

OUTLINE AND STUDY OBJECTIVES

Structures

Review Exercises:

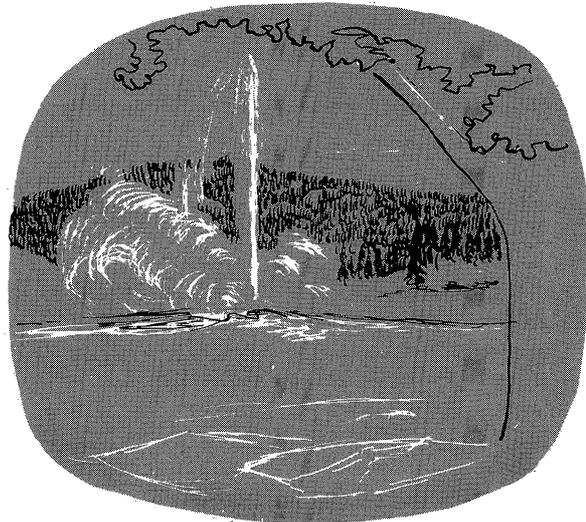
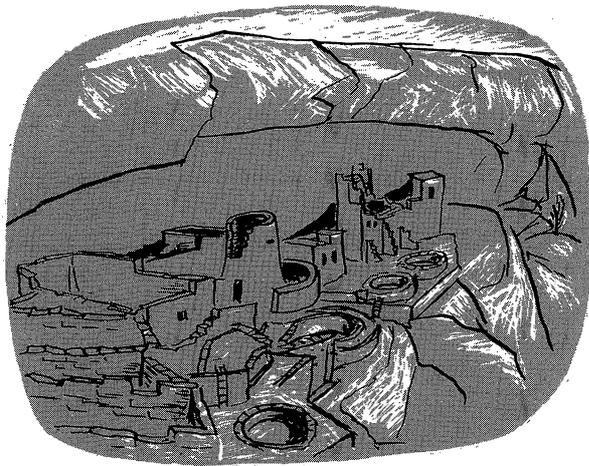
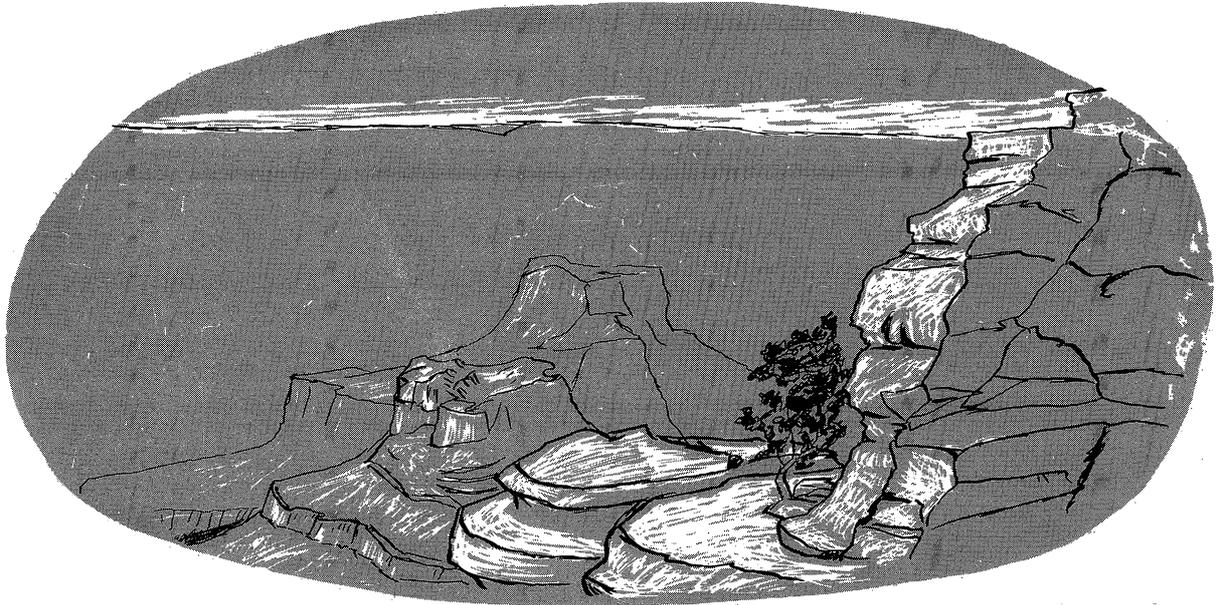
clauses of condition

Be-passive verb phrase

clauses

verb forms in two-clause sentences

NATIONAL PARKS



UNIT 1410

CONVERSATION AND READING PRACTICES

Reading

National Parks in the United States

In the United States there are many areas of public land reserved by the government for the recreation and education of the people. These include places that are important in the history of the country and also places that have beautiful or unusual things to see. The largest and most important of these land areas are the national parks. These are usually protected to preserve the land as it was originally.

Yellowstone is the oldest and largest national park. There are now twenty-nine national parks.

The national parks are under the administration of the national government. The government hires the employees who care for the parks. Many of these are rangers trained to work in forests. They must know a lot about wildlife. They make sure that the animals and birds are allowed to move around and live naturally. The rangers have also studied a great deal about the plants, insects, and rocks in the parks.

These parks are wonderful playgrounds and millions of people visit them every year. There are places where you can camp without charge or you can rent a cabin or a room in a hotel. You can take long walks in the forests, take boat trips, or climb mountains. You are not allowed to hunt in the parks, so there are many wild animals. You can fish in the streams of most of the parks. The park rangers sometimes go with the visitors on walks to tell them about the animals, plants, and mountains. They also have programs and talks at the campgrounds and in the hotels so that people may learn all about the park and the things that are in it.

