

OUTLINE AND STUDY OBJECTIVES

READING: GEOGRAPHY AND RESOURCES OF THE UNITED STATES

QUESTIONS ON THE READING

DICTATION EXERCISE

DIALOG: BUYING A CAR

SHORT READING FOR DISCUSSION

TAPE 2110A

READING: AMERICAN NAMES

DIALOG: TWO STUDENTS RELAX IN THEIR ROOM

REVIEW EXERCISES

TAPE 2110B



UNIT 2110

READING

GEOGRAPHY AND RESOURCES OF THE UNITED STATES

The United States is a very large country. It extends from the Atlantic Ocean on the east to the Pacific Ocean on the west, and from Mexico and the Gulf of Mexico on the south to Canada on the north. Alaska, one of the fifty states, is located in the northwestern part of the continent of North America; and Hawaii, the fiftieth state, is located on the Hawaiian Islands, about 2,395 miles to the southwest of San Francisco. The United States covers an area of 3,675,000 square miles.

A variety of climate may be found, but most of the country lies in the north temperate zone. The resources and industries are also quite varied. The northeastern region is an important manufacturing section. There are many factories in and near the large cities of the Northeast: Boston, New York, and Philadelphia. These cities are also important seaports, which carry on a great deal of trade with foreign countries.

The South is principally a farming area, where cotton and a variety of other crops are grown. Because of the warm climate and the good labor supply, many industries, especially textile mills and chemical plants, are moving to the south. Also, a great deal of petroleum (oil) is found in Texas, Oklahoma, and Louisiana. Houston and New Orleans, among the largest cities in the southern states, are important shipping ports, especially for trade with South America.

The Central states and the Middle West contain many level plains and fertile valleys, where a great deal of cattle raising and farming are carried on. Corn and wheat and other grain crops are raised, and beef cattle and hogs are fattened for the market. Chicago and Kansas City are centers for the meat packing industry. The cities along the Great Lakes have become great manufacturing centers, and some of them have also become important commercial ports. Most of the cars made in the United States are manufactured in or near Detroit, Michigan.

Farther to the west, more cattle, hogs, and sheep are raised. Fruits and vegetables are also important products in some parts of the West. Mining is an important industry, too. Lumbering and fishing are carried on extensively in the northwestern coastal region. The port cities on the Pacific Coast, particularly Seattle, San Francisco, and Los Angeles, are very important for carrying on trade with the countries in Asia and Australia and the islands of the Pacific.

QUESTIONS ON THE READING

1. How does the size of the United States compare with the sizes of other countries?
2. What are the principal industries of the United States?
3. What are the main industries of your country?
4. What are the chief natural resources of the United States?
5. What are the principal natural resources of your country?
6. How does the climate in different parts of the United States compare with the climate in your country?

DICTATION EXERCISE

Instructor will read a paragraph or two from the reading for a dictation exercise.

DIALOG**BUYING A CAR**

- American Student: What kind of car do you have?
- Foreign Student: I don't have one yet.
- American Student: Are you going to get one?
- Foreign Student: I'm looking for one, but I haven't been able to find one.
- American Student: What kind are you trying to find?
- Foreign Student: I want a Chevrolet, or Ford. Chevrolet is the most popular car in my country.
- American Student: You ought to be able to find one. Be sure to check the Want Ads in the newspaper carefully.
- Foreign Student: Where do you find the Want Ads?
- American Student: On the pages where they advertise things for sale. I'll bring a paper and show you.
- Foreign Student: Good! I sure do need a way to get around. I'm tired of walking or fighting the bus.
- American Student: How much can you pay?
- Foreign Student: I can't afford to pay more than a \$1,000.
- American Student: Well, you should be able to get a car for that. Be sure to have a mechanic check it and drive it before you buy it.
- Foreign Student: I will. Oh, by the way!, how much insurance do I have to get?
- American Student: The Administrative Officer can answer all your questions about the insurance and licenaes for your car.
- Foreign Student: Let's see now – where is his office?
- American Student: It's in Headquarters Building. Go see him.
- Foreign Student: You sure have been a lot of help. See you later.
- American Student: Sure thing. Lots of luck!

SHORT READING

When he was a young man, Captain Williams knew Mr. Perkins. Captain Jones, as an adult, became acquainted with Mr. Perkins. Captain Jones and Captain Williams each had a different impression of Mr. Perkins. After talking to Mr. Perkins, Captain Jones formed an impression of Captain Williams' father, which was quite different from Captain Williams' impression of his own father.

