ly, -time) | promise (promising) |
| knot | (un)load | memory (memorial) | ((inter)national) | officer | | particular | prompt(ness) |
| know(ledge) | loaf | mention | native | official | | party | pronounce |
| (un)known | local | menu | nature | often | | pass(ing) | (pronunciation) |
| | (un)lock(ed) | merchant | ((un)natural) | oh | | passage(-way) | proof |
| lack(ing) | log | mercy | navy (naval) | oil(y) | | passenger | (im)proper |
| ladder | lonely (loneliness) | (merci(ful, less)) | near | okay | | passport | property |
| lady | long (length) | mere(ly) | nearly | old(-fashioned) | | past | propose (proposal) |
| lake | look | merry | neat(ness) | olive | | paste | protect(ion) |
| lamp(-shade) | loose(n) | message (messenger) | neck | omit (omission) | | pastry | proud (pride) |
| land(ing, -lord) | lose (loss, lost) | metal | necklace | on(-to) | | path | prove |
| language | lot | middle(-aged) | | once | | (im)patient (patience) | provide |

| | | | | | | | |
|-------------------|-------------------------|---------------------|------------------------|---------------------------|---------------------|------------------------|-------------------------|
| public | refresh(ing, ment(s)) | rod | scratch | shield | social (society) | stay | support |
| pull | refrigerator | roll(er, ing) | screen | shine | sock | (un)steady | suppose |
| pump | refuse (refusal) | roof | screw(-driver) | ship(ment, -wreck) | soft(en, ness) | steal | sure |
| punctual | (dis)regard (regarding, | room | (unscrew) | shirt | soil | steam(er, -boat, | surface |
| punish(ment) | regardless) | root(ed) | sea(-coast, -level, | shock(ed, ing) | soldier | -engine, -ship) | surprise(d) |
| pupil | regret | rope | -man, -port, | shoe(-maker) | solemn | steel | (surprising) |
| (im)pure | (ir)regular(ity) | rotten | -shell, -shore, | shoot (shot) | solid | steep | surround(ing) |
| purple | rejoice | rough(ness) | -water, -weed) | shop | solve (solution) | steer(ing-wheel) | suspect (suspicion, |
| purpose | relation | round | search(ing) | (a)shore | some(-how) | stem | suspicious) |
| purse | relieve (relief) | row | season | short(en, ness) | sometimes | step | swallow |
| push(ing) | religion (religious) | rub | seat | shorts | son | stick | swear |
| put | remain(ing) | rubber | second (r.) | shoulder | song(-book) | sticky | sweat |
| puzzle (puzzling) | remark | rude(ness) | second (-hand) | shout | soon | stiff(en, ness) | sweep |
| | remedy | rug | secret (secrecy) | show | sore | still(ness) | sweet(en, ness) |
| | remember | ruin(ed) | secretary | shower | sorrow(ful) | sting | swell(ing) (swollen) |
| | remind | rule (ruling) | see | shut | sorry | stir(ring) | swim(mer, ming-pool) |
| | rent | ruler | seed | shy(ness) | sort | stock | swing(ing) |
| | repair | run(ner, ning) | seem | sick(ness) | soul | stocking | switch |
| | repeat(ed) | rush(ing) | seize | side(-ways) (aside) | sound | stomach | sword |
| | replace | rust(y) | seldom | sight(-seeing) | soup | stone | sympathy (sympathize, |
| | reply | | self(-conscious(ness), | sign | sour | stop (non-stop) | sympathetic) |
| | report(er) | sack | -contained, -control, | signal | south(ern) | store(-house, -room) | system |
| | represent(ative) | sacred | -defense, -governing, | signature | sow | storm(y) | |
| | republic | sacrifice | -respect) | silent (silence) | space | story | table(-spoon) |
| | reputation | sad(den, ness) | self, -selves, | silk(y, -worm) | spade | stove | tail |
| | request | saddle | (e.g. in myself, | silly | spare | straight(en) | tailor |
| | rescue | saddle | ourselves) | silver(y) | speak(er) (speech) | strange(r, ness) | take |
| | reserve | safe(ty) | (un)selfish | simple (simplicity) | special | strap | talk |
| | resign(ation) | sail(ing-ship) | sell(er) | since | speed | straw | tall |
| | resist(ance) | sailor | send | sincere | spell(ing) | stream | tame |
| | (dis)respect(ful) | sake | sense (sensible, | sing(er) | spend | street | tank |
| | (respectable) | salary | sensation, | single (singular) | spill | stretch | tap |
| | responsible | salesman | (in)sensitive, | sink | spin | strict | taste(less) |
| | (responsibility) | salt(y) | nonsense) | sir | spirit | strike | tax |
| | rest(less) | same | sentence | sister | spit | string | taxi |
| | restaurant | sample | separate (separation) | sit | spite | strip | tea(-cup, -pot, -spoon) |
| | result(ing) | sand(y, -bank, | serious(ness) | situation | splash | stripe(d) | teach(er) |
| | retire(ment) | -dune) | servant | size | splendid | stroke | team |
| | return | sandwich | serve (service) | skill(ed, ful) | split | strong (strength(en)) | tear |
| | revenge | (dis)satisfy | set | skin | spoil(ed) | struggle | telegram (telegraph) |
| | review | (satisfaction) | settle(r, ment) | skirt | spoon(ful) | student | telephone |
| | reward | ((un)satisfactory) | several | sky | sport(sman) | study | telescope |
| | ribbon | sauce | severe | slave(ry) | spot(less) | stuff | television (T.V.) |
| | rice | saucer | sew(ing) | sleep(y, er, iness, less) | spread | stupid(ity) | tell(er) |
| | rich(es) | sausage | shade (shady) | slice | spring(-time) | subject | temper |
| | rid | save(saving) | shadow(y) | slide (sliding) | square | submarine | temperature |
| | ride(r) | saw(-dust, -mill) | shake | slight | squat | substance | temple |
| | rifle | say(ing) | shall | slip(pery) | staff | succeed (success(ful)) | tempt(ation) |
| | right(-angle, | scale(s) | shallow(ness) | slope (sloping) | stage | such | tend(ency) |
| | -hand(ed)) | scarce | shame(ful, less) | slow(ness) | stain | suck | tender(ness) |
| | ring | scatter | shape(less) | smack | stairs (staircase) | sudden(ly) | tennis |
| | ripe(n) | scene(ry) | share | small(ness) | (also -stairs, e.g. | suffer(er, ing) | tent |
| | rise (rising, arise) | scent(ed) | sharp(en, ness) | smart | in upstairs) | sugar(-bowl) | term |
| | risk(y) | school | shave (shaving- | smell | stamp (-album, | suggest(ion) | terrible |
| | rival(ry) | science (scientist, | brush, soap) | smile | -collector) | suit(able) | test |
| | river(-side) | scientific) | she | smoke (smoky, | stand | suit(-case) | than |
| | road(-side) | scissors | shed | smoking-section) | standard(ize) | summer(-time) | thank(ful) (thanks) |
| | roar | scold(ing) | sheep | smooth(ness) | star | sun(ny, -burn, -light, | that/those |
| | roast | score | sheet | snake | start | -rise, -set, -shine) | that (conj.) |
| | rob(ber(y)) | scorn(ful) | shelf | snow(y, -ball, -storm) | state(ment) | supper | the |
| | rock(y) | scout | shell(-fish) | so | station | supply | theater (theatrical) |
| | | scrape | shelter | soap(y) | | | |