Word List

allow	natural (-ly)
bird	original (-ly)
cabin	playground
camp	preserve
campground	protect
climb	ranger
forest	recreation
hire	reserve
history	rock
hunt	stream
include	unusual
insect	walk
land	wild

Vocabulary Practice

1. allow
You can't fish here; it is not allowed.
We are allowed to hunt in this forest.
Were you allowed to go to town last night?
2. bird
A bird is an animal that flies.
I saw a lot of birds yesterday.
Those trees are full of birds.
3. cabin
A cabin is a small house.
I would like to have a cabin in the forest.
We stayed in a cabin every night on our vacation.
4. camp
We like to camp in the forest in the summer.
Do you often go camping?
They don't like to go camping when the weather is bad.
5. campground
People are allowed to camp on the campground.
There are many good campgrounds in this park.
I like a campground with a lot of trees.
6. climb
Do you ever climb mountains?
John climbed the tree and couldn't get down.
I climbed the steps to the second floor.
7. forest
There are a lot of trees in a forest.
It is usually cool in the forest.
Do you enjoy walking in the forest?
8. hire (employ)
He hired me to work for him.
I became his employee when he hired me.
They hired us to take them to town.
9. history
My history is the story of my life.
Do you enjoy reading history?
This is an interesting history book.
10. hunt
People go to Africa to hunt animals.
Many men hunt animals to get food.
I hunted for the book but I can't find it.
11. include
Each lesson includes some reading drills.
We plan to include you in our party.
Many beautiful places are included in the national parks.

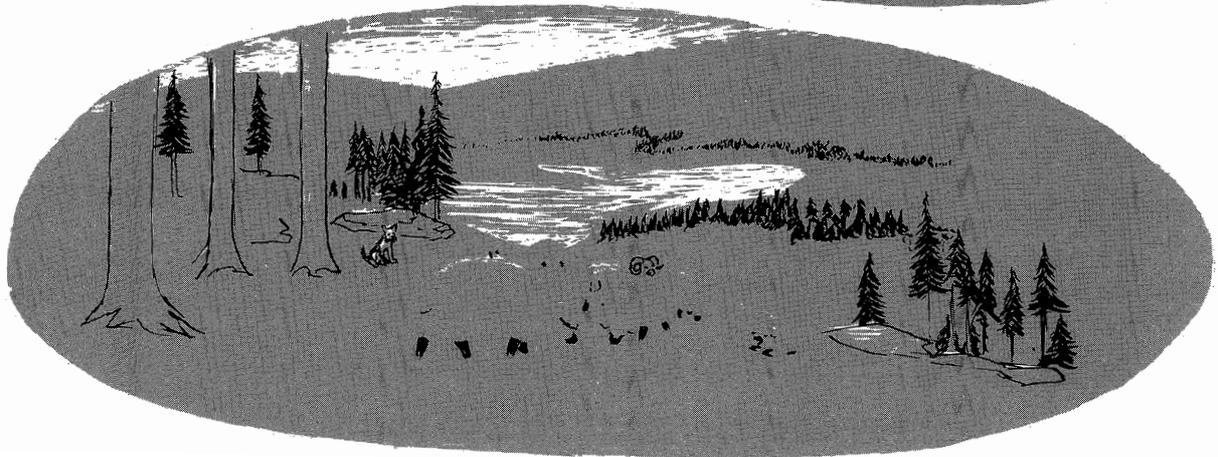
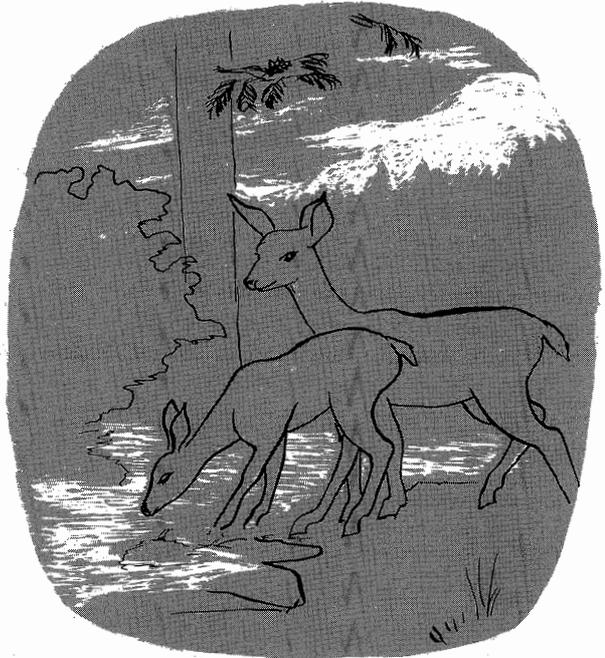
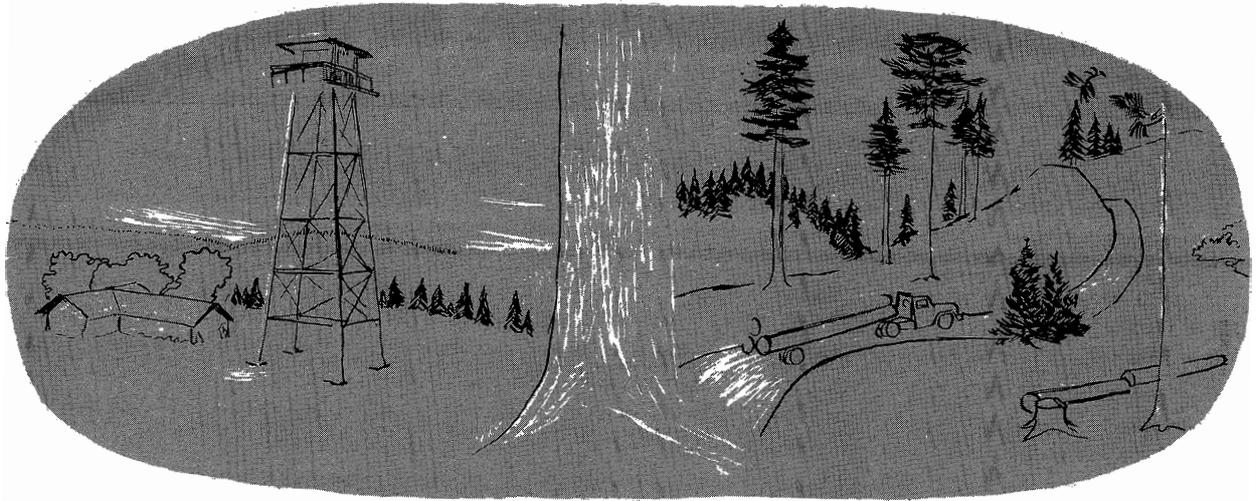
12. insect
Insects usually are small.
Most insects have six legs and can fly.
There are a lot of insects where the climate is hot.
13. land (n)
There is a lot of public land in the United States.
The land in the national parks is reserved for the people.
The farmers grow our food on the land.
14. natural (-ly)
The animals live naturally in the national parks.
The natural forests are forests as they grew in nature.
There are many natural rights which we have as individuals.
15. original (-ly; first, in the beginning)
The United States originally had only thirteen states.
I have the original issue of this magazine.
He did not live in this town originally.
16. playground
City parks have playgrounds for children.
Children like to play on the playgrounds.
The national parks are playgrounds for all the people.
17. preserve (keep)
We try to preserve the forests as they were originally.
The national parks are preserved for the people.
We like to preserve places important in our history.
18. protect
The rangers protect the wild animals in the park.
Our clothes protect us from the weather.
A country uses military power to protect it from its enemies.
19. ranger
The rangers take care of the parks.
The ranger helps the people who visit the forests.
Policemen outside the cities are sometimes called rangers.
20. recreation
We travel to the parks for recreation.
We need recreation after we work hard all day.
People do many different things for recreation.
21. reserve
The government reserved this land for the public.
He reserved a seat on the plane.
Have you reserved a room in the hotel?
22. rock (n)
The mountains are made of rocks.
Rocks are generally very hard.
This farm is not good; it has too many rocks.