Sometimes a young man does not really know his own father. Some men have to return to their home towns and talk to people who grew up with their fathers before they really know them as other persons do.

QUESTIONS FOR DISCUSSION

1. What did you think of your father when you were 14 years old?
2. Do you have the same impression of your father now?
3. How has your impression changed?
4. Does your opinion of people change after you have known them for awhile? In what way?
5. Should a commander become very familiar with his men? Why?

TAPE 2110A

Listen.

A language is not only a list of words. It is, in addition, a number of fixed ways of putting them together. One important rule in every language is the rule about the order of words. It is very important to get the trick of putting words in the right order.

Listen and repeat.

a list of words

not only a list of words

A language is not only a list of words.

ways of putting them together

a number of fixed ways of putting them together

in addition, a number of fixed ways of putting them together

It is, in addition, a number of fixed ways of putting them together.

the order of words

the rule about the order of words

One important rule in every language is the rule about the order of words.

the words in the right order

the trick of putting the words in the right order

to get the trick of putting the words in the right order

It is important to get the trick of putting words in the right order.

Listen to the following sentences and try to remember what is said. I will ask you questions on the sentences. Answer my questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

A language is not only a list of words. It is, in addition, a number of fixed ways of putting them together. It is very important to get the trick of putting words in the right order.

Is language only a list of words?

No.

No, it isn't.

A language is not a list of words.

What is one important rule in every language?

The rule about the order of words.

One important rule is the rule about the order of words.

Is it important to get the trick of putting words in the right order?

Yes.

Yes, it is.

It is important to get the trick of putting words in the right order.

Listen and answer.

If we say, "You have come," putting "you" before "have," the words do not have the same sense as if we say, "Have you come?" putting "you" after "have." The first is a statement and the second is a question. And if we say, "Have come you," we are saying something which has no sense. Now answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Does "Have come you" make sense?

No.

No, it doesn't.

It doesn't make sense.

Is "you have come" a question?

No.

No, it isn't.

"You have come" is a statement.

Is "Have you come?" a statement or a question?

a question

It is a question.

"Have you come?" is a question.

What is wrong with "Have come you?"

the word order

The word order is wrong.

Listen.

Let's practice pronouncing some nouns and verbs. First you will hear the noun then the verb. Notice that the first syllable of the noun has primary stress, but that the second syllable of the verb has primary stress. First you will hear the noun, then you will hear the verb.

Listen and repeat.

COMpress	comPRESS
CONduct	conDUCT
CONflict	conFLICT
CONtrast	conTRAST
DEcrease	deCREASE
INcline	inCLINE
INcrease	inCREASE
REcord	reCORD

The student's conduct was excellent.
Copper is used to conduct electricity.

The car went up the incline.
He is inclined to speak too fast.

Good oil will cause a decrease in wear and tear.
You must slowly decrease your speed.

There was a sudden increase in speed.
You can increase your speed now.

Let's practice the use of *say* and *tell*.

Listen and repeat.

He said/he wanted to leave early.
He told me/he wanted to leave early.
He wanted to leave early.
He said/he wanted to leave early.
He wanted to leave early.
He told me/he wanted to leave early.

She said/she understood everything.
 She told him/she understood everything.
 She understood everything.
 She said/she understood everything.
 She understood everything.
 She told him/she understood everything.

John said/he was a good student.
 John told us/he was a good student.
 He was a good student.
 John said/he was a good student.
 He was a good student.
 John told us/he was a good student.

 Listen and make complete statements.

he was a skilled driver
 John said
 John said/he was a skilled driver.

John told me
 John told me/he was a skilled driver.

Remember to make complete statements.

he was sick
 The doctor said
 The doctor said/he was sick.

The doctor told them.
 The doctor told them/he was sick.

he got the point
 He said
 He said/he got the point.

He told me
 He told me/he got the point.

 Listen and repeat.

say to him
 What did he say to him?

tell him

What did he tell him?

say to them

What did she say to them?

tell them

What did she tell them?

say to her

What did he say to her?

tell her

What did he tell her?

saying to them

What is he saying to them?

telling them

What is he telling them?

saying to him

What was she saying to him?

telling him

What was she telling him?

She said, "Hello."

She told me her name.

He said, "Goodbye."

He told me his age.

End of tape.