then
there
therefore
thermometer
they
thick(en, ness)
thief
thin(ness)
thing (also -thing,
e.g. in nothing)
think(er)
thirst(y)
this/these
thorn(y)
thorough
thought(ful(ness))
thread
threat(en(ing))
throat
through
throw
thumb
thunder
thus
ticket
tide (tidal)
tidy
tie (untie)
tiger
tight(en)
till
time(-table)
tin
tip
tire
tired (tiring)
title
to
tobacco
today
toe
together
tomorrow
ton
tongue
tonight
too
tool
tooth(-paste)
top
torch
total
touch
tough
tour(ist)
toward(s)
towel
tower
town
toy
track
trade(-mark)
traffic

train (n.)
train(ed, ing)
translate (translator,
translation)
transparent
trap(ped, ping)
travel(er)
tray
treasure(r) (treasury)
treat(ment)
tree
tremble
tribe
trick
trip
trouble(-some)
truck
true (truth(full))
trumpet
trunk
trust(ed) (distrust)
try (trial)
tube
tune
tunnel
turn(ing)
twice
twin
twist
type(-writer)
typist

ugly (ugliness)
umbrella
uncle
under(neath, -ground,
-line)
(mis)understand(ing)
union
unit
unite (unity)
universe (universal)
university
unless
until
up(-hill, on, set,
-side-down)
urge(nt)
use(ful, less)
used to
usually

vacation
vain
valley
value (valuable)
van
vary (various, variety)
vase
vegetable
veil
verb