23. stream
Many streams of water come out of these mountains.
We like to fish in mountain streams.
The water is cold in this stream.
24. unusual (-ly)
That book is very unusual but I enjoyed reading it.
Yellowstone park has many unusual things to see.
The weather has been unusually cold this year.
25. walk (n)
I took a long walk through the trees.
He takes a walk in the park every morning.
Do you like to take walks in the country?
26. wild
We see many wild animals in the forests.
The wild flowers were beautiful this year.
In the city we see wild animals in the zoo.

Questions on the Reading

1. What is reserved in the U. S. A. for the people to enjoy?
2. Why did the government pick out the public land?
3. What is the largest and oldest national park?
4. Who pays the workers in the national parks?
5. What do millions of people do every year?
6. How can people enjoy themselves in the parks?
7. What can people hunt in the park?
8. Why do park rangers go with the visitors?
9. Where can people live in the parks?
10. Why do rangers and others give talks?

NATIONAL FORESTS



Reading

National Forests in the United States

The United States government has reserved large areas of forest lands as public property. Most of these forests are in the mountains of the West and in Alaska. The eastern part of the country has some national forests but most of them are small. These forests are used and maintained for the permanent benefit of all the people in the country.

These forests now provide us with much of the lumber used in the United States. Over five million cattle and many sheep graze on the plants and grass in the forests. The development of mining and water power in them is also important. The government builds roads through these forests so that people can make use of the resources which are in the forests. Great numbers of people use these forests for recreation. Here one can camp, hunt, fish, take walks, go boating, or climb mountains.

These forests are generally well taken care of. Young trees are planted when old ones are cut for lumber. The number of cattle and sheep allowed to graze in the forest depends on the amount of grass and plants growing in them. People who camp, hunt, or fish in the forest have to obey the laws governing the use of the forests so that they will not be damaged or destroyed.

Forest fires destroy large sections of these forests every year. Some of these fires are caused by lightning but most of them are caused by careless people. People often throw away cigarettes while they are still burning, or campers do not put out their camp fires when they leave their camps. There is a good fire protection system in the national forests to locate and put out forest fires as soon and as fast as possible.

Word List

benefit	graze
build	lightning
burn	maintain
care (take care of)	permanent (-ly)
damage	put out
destroy	resource
fire	water power

Vocabulary Practice

1. benefit (n)
The forests are used for the benefit of everyone.
Careful use of the land is of benefit to all of us.
It is a benefit for me if it is good for me.
2. build
We're going to build a house next year.
They have built many roads through the forests.
We built a fire to cook our food.
3. burn
There are many fires burning in the campground.
Fires burn many forests every year.
Their house burned last year.
4. care (as in take care of)
The rangers take care of life in the forests.
The nurse took care of the sick man.
Will you take care of my house while I'm away?
5. damage (v)
The fire damaged the building.
My car was damaged in the accident.
The rain damaged my books.
6. destroy
The fire destroyed the house.
Forest fires destroy large areas of forest.
Was your car destroyed or just damaged in the accident?
7. fire
We use fire to cook our food.
Fire also keeps us warm when the weather is cold.
A large fire destroyed the school house last night.
8. graze
The cattle graze on the grass in the forest.
It kills the grass if we let too many cattle graze on it.
Many cattle are grazing on the farm.
9. lightning
We see a lot of lightning in the sky in summer.
Summer storms often have thunder and lightning.
We can hear the thunder and see the lightning.
10. maintain (take care of, keep)
The government maintains the national forests.
The city maintains the public library.
He maintains his car well, and it always runs well.
11. permanent (-ly)
I plan to live here permanently and not for just a short time.
We hope to always keep the forests; they are for our permanent use.
This is his permanent job.

12. put out
We should always put out a cigarette before throwing it away.
We had a large forest fire because the camper didn't put out his campfire.
Put out the light when you leave.
13. resource
The things I own are my resources.
A country's forests are an important resource.
The people of a country are its most important resource.
14. water power
Many countries use water power to run their industries.
Countries with mountains usually have a lot of water power.
We often make electricity from water power.

Questions on the Reading

1. Where in the U. S. A. are most of the national forests located?
2. What do these forests provide us with?
3. Why are there sheep and cattle in these forests?
4. What is being developed in the forests besides lumber?
5. Who is building roads through the forests?
6. What do many people use these forests for?
7. What can these people do for recreation in the forests?
8. What are the campers allowed to do to animals?
9. What destroys large sections of the forests each year?