READING

AMERICAN NAMES

People in the United States have two or three names. If a person has two names, the first name is the given name and the last the family name. If a person has three names, the first and middle names are given names and the last name is the family name. A person's given names are usually chosen by the parents. They can be the first or middle names of one of the parents, the names of relatives, friends or any names the parents choose. There is no definite custom or law in the United States regarding given names.

The family name, or last name, is usually the family name of the father. The mother's last name is not used as the child's last name, unless it is done through legal procedure. However, it can be used as a child's given name.

When a woman marries, she uses her husband's last name instead of her own. For example, if Mary Smith marries John Jones, she becomes Mary Jones, or Mrs. Mary Jones or Mrs. John Jones.

People usually write the first letter of their middle name when they write their signature. If a person's name is John Thomas Jones, he may sign his name John T. Jones. This, however, is optional with the person.

DIALOG

TWO STUDENTS RELAX IN THEIR ROOM

- A: Have you heard from your wife lately?
- B: I got a letter yesterday.
- A: How is she?
- B: She's O.K., but one of my kids is sick.
- A: What's the matter?
- B: I think he's just got a bad cold.
- A: My wife called me "Collect" last night. She said she was worried. She hadn't received a letter from me in three weeks.
- B: What did the call cost?
- A: We talked for five minutes and it cost me \$20.
- B: Did it make your wife happier?
- A: It sure did, but I won't be able to go to town this weekend.
- B: Why not?
- A: That was my last twenty dollars.
- B: Do you want me to lend you some money? I won quite a bit playing cards last night.
- A: Thanks, but I never borrow money. I'm used to being broke. Besides, I promised my wife that I'd stay on base.

B: Do you ever go to a base theater?

A: I haven't yet.

B: You ought to. They show good pictures and they're cheap.

A: Say! That's not a bad idea. It will also help me to understand English better. My friends at Randolph tell me that the instructors talk real fast.

B: They sure do. And they use a lot of slang. Movies and TV will help us get used to hearing English.

REVIEW EXERCISES

The following exercises are intended to give the students practice in using the different constructions covered in this book. The instructor may give some additional review exercises.

1. Review of the tenses

a. Change the following sentences from the present tense to the simple past and then to the future tense:

1. I study my lesson.
2. He walks to school.
3. She drives a car.
4. Do you speak English?
5. Are you a student in the Language School?

b. Change the following sentences from the present to the present progressive and then to the past progressive construction.

1. He studies his homework.
2. She looks very tired.
3. I go to the Language School to learn English.
4. Does the student read English?
5. Does he speak English or French?

c. Change the following sentences from the present or past tense to the present perfect and then to the past perfect construction. You may add or change words to make the meanings agree with the structures.

Example: I want a drink of water.

I *have wanted* a drink of water all morning.

I *had wanted* a drink of water for several hours.

1. Bill talked to the man.
2. My friend wants to meet you.
3. The cars turn at the intersection.
4. He closes his eyes.
5. I studied my homework.

d. Change the sentences below to the present perfect progressive and add the expressions following by inserting *for* or *since* in the blanks before the time expressions.

Example: I write letters. _____ six hours; _____ five o'clock.

I have been writing letters *for* six hours.

I have been writing letters *since* five o'clock.

1. He studies English. _____ the past year; _____ a year ago.
2. John and I talked English. _____ an hour ago; _____ one hour.
3. We lived here two years. _____ two years; _____ January of last year.
4. He makes plans to visit New York. _____ a month; _____ last month.

e. Change the verb in the main clause of each sentence below to the past perfect progressive.

1. He studied English before he came to the Language School.
2. The student was watching television while I was studying.
3. I was thinking about you when I heard of the accident.
4. I was talking when the telephone rang.
5. He was doing his homework before we visited him.

f. Change the following sentences from the simple future to a form of *be + going to*.

1. The instructor will teach today.
2. We will not have classes on the holiday.
3. I think I'll buy a car soon.
4. They will leave the Language School soon.
5. The noise will stop in a few minutes.

g. Change the following sentences to passive constructions keeping the same tenses as the sentences in the active voice.

1. John sees me.
2. John saw me.
3. The instructor teaches the students.
4. Mary does not teach him.
5. Do you remember your friends?

2. Uses of Modals and Conditional Expressions in English

a. Change the following statements by using the modals *can*, *could*, and a form of *be able to*.

1. She talks very fast.
2. The instructor walks to school.
3. He drives all kinds of cars.
4. The student reads English well.

b. Change the following statements by using the modals *may* (might), *must* or *should* (ought to) for the underlined expressions.