verse
vertical
very
vessel
vest
victory
view
village
violent (violence)
violin
virtue
visit(or)
voice
volcano
volley-ball
vote(r)
voyage

wage(s)
waist
wait(ing-room)
waiter (waitress)
wake
walk
wall
wallet
wander
want
war(-ship)
-ward(s) (e.g. in
backward(s))
warm(th)
warn(ing)
wash(ing)
waste(ful)
watch(-dog, -man)
water(y, -fall, -pipe,
-proof)
wave (wavy)
wax
way
we
weak(en, ness)
wealth(y)
weapon
wear (worn-out)
weather
weave
wedding
weed
week(ly, -day, -end)
weigh(t)
welcome
well(-being)
west(ern)
wet
what
wheat
wheel
when(-ever)
where (also -where,
e.g. in somewhere)

whether
which
while
whip
whisper
whistle
white(n, ness, -wash)
who
whole
why
wicked(ness)
wide(n, -awake,
-spread) (width)
widow(er)
wife
wild
will (n.)
(un)willing(ness)
win
wind(y)
window
wine
wing
winter (-time)
wipe
wire
wise (wisdom)
wish
with(-out)
within
witness
woman
wonder(ful)
wood(ed, en, -land,
-work)
wool(len)
word
work(er, ing(s), -shop)
world(-famous, -wide)
worm
worry (worried,
worrying)
worship
worth(less)
wound(ed)
wrap(ped, per)
wreck
wrist(-watch)
write(r, ing) (written)
wrong(-doing)

yard
year(ly)
yellow
yes
yesterday
yet
yield(ing)
you
young (youth(full))

zero
zoo

APPENDIX B

Grammatical Structures

The grammatical structures used in this book are limited to the following:

- Present continuous:** *am/are/is + verb + ing* to indicate an action or state going on at the time that it is being spoken or written about. *Example:* I am reading a story.
- Present continuous:** *am/are/is doing* for a relatively temporary present habit. *Example:* She is watching T.V.
- Present continuous:** *am/are/is (always) doing* for habitual and irritating action. *Example:* He is always playing the stereo when I want to study.
- Simple present:** to indicate an action or state going on at the time it is being spoken or written about; used with certain involuntary verbs. *Example:* I feel well.
- Simple present:** to express habitual action. *Example:* I get up at seven every morning.
- Present perfect:** *have/has done* to indicate an action or state completed at some unspecified past time. *Example:* I have finished my homework.
- Present perfect:** *have/has done* to indicate an action or state which began some time in the past and has continued to the moment of speaking. *Example:* He has worked here for six months.
- Present perfect continuous:** *have/has been doing* to indicate an action which began in the past and is still continuing. *Example:* He has been playing the piano for eight years.
- Simple past:** to indicate a past action or state, when the speaker or writer is referring to the time of the completed action or state. *Example:* I finished my work at five-thirty.
- Past continuous:** *was/were doing* to indicate an action or state begun before, and continuing after, a particular moment in the past. *Example:* I was having my lunch (when you called).
- Past continuous:** *was/were doing* to indicate parallel actions or states in the past. *Example:* While I was reading, John was writing.

12. **Past continuous:** *was/were doing* for a relatively temporary past habit. *Example:* She was watching T.V. last night.
13. **Past continuous:** *was/were doing* for habitual and irritating action in the past. *Example:* He was always playing the stereo when I wanted to study.
14. **Habitual past:** *used to + verb* to indicate habitual past action no longer going on at the present time. *Example:* When I was younger, I used to play the piano.
15. **Past perfect:** *had done* to indicate an action completed before or at a specified time in the past. *Example:* He had lived there for six years before moving to the city.
16. **Past perfect continuous:** *had been doing* for continuous action up to a specified past time. *Example:* She had been waiting for the bus for half an hour.
17. **Future be + going to:** *am/are/is going to do* to indicate future actions or states. *Example:* I'm going to drive to New York next Monday.
18. **Future with will:** to indicate future actions. *Example:* (Don't do that, or) you'll hurt yourself.
19. **Present continuous:** *am/are/is + verb + ing* to indicate a future action planned by the speaker or writer. *Example:* He is leaving for San Francisco next week.
20. **Future continuous:** *will be + verb + ing* to express a future action occurring within the normal course of events. *Example:* They'll be going to the seashore this summer.
21. **Future perfect:** *will have done* to indicate an action which will be completed by a certain future time. *Example:* We will have done our assignments by next week.
22. **Modals:** *can/could; may/might; shall/should; will/would; must and have to* are used.

Reported speech, conditionals, passives and relative clauses are now permitted.



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