EXPLANATION AND DRILL OF STRUCTURES

Review Exercises

a. Clauses of Condition

Complete these sentences by adding a necessary clause (watch the verb tense).

1. John would buy a new car if _____.
2. We'll all learn English if _____.
3. Where would you go if _____?
4. What would you do if _____?
5. Where can I go if _____?
6. _____ if I were at home now.
7. _____ if we finish early.
8. _____ if they practice a lot.
9. _____ if it rains.
10. _____ if we had more money.

b. Be-Passive Verb Phrase

Change these sentences to the be-passive.

1. Miss Smith teaches the class.
2. She doesn't explain the lesson.
3. Doesn't your government send these papers?
4. He had interviewed the student.
5. Hasn't he delivered the package?
6. The student set his watch.
7. He will try out the car tomorrow.
8. His friends don't understand him.
9. He invited all of his friends.
10. Didn't they receive the wire on time?
11. Didn't he return it in good condition?
12. Who wrote this?
13. They weren't recording a tape.
14. He was driving his own car.
15. You must finish this exercise now.
16. You must report any accident.
17. He can't park his car here.
18. He damaged his car.

c. Clauses

Complete these sentences by adding a clause.

1. I'll call you up when _____.
2. John studied his lesson while _____.
3. We want to learn English so that _____.
4. Never watch TV until _____.
5. Let's go to town tonight because _____.
6. _____ when he gets here.
7. _____ whenever you can.
8. _____ because it was early.
9. _____ while we were waiting.
10. _____ until class is over.
11. _____ as fast as I can.
12. _____ better than I do.

d. Now finish these sentences with short forms of adverbial clauses.

Example: I like to read the newspaper before eating breakfast.

1. We're listening to the radio while _____.
2. We can't go to bed before _____.
3. I make a lot of mistakes when _____.
4. I like to take a bath after _____.
5. You could study your lesson while _____.
6. We're learning new customs since _____.

e. Now add a sentence to the short form.

Example: He went to sleep while reading a book.

1. _____ while talking English.
2. _____ before taking your medicine.
3. _____ since coming to the U. S. A.
4. _____ after taking the test.
5. _____ when taking a walk.
6. _____ while listening to the news report.

f. Sentence Building

For each blank in sentences 1 through 10 select one of the clauses a through l to complete the sentence.

Repeat the exercise but for each blank select one of the short forms m through z.

1. The man _____ is going to make a speech to us later.
2. We must read the book _____.
3. The car _____ runs good, but costs a lot.
4. James wants to meet the pretty girl _____.
5. The magazine _____ costs too much for me to buy.
6. Let's go look at the house _____.
7. The music _____ is well liked by everybody.
8. The students studied everything _____.
9. We just must meet the man _____.
10. The woman _____ has very interesting work.

- | | |
|-------------------------------|-----------------------------|
| a. who wrote this book | m. over there |
| b. who we met just now | n. talking on the telephone |
| c. that just came in | o. reading the magazine |
| d. that John introduced to us | p. walking down the hall |
| e. you told us about | q. watching TV |
| f. that Mary bought | r. printed in Paris |
| g. we're looking at | s. written by Seamarood |
| h. I'm going to buy | t. made in Detroit |
| i. we didn't buy | u. shipped from Europe |
| j. Mary's listening to | v. speaking Spanish |
| k. they could find | w. written in French |
| l. which you liked | x. painted white |
| | y. on the corner |
| | z. playing now |

g. Verb Review

Fill in the blanks with the correct verb form.

1. I think (that) I _____ go to the movies.
(will)
2. Mary says she _____ a good picture yesterday.
(see)
3. We'll see you when we _____ back.
(come)
4. John said (that) he _____ going.
(be)
5. He didn't understand everything she _____.
(say)
6. Henry thought you _____ not pass the test.
(will)
7. Do you think you _____ make a good grade?
(will)
8. Did James tell you if Mary _____ something to eat?
(want)
9. Robert would have left earlier if he _____ the time.
(have know)
10. I would go to Europe if I _____ rich.
(be)

TAPE 1410A

Listen to the following conversation about national parks.

- A: I hear your vacation starts next week.
Are you going to take a trip this year?
- B: Yes, I want to visit some national parks.
There is always something interesting to do.
And there are beautiful and unusual things to see.
- A: What are these national parks?
Where are they?
Can anyone visit them?
- B: In the United States there are many unusual places.
Some of these are important in the country's history.
Others have beautiful or unusual things to see.
These places are reserved by the United States government.
They are for the recreation and education of all the people.
The national parks are the most important of these areas.
They are found in many parts of the United States,
but most of them are in the western mountains.
- A: Are there many national parks?
- B: There are twenty-nine national parks now.
The largest and oldest is Yellowstone.
- A: Who takes care of the parks?
- B: The government hires the employees.
These people care for the park.
Many of them are rangers.
They are trained to work in forests.
They understand the plant and animal life of the park.
- A: Are there many wild animals in the parks?
I enjoy seeing these animals in the forest.
- B: Yes, they are protected.
No one is allowed to hunt in the forest.
Therefore, there are many wild animals and birds.
They can move around and live naturally.
- A: Are there places to stay in the parks?
What can you do while you're there?
- B: There are good places to camp without charge.
You can also rent a cabin or a room in a hotel.
Many like to take long walks in the forests.
Others like to take boat trips or climb mountains.
You can fish in the park streams.
The rangers teach the people about the park.
- A: That sounds very interesting.
I hope I can visit some of the parks sometime.

Here are some questions on this conversation. Answer them and then repeat the correct responses.

Example: Where does the man plan to go on vacation?
He wants to visit a national park.
He wants to visit a national park.

Who reserves the national parks?

The United States government reserves them.

Why are the parks reserved?

They are reserved for the recreation and education of the people.

Where are most of the parks found?

Most of them are in the western mountains.

Which is the oldest and largest park?

Yellowstone is the largest and oldest park.

Who are the rangers?

They are people who care for the parks.

Why are there many wild animals in the park?

No one is allowed to hunt them.