1. It will probably rain tomorrow.
2. I'll go to town if I get time.
3. It is his duty to write to his parents.
4. It is necessary for you to speak English.
5. You have my permission to leave class at 2:30.

c. Complete the following sentences by using some form of the conditional (or subjunctive).

1. You won't fail the test, if _____.
2. If it is pretty weather, _____.
3. I'd go to town, if _____.
4. We could have done better, if _____.
5. I would not do that, if _____.

3. Sentence Pattern Exercises

a. Change the following statements first to negative statements, then to affirmative questions, and then to negative question.

1. He is a student in the Language School.
2. The student is studying English.
3. That student understands English well.
4. The TV set works well.
5. He will leave the Language School next month.

b. Make questions using the following question words.

1. Is _____ ?
2. Who _____ ?
3. When _____ ?
4. Does _____ ?
5. How _____ ?

c. Complete the following sentences by using the time words indicated at the beginning to form dependent clauses.

1. He will write you a letter *after* _____.
2. *Before* _____, we told our families "goodbye."
3. I have learned a lot of English *since* _____.
4. *As soon as* _____, I will write you.
5. We will stay in the Language School *until* _____.
6. I studied my homework *while* he _____.

d. Complete the following sentences with clauses of *purpose* or *result* by using the connectives, *so*, *so that* or *that*.

1. The instructor left early *so* _____.
2. I'm saving my money *so that* _____.
3. The bus was so crowded *that* _____.
4. It is rainy today, *so* _____.
5. This lesson is very long, *so* _____.

e. Combine the following sentences by changing the second one to an attached question:

Example: You have a book. Don't you have a book?

You have a book, don't you?

1. The student has a new car. Doesn't he have a new car?
2. We don't have classes on holidays. Do we have classes on holidays?
3. He studies hard every night. Doesn't he study hard every night?
4. He should go home now. Shouldn't he go home now?
5. He can't swim. Can he swim?

f. Change the following sentences by substituting the correct form of the expression in parentheses plus the regular (infinitive) form of the verb italicized.

1. He *studies* his lesson every night. (ought to)
2. The instructor *drives* his own car. (to be able to)
3. The student *is going* to town at 4:15. (have to)
4. (You) *Do* your homework tonight. (ought to)
5. *Can* you go to town today? (want to)

4. Forms and Uses of Adjectives and Adverbs

a. Choose the correct form (adjective or adverb) in the parentheses below (by marking out the wrong form).

1. He walks very (slow, slowly).
2. They worked (quick, quickly).
3. He seems very (quick, quickly).
4. She looks quite (happy, happily).
5. The car drives (good, well).
6. He feels (good, well) after his operation.

b. Choose the correct form of the adjective in parentheses in the following sentences by marking out the wrong forms.

1. She is as (pretty, prettier, prettiest) as her sister.
2. The instructor is (old, older, oldest) than the students.
3. My book is (old, older, oldest) than yours.
4. Is she the (beautiful, more beautiful, most beautiful) girl at the party?
5. This book is not as (more interesting, most interesting, interesting) as that one?
6. My book is (more interesting, most interesting, interesting) than that one.
7. He is (tall, more tall, taller, tallest) than his brother.

c. Complete the following sentences by choosing the correct frequency adverb. Mark out the wrong adverb in the parentheses.

1. They (usually, ever) go to work.
2. Don't you (always, never) study your lesson?
3. I don't (never, ever) study my homework.
4. He doesn't (never, ever) study his lesson.
5. He (never, ever) goes to town.
6. He (often, ever) goes to town.

* * * *

TAPE 2110B

Listen.

Listen to the following story. After class, tell your instructor what was said.

A man's car stalled on a busy highway. After failing to get it started, he tried to get someone to stop. A lady finally pulled over and offered to help.

The man explained that it was necessary to get the speed up to thirty miles an hour. This was necessary, as he said, because his car had hydramatic drive.

A few seconds later, the unlucky fellow looked around as the lady ran into his car at about thirty miles an hour.

Fortunately, the damage was limited to badly bent bumpers and fenders.

Explain what was said when you return to your class.

Listen.

Let's contrast the difference between responses to "do" and "did" in questions.

Listen and repeat.

Do you sometimes become excited?

Yes, I become excited.

Did you become excited yesterday?

Yes, I became excited.

Do you ever get mad?

Yes, I sometimes get mad.

Did you ever get mad?

Yes, I often got mad.

Do you bring your book to class?

Yes, I always bring my book to class.

Did you bring your book to class yesterday?

Yes, I brought my book to class.

Does he catch on pretty fast?

Yes, he catches on pretty fast.

Did he catch on pretty fast?

Yes, he caught on pretty fast.

Do they do nice work?

Yes, they do nice work.

Did they do nice work?

Yes, they did nice work.

Listen.

Listen to the following questions. Answer the question with a full affirmative answer.

Example: You will hear: "Do you play tennis?"
You should say: "Yes, I play tennis."

Listen and answer.

Do you play tennis?
Yes, I play tennis.

Did you play tennis?
Yes, I played tennis.

Do you drive to work?
Yes, I drive to work.

Did you drive to work?
Yes, I drove to work.

Do you feel any vibrations?
Yes, I feel some vibrations.

Did you feel any vibrations?
Yes, I felt some vibrations.

Do you ever forget your helmet?
Yes, I sometimes forget my helmet.

Did you forget your helmet?
Yes, I forgot my helmet.

Do you always do your homework?
Yes, I always do my homework.

Did you do your homework?
Yes, I did my homework.

Do you keep up with your class?
Yes, I keep up with my class.

Did you keep up with your class?
Yes, I kept up with my class.

Do you meet your friend every day?
Yes, I meet my friend every day.

Did you meet your friend yesterday?
Yes, I met my friend yesterday.

Listen.

On your own, answer the following questions. Answer with a complete affirmative answer.

Did you see the accident?

Yes, I saw the accident.

Do you know Mr. Jones?

Yes, I know Mr. Jones.

Did you leave early?

Yes, I left early.

Do you come to class on time?

Yes, I come to class on time.

Did you come to class on time yesterday?

Yes, I came to class on time yesterday.

Did you say "hello" to your friend?

Yes, I said "hello" to him.

Did you tell the captain about the accident?

Yes, I told the captain about it.

Did you keep notes on difficult words?

Yes, I kept notes on them.

Did you understand the explanation?

Yes, I understood it.

Did you have a good time?

Yes, I had a good time.

Did you get the point?

Yes, I got the point.

Listen and repeat.

I see the map.

I saw the map yesterday.

I have seen the map several times.

I speak English every day.

I spoke English yesterday.

I have spoken English for a long time.

I eat meat every day.

I ate some meat yesterday.

I have eaten meat every day this week.

I often go to town.
 I went to town yesterday.
 I have gone to town several times.

I frequently drink coffee.
 I drank coffee yesterday.
 I have drunk coffee for a long time.

I see Mr. Johnson every day.
 I saw him yesterday.
 I have seen him every day since I have been here.

Listen to the following questions. Answer as in the following example. Answer with a complete negative answer.

Example: You will hear: "Do you play tennis?"
 You should say: "No, I don't play tennis."

Did you play tennis?
 No, I didn't play tennis.

Do you drive to work?
 No, I don't drive to work.

Did you drive to work?
 No, I didn't drive to work.

Do you feel any vibrations?
 No, I don't feel any vibrations.

Did you feel any vibrations?
 No, I didn't feel any vibrations.

Do you ever forget your helmet?
 No, I never forget my helmet.

Did you forget your helmet?
 No, I didn't forget my helmet.

Do you always do your homework?
 No, I don't always do my homework.

Did you do your homework?
 No, I didn't do my homework.

Do you keep up with your class?
 No, I don't keep up with my class.

Did you keep up with your class?
 No, I didn't keep up with my class.

Do you meet your friend every day?
 No, I don't meet my friend every day.

Did you meet your friend yesterday?
 No, I didn't meet my friend yesterday.

APPENDIX

Part i	The English Sound System	203
Part ii	Word List	206
Part iii	The Principal Parts of Some Irregular Verbs	210

PART I**THE ENGLISH SOUND SYSTEM**

English is not spelled phonetically. The same spelling is pronounced several ways. Notice, for example, the pronunciation of *ou* in the following words:

soup / u / bought / ɔ / trouble / ə / out / a u /

Then, the same sound is spelled several ways. Notice the sound / i / in the following words.

teach believe see receive be machine

So, it is helpful to assign separate symbols to each sound. There are not enough symbols in the English alphabet to represent all the sounds in the language. For some reason we use some new symbols. The following list of phonemes is a modified version of the IPA (International Phonetic Alphabet). There are twenty-five (25) consonant symbols and fourteen (14) vowel symbols in this system. We can represent all significant sounds in English with these symbols.