Can you stay in the park without charge?

We can camp in the park without charge.

Are there other places to stay in the park?

You can rent a cabin or a room in a hotel.

What can you do in a national park?

We can take walks or climb mountains.

What else can you do?

We can take boat trips and fish.

Let's now practice using some of the new words in the conversation.
Listen to these sentences and repeat them.

allow

You can't hunt in the park; it isn't allowed.
We were allowed to go to a movie last night.
They allowed us to read several books.

cabin

A cabin is a small house.
He has a cabin in the forest.
We stayed in a comfortable cabin last night.

camp

We camp in the forest every summer.
They go camping whenever they can.
I like to camp when the weather is good.

climb

I enjoy climbing mountains.
He climbed to the top of the house.
It is easier to climb up than climb down.

forest

I enjoy walking in the forest.
The forests are usually cool.
There are many trees in the forest.

hire

I hired him to work for me.
They hired us to do their work.
He hires many employees.

hunt

I hunted for my pen but I couldn't find it.
Some men hunt animals for food.
He likes to hunt with a camera.

ranger

The rangers work in the forest.
The parks are cared for by the forest rangers.
Policemen are sometimes called rangers.

recreation

We need recreation in the evening.
Some people go to movies for recreation.
Vacation trips provide good recreation.

reserve

The government reserved the land for the people.
I reserved a berth on the train.
We should reserve a room in the hotel.

stream

Water is cold in mountain streams.
Are there many fish in this stream?
Many streams come from these mountains.

wild

There are many wild animals in the parks.
Wild flowers are beautiful in the spring.
We can see many wild animals in the zoo.

Here are some sentences using the present progressive tense.
Change the verbs to the past progressive. Repeat the correct
response when given.

Example: I am reading the lesson.
I was reading the lesson.
I was reading the lesson.

He is just writing a letter.

He was just writing a letter.

We are looking at some new suits.

We were looking at some new suits.

They are speaking to their friends.

They were speaking to their friends.

John is fixing his car.

John was fixing his car.

Are you going to the concert?

Were you going to the concert?

I am studying my lesson very carefully.

I was studying my lesson very carefully.

The rangers are telling us about the animals.

The rangers were telling us about the animals.

They are taking a walk through the forest.

They were taking a walk through the forest.

TAPE 1410B

Listen carefully to this reading about national forests in the United States.

Much forest land in the United States is public property.
These forests are reserved by the government.
They are maintained and used for the people.
Most of these forests are in the West.
Some large ones are in Alaska.
The East has some small ones.

The forests provide us with our lumber.
Millions of cattle and sheep graze in them.
Mining is highly developed.
Forest streams provide a lot of water power.
The government builds roads through the forests.
With these roads we can get to the forest resources.
Many people use the forests for recreation.
Here they can camp, hunt, fish, and climb mountains.

The forests are well taken care of.
Young trees are planted when old ones are cut.
There are laws governing the use of the forests.
People who graze cattle and sheep in the forests obey the laws.
People with mines also have to follow forest regulations.
Hunters, fishermen, and campers have to be careful.
The forests must not be damaged or destroyed.

The forests need a good fire protection system.
Forest fires destroy many forests every year.
Some fires are caused by lightning.
But most fires are caused by careless people.
People often throw away burning cigarettes.
Some campers do not put out their campfires.
Cigarettes and campfires cause many fires every year.

Listen to this reading again and repeat it.

You will now hear some questions on this reading. Listen to them carefully and answer them. Repeat the correct answer when given.

Example: Who are the national forests reserved by?
They are reserved by the government.
They are reserved by the government.

Who are these forest lands reserved for?

They are reserved for the people.

Where are most of these forests?

Most of these forests are in the West.

What do the forests provide us with?

The forests provide us with lumber.

Why does the government build roads through the forests?

The government builds roads so we can use the forests.

What happens when old trees are cut down?

Young trees are planted.

What must we do if we use the forests?

We must obey the laws.

Why do we have laws about using the forests?

We do not want to damage or destroy the forests.

What destroys many forests each year?

Fire destroys many forests each year.

What causes most of these fires?

Careless people cause most of these fires.

What should campers do before they leave camp?

They should put out their campfires.

What should one do before one throws a cigarette away?

One should put it out.

Let's now practice some sentences using new words in this reading.
Repeat what you hear.

build

They'll build a house before long.
We built a campfire at night.
It is expensive to build roads in the forest.

burn

Many forests burn each year.
He left a fire burning on the campground.
He threw away a burning cigarette.

damage

The fire damaged the building.
The rain damaged the house.
My car was damaged in the accident.

destroy

The fire destroyed the car.
The airplane was destroyed.
Fires destroy large areas of forest every year.

fire

We use fire to cook our food.
Fire keeps us warm in cold weather.
A fire destroyed the house yesterday.

graze

The cattle graze on the grass in the forest.
Many cattle are grazing on the farm.
I saw the sheep grazing on the land.

maintain

The government maintains the national parks.
I maintain my house.
The city maintains the public library.

put out

He put out the light in his room.
The camper didn't put out his fire.
Did you put out your cigarette?

resource

The people of a country are its best resource.
The forests provide many resources.
Some countries have many resources.

take care of

The doctor takes care of his patients.
I'll take good care of your books.
The rangers take care of the forests.

water power

We make electricity from water power.
Mountain streams usually provide much water power.
We use water power to run some industries.

Here are some sentences using the words too, either, and neither.
Listen to the sentences and repeat them.

John speaks English, and I do too.
John doesn't speak French, and I don't either.
John doesn't speak French, and neither do I.

Mary can sing well, and John can too.
Mary can't dance well, and John can't either.
Mary can't dance well, and neither can John.

Robert is studying English, and Alice is too.
Robert isn't studying history, and Alice isn't either.
Robert isn't studying history, and neither is Alice.

James ate a late lunch, and Albert did too.
James didn't eat early, and Albert didn't either.
James didn't eat early, and neither did Albert.

The letter was sent by air, and the book was too.
The letter wasn't sent by air, and the book wasn't either.
The letter wasn't sent by air, and neither was the book.

John drives an old car, and Henry does too.
John doesn't drive a new car, and Henry doesn't either.
John doesn't drive a new car, and neither does Henry.

They have books, and we have too.
They don't have books, and we don't either.
They don't have books, and neither do we.

Nick can swim well, and Mary can too.
Bob can't swim well, and Jane can't either.
Bob can't swim well, and neither can Jane.

The students should go now, and I should too.
The students shouldn't go now, and I shouldn't either.
The students shouldn't go now, and neither should I.

Appendix

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Part I

THE ENGLISH ALPHABET

	<u>Typescript</u>		<u>Italics</u>	<u>Longhand</u>	
	<u>Capital</u>	<u>Small</u>		<u>Capital</u>	<u>Small</u>
1.	A	a	<i>a</i>	A	a
2.	B	b	<i>b</i>	B	b
3.	C	c	<i>c</i>	C	c
4.	D	d	<i>d</i>	D	d
5.	E	e	<i>e</i>	E	e
6.	F	f	<i>f</i>	F	f
7.	G	g	<i>g</i>	G	g
8.	H	h	<i>h</i>	H	h
9.	I	i	<i>i</i>	I	i
10.	J	j	<i>j</i>	J	j
11.	K	k	<i>k</i>	K	k
12.	L	l	<i>l</i>	L	l
13.	M	m	<i>m</i>	M	m
14.	N	n	<i>n</i>	N	n
15.	O	o	<i>o</i>	O	o
16.	P	p	<i>p</i>	P	p
17.	Q	q	<i>q</i>	Q	q
18.	R	r	<i>r</i>	R	r
19.	S	s	<i>s</i>	S	s
20.	T	t	<i>t</i>	T	t
21.	U	u	<i>u</i>	U	u
22.	V	v	<i>v</i>	V	v
23.	W	w	<i>w</i>	W	w
24.	X	x	<i>x</i>	X	x
25.	Y	y	<i>y</i>	Y	y
26.	Z	z	<i>z</i>	Z	z

AMERICAN ENGLISH SOUNDS

Part II

English is not spelled phonetically. The same sound is spelled several different ways. For this reason it is helpful to assign separate symbols to each sound. The following system is a modified version of the IPA (International Phonetic Alphabet) system. Twenty-four (24) consonant symbols, eleven (11) vowel symbols, and three (3) symbols representing diphthongs are used to represent the significant sounds of American English.

These charts are only aids and not to be memorized. However, the student must be aware of the different sounds represented in these charts. He must be able to recognize and repeat them accurately.

CONSONANT CHART

		Place of Articulation															
		Lips		Lower Lip & Teeth		Tip of Tongue & Teeth		Tip of Tongue & Tooth Ridge		Blade of Tongue & Tooth Ridge		Middle or Front of Tongue & Hard Palate		Back of Tongue & Soft Palate		Glottis	
		u*	v*	u	v	u	v	u	v	u	v	u	v	u	v	u	v
Manner of Articulation	Stops	/p/ 1	/b/ 2					/t/ 3	/d/ 4					/k/ 5	/g/ 6		
	Nasals		/m/ 7						/n/ 8					/ŋ/ 9			
	Lateral Glide							/l/ 10									
	Fricatives			/f/ 11	/v/ 12	/θ/ 13	/ð/ 14	/s/ 15	/z/ 16	/ʃ/ 17	/ʒ/ 18					/h/ 19	
	Affricates									/tʃ/ 20	/dʒ/ 21						
	Glides		/w/ 22						/r/ 23				/y/ 24				

*Note: u and v are abbreviations for "unvoiced" and "voiced."

EXAMPLES

- | | | |
|---|--|--|
| 1. /p/ <u>past</u> , <u>stop</u> | 9. /ŋ/ <u>learn</u> <u>ing</u> , <u>writ</u> <u>ing</u> | 17. /ʃ/ <u>she</u> , <u>shou</u> <u>ld</u> |
| 2. /b/ <u>be</u> , <u>bee</u> <u>n</u> | 10. /l/ <u>shall</u> , <u>lef</u> <u>t</u> | 18. /ʒ/ <u>meas</u> <u>ure</u> , <u>vis</u> <u>ion</u> |
| 3. /t/ <u>two</u> , <u>went</u> | 11. /f/ <u>if</u> , <u>af</u> <u>ter</u> | 19. /h/ <u>he</u> , <u>him</u> |
| 4. /d/ <u>do</u> , <u>did</u> | 12. /v/ <u>vow</u> <u>els</u> , <u>vo</u> <u>iced</u> | 20. /tʃ/ <u>ch</u> <u>eck</u> , <u>ea</u> <u>ch</u> |
| 5. /k/ <u>can</u> , <u>can</u> ' <u>t</u> | 13. /θ/ <u>both</u> , <u>Thurs</u> <u>day</u> | 21. /dʒ/ <u>rid</u> <u>ge</u> , <u>ja</u> <u>w</u> |
| 6. /g/ <u>get</u> , <u>got</u> | 14. /ð/ <u>the</u> , <u>the</u> <u>y</u> | 22. /w/ <u>we</u> , <u>will</u> |
| 7. /m/ <u>me</u> , <u>my</u> | 15. /s/ <u>stop</u> <u>s</u> , <u>conson</u> <u>ants</u> | 23. /r/ <u>run</u> , <u>arou</u> <u>nd</u> |
| 8. /n/ <u>no</u> , <u>not</u> | 16. /z/ <u>is</u> , <u>was</u> | 24. /y/ <u>your</u> , <u>yours</u> |

CONSONANTS

	<u>Symbols</u>	<u>Examples</u>
1.	p	past, stop, put, paper
2.	b	bed, baby, barber, lab
3.	t	take, water, sent, ten
4.	d	date, student, do, hard
5.	k	car, chemical, recorder, book
6.	g	gas, eggs, dog, cigar
7.	m	am, my, number, from
8.	n	no, line, find, noon
9.	ŋ	sing, long, wrong, rank
10.	l	well, laboratory, always, let
11.	f	farmer, affirmative, phrase, laugh
12.	v	very, give, live, seven
13.	θ	thank, Thursday, bath, north
14.	ð	the, this, these, weather, there
15.	s	see, this, lesson, tapes
16.	z	zero, rose, blows, dozen
17.	š	ship, nation, should, push
18.	ž	pleasure, measure, usual
19.	h	have, he, how, hot
20.	ç	chair, teacher, picture, March
21.	ǰ	judge, bridge, page, July
22.	w	we, walk, wish, away, why
23.	r	read, course, for, write
24.	y	yes, you, yesterday, young

VOWELS

<u>Symbols</u>	<u>Examples</u>
1. i	teach, meet, he, machine, chief
2. ɪ	sit, in, is, big
3. e	make, day, train, vein, steak
4. ɛ	met, let, said, bread
5. æ	cash, half, laugh, hand
6. a	far, farmer, heart, not, hot
7. ɔ	all, saw, bought, thought, taught
8. o	go, know, coat, toe, pole
9. u	good, should, would, book, took
10. ʊ	food, blue, blew, do, soup
11. ə	cup, enough, ago, son, sun
12. aɪ	I, tie, buy, my, write
13. ɔɪ	oil, boy, join, point
14. aʊ	now, town, mouth, out

Part III

PRINCIPAL PARTS OF CERTAIN IRREGULAR VERBS

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>	<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
arise	arose	arisen	get	got	gotten (got)
awake	awoke	awakened	give	gave	given
be	was	been	grind	ground	ground
bear	bore	borne	grow	grew	grown
beat	beat	beaten	hang	hung	hung
become	became	become	have	had	had
begin	began	begun	hear	heard	heard
bend	bent	bent	hide	hid	hidden
bet	bet	bet	hit	hit	hit
bind	bound	bound	hold	held	held
bid	bid	bid	hurt	hurt	hurt
bite	bit	bitten	keep	kept	kept
bleed	bled	bled	know	knew	known
blow	blew	blown	lay	laid	laid
break	broke	broken	lead	led	led
bring	brought	brought	leave	left	left
build	built	built	lend	lent	lent
burst	burst	burst	let	let	let
buy	bought	bought	lie	lay	lain
cast	cast	cast	light	lit	lit (lighted)
catch	caught	caught	lose	lost	lost
choose	chose	chosen	make	made	made
come	came	come	mean	meant	meant
cost	cost	cost	meet	met	met
creep	crept	crept			
cut	cut	cut			
deal	dealt	dealt	pay	paid	paid
dig	dug	dug	put	put	put
do	did	done			
draw	drew	drawn	quit	quit	quit
drink	drank	drunk			
drive	drove	driven	read	read	read-
eat	ate	eaten	ride	rode	ridden
fall	fell	fallen	ring	rang	rung
feed	fed	fed	rise	rose	risen
feel	felt	felt	run	ran	run
fight	fought	fought	say	said	said
find	found	found	see	saw	seen
flee	fled	fled	seek	sought	sought
fly	flew	flown	shake	shook	shaken
forget	forgot	forgotten	sell	sold	sold
forgive	forgave	forgiven	send	sent	sent-
freeze	froze	frozen	set	set	set

Irregular Verbs (Continued)

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
slit	slit	slit
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke (waked)	woke (waked)
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

Part IV

PATTERNS OF IRREGULAR VERBS

1. Three Principal Parts the Same

hit	hit	hit	bid	bid	bid
quit	quit	quit	hurt	hurt	hurt
split	split	split	burst	burst	burst
bet	bet	bet	cost	cost	cost
let	let	let	shed	shed	shed
set	set	set	spread	spread	spread
put	put	put	cast	cast	cast
cut	cut	cut			
shut	shut	shut			

2. Last Two Principal Parts the Samea. Final Consonant Change Only

have	had	had
make	made	made
build	built	built
bend	bent	bent
spend	spent	spent
send	sent	sent

b. Vowel Change Only

meet	met	met
read	read	read
bleed	bled	bled
feed	fed	fed
lead	led	led
light	lit	lit
slide	slid	slid
sit	sat	sat
shoot	shot	shot
hold	held	held
win	won	won
shine	shone	shone
find	found	found
wind	wound	wound
bind	bound	bound
dig	dug	dug
stick	stuck	stuck
strike	struck	struck

c. Vowel Change - Addition of -t or -d

sleep	slept	slept	mean	meant	meant
keep	kept	kept	leave	left	left
creep	crept	crept			
weep	wept	wept	flee	fled	fled
			tell	told	told
think	thought	thought	sell	sold	sold
teach	taught	taught			
buy	bought	bought	lose	lost	lost
catch	caught	caught			
fight	fought	fought	hear	heard	heard
seek	sought	sought	understand	understood	understood

3. Three Principal Parts Differ to Some Extenta. No Similarity

be	was	been
go	went	gone
do	did	done

b. Vowel Change - Addition of -n

arise	arose	arisen	ride	rode	ridden
drive	drove	driven	rise	rose	risen
fly	flew	flown			

c. Vowel Change - No -n

sing	sang	sung	swim	swam	swum
ring	rang	rung			
drink	drank	drunk	begin	began	begun

d. First and Third Vowels Similar

blow	blew	blown	run	ran	run
know	knew	known	come	came	come
grow	grew	grown			
throw	threw	thrown	eat	ate	eaten
			give	gave	given
			see	saw	seen
			draw	drew	drawn

e. Second and Third Vowels Similar

break	broke	broken	tear	tore	torn
speak	spoke	spoken	wear	wore	worn
choose	chose	chosen	swear	swore	sworn
steal	stole	stolen	bear	bore	born
			get	got	got (gotten)
			forget	forgot	forgotten

Part V.

EXAMPLES OF CONJUGATIONS

(These are examples of standard conjugations.)

Verb: To Be (Be: Simple Form)Present Tense

I am	we are
you are	you are
he, she, it is	they are

Present Perfect Tense

I have been	we have been
you have been	you have been
he has been	they have been

Past Tense

I was	we were
you were	you were
he was	they were

Past Perfect Tense

I had been	we had been
you had been	you had been
he had been	they had been

Future Tense

I will (shall) be	we will (shall) be
you will be	you will be
he will be	they will be

Future Perfect Tense

I will (shall) have been	we will (shall) have been
you will have been	you will have been
he will have been	they will have been

Verb: To Walk (Walk: Simple Form)Present Tense

I walk	we walk
you walk	you walk
he, she, it walks	they walk

Present Perfect Tense

I have walked	we have walked
you have walked	you have walked
he has walked	they have walked

Past Tense

I walked	we walked
you walked	you walked
he walked	they walked

Past Perfect Tense

I had walked	we had walked
you had walked	you had walked
he had walked	they had walked

Future Tense

I will (shall) walk	we will (shall) walk
you will walk	you will walk
he will walk	they will walk

Future Perfect Tense

I will (shall) have walked	we will (shall) have walked
you will have walked	you will have walked
he will have walked	they will have walked

Verb: To Walk (Progressive Form)Present Tense

I am walking	we are walking
you are walking	you are walking
he, she, it is walking	they are walking

Past Tense

I was walking	we were walking
you were walking	you were walking
he was walking	they were walking

Future Tense

I will (shall) be walking	we will (shall) be walking
you will be walking	you will be walking
he will be walking	they will be walking

Present Perfect Tense

I have been walking	we have been walking
you have been walking	you have been walking
he has been walking	they have been walking

Past Perfect Tense

I had been walking	we had been walking
you had been walking	you had been walking
he had been walking	they had been walking

Future Perfect Tense

I will (shall) have been walking	we will (shall) have been walking
you will have been walking	you will have been walking
he will have been walking	they will have been walking

Verb: To See (Passive Voice)Present Tense

I am seen	we are seen
you are seen	you are seen
he, she, it is seen	they are seen

Past Tense

I was seen	we were seen
you were seen	you were seen
he was seen	they were seen

Future Tense

I will (shall) be seen	we will (shall) be seen
you will be seen	you will be seen
he will be seen	they will be seen

Present Perfect Tense

I have been seen	we have been seen
you have been seen	you have been seen
he has been seen	they have been seen

Past Perfect Tense

I had been seen	we had been seen
you had been seen	you had been seen
he had been seen	they had been seen

Future Perfect Tense

I will (shall) have been seen	we will (shall) have been seen
you will have been seen	you will have been seen
he will have been seen	they will have been seen

Verb: To Be (Subjunctive Mood)

(Occasionally used in conditional or contrary-to-the-fact situations.)

Present Tense

(If) I be	(If) we be
(If) you be	(If) you be
(If) he, she, it be	(If) they be

Past Tense

(If) I were	(If) we were
(If) you were	(If) you were
(If) he, she, it were	(If) they were

Part VI

FOUR IMPORTANT SPELLING RULES

There are four spelling rules which will help you spell thousands of words.

Rule 1. Words Ending in Silent -e.

SHORT RULE
Before a vowel, drop the -e.
Before a consonant, let it be.

When a word ends in silent -e, drop the -e before a suffix beginning with a vowel, but retain it before one beginning with a consonant.

Notice what happens to the final -e in the following words when a suffix is added.

close	closed	closing
take	taker	taking
arrange	arrangement	arranging

Rule 2. Final Consonants

C = Consonant
V = Vowel

SHORT RULE
Double one C after one V
if it ac'cented be.

When a word ends in a single consonant after a single vowel in an accented syllable, you double the consonant before a suffix beginning with a vowel.

Notice what happens in these words of one syllable:

stop	stopped	stopping	stopper
begin		beginning	beginner
help	helped	helping	helper

Now look at these words:

ship	shipped	shipping	shipment
------	---------	----------	----------

The same general rule applies to words of more than one syllable if the accent falls on the last syllable.

prefér	preferred	preferring
refer	referred	referring

But look at these words:

prefer	préferable
refer	référence

They end in a single consonant with a single vowel before it and are accented on the last syllable. But the final consonant is not doubled before the suffix even though it begins with a vowel.

Notice what happens to the accent in these words when the suffix is added; it is shifted forward. When the accent does not remain on the syllable, the final consonant is usually not doubled before a suffix.

The final consonant in any word is doubled before a suffix only under these conditions:

- a. The word must end in one consonant with one vowel before it.
- b. If the word has more than one syllable, the accent must be on the last syllable and remain on the same syllable.
- c. The suffix must begin with a vowel.

Rule 3. Final -y

SHORT RULE
After a consonant, -y becomes -i.
After a vowel, -y stays -y.

If a consonant comes before final -y, -y changes to -i before all suffixes except -ing.

If a vowel comes before -y, -y does not change.

Notice these words with a consonant before final -y:

carry	carried	carries	carrying
marry	married	marries	marrying
study	studied	studies	studying

Notice these words with a vowel before final -y:

delay	delayed	delays	delaying
journey	journeyed	journeys	journeying
employ	employed	employs	employing

Notice these exceptions:

day	daily	
lay	laid	lain
pay	paid	

Rule 4. ei and ie

SHORT RULE

Write i before e except after c
 or when sounded like /e/ as in
neighbor and weigh.

Notice these principal situations in which the ei - ie problem arises:

a. i before e (This covers most of the problem words.)

believe	piece
friend	niece

b. e before i after c

deceive	receipt
receive	ceiling

c. e before i when sounded like /e/

eight
 neighbor
 weigh

Notice these exceptions:

either	their	foreign
neither	seize	leisure

Part VII

LIST OF CONTRACTIONS

aren't	(are not)
can't	(cannot)
couldn't	(could not)
didn't	(did not)
doesn't	(does not)
don't	(do not)
haven't	(have not)
he'll	(he will)
I'm	(I am)
I'll	(I will or I shall)
isn't	(is not)
it's	(it is)
let's	(let us)
mustn't	(must not)
shouldn't	(should not)
that's	(that is)
they're	(they are)
we'll	(we will or we shall)
we're	(we are)
what's	(what is)
won't	(will not)
we've	(we have)
who's	(who is)
wouldn't	(would not)
you'll	(you will)
you're	(you are)
you've	(you have)

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