A study of the following sound chart will help you in several ways. You will learn why you mispronounce words when you depend on spelling. With the aid of your instructor you can identify sounds that are troublesome and learn some of the various ways the sounds are represented in spelling.

The sound chart provides a symbol for each important sound. It provides only one symbol for each sound. Important or significant sounds are those used to distinguish one word from another. For example: the sounds / i / and / ɪ / are important sounds because they are used to distinguish meaning in words such as:

sheep – ship heat – hit
eat – it beet – bit

It is not necessary for the student to learn the symbols. This chart is only an aid and not something to be learned or memorized. However, the student must be aware of the different sounds represented in this chart. He must be able to recognize and repeat them accurately.

CONSONANTS

<u>Symbols</u>	<u>Examples</u>
1. b	bed, baby, barber, table
2. d	date, student, do, hard
3. f	farmer, affirmative, phrase, half, laugh
4. g	gasoline, eggs, dog, glad, grass
5. h	her, have, he, how, hot
6. hw	what, when, where
7. k	car, accent, chemical, recorder, book
8. l	well, table, laboratory, English
9. m	am, my, problem, number
10. n	no, line, find, noon
11. ŋ	sing, long, wrong, bring
12. p	past, stop, spot, put, paper
13. r	write, read, recorder, learn, course
14. s	speaks, streets, laughs, especially
15. š	ship, attention, should, push
16. t	take, telephone, television, ten
17. θ	thank, Thursday, bath, north
18. ð	the, this, these, weather, there
19. v	very, give, overseas, government
20. w	water, we, away, walk, wish
21. y	yes, you, yesterday, young
22. z	zero, rose, blows, zoological
23. ž	pleasure, measure, usual
24. č	chair, teacher, furniture, March
25. j	Judge, bridge, page, July

VOWELS

SymbolsExamples

1. i	teach, meet, he, machine, believe, chief
2. ɪ	sit, in, is, big
3. e	make, eight, day, train, vein, steak
4. ɛ	met, let, said, bread, ready
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	rule, food, blue, blew, do, two, suit, soup
11. ə	cup, other, bird, heard, number, son, sun
12. aɪ	I, tie, buy, my, write, guy
13. ɔɪ	oil, boy, join, point
14. aʊ	now, town, mouth, allow, out

PART II

WORD LIST

Following is an alphabetical list of intermediate English terminology introduced in this student text. The number following the term indicates the page on which the term is used.

A

able 101
 accident 143
 according to 174
 account 91
 accustomed 101
 activity 57
 adjust(ing) 57
 admire 58
 adult 185
 advertise 184
 advice 4
 afraid 49
 ailment 57
 air-conditioned 92
 alcohol 144
 allow 57
 alone 12
 another 3
 appointment 153
 approach(es) 165
 argue 21
 arrange(ment) 3
 arrive 57
 arrow 4
 article 21
 athletic 57
 at least 93
 attack(ed) (er) 165
 attract(s) 57
 avoid 143

B

banker 174
 barbershop 112
 bargain 21
 battle 79
 benefit 57

bet(ting) 143
 bite(s) 10
 bloom(ing) 93
 borrow 191
 bother 4
 brave 101
 broke (to be) 93
 bull(s) 101
 bush(es) 165
 business 174

C

camouflage 165
 capture 165
 career 21
 careful 143
 cash 91
 cattle 183
 cause 57
 celebrate(d) 79
 center(s) 183
 certain(ly) 102
 challenge(d) 101
 chance(s) 143
 charge 91
 cheap 176
 chemical 165
 chief 183
 choose(s) 37
 Christmas 79
 claws 165
 cleaners 91
 clear up 93
 clerk 12
 climate 93
 clipper(s) 112
 coleslaw 11

coil(s) 165
 collect 191
 commander 185
 commercial 183
 common 143
 compare 183
 competitive 37
 complete(ly) 3
 concentrate(ing) 143
 condition(s) 101
 conduct 37
 considered 3
 contact 59
 contain 183
 continent 183
 continue 57
 conversation 3
 crop(s) 183
 cross(ed) 29
 crush 165
 cure 57
 curve(d) 167
 custom(s) 21

D

danger(s) 101
 date(d) 174
 decide(d) 176
 decision 167
 decorate(d) 79
 deer 165
 defend(ing) 21
 defense 165
 definite 191
 degree(s) 92
 deliver 165
 dental 153

- depend(s) 3
 dessert 3
 determine(d) 109
 disagreeable 176
 disease 101
 disguise 165
 disregard 143
 distance 74
 distracting 143
 don't bother 49
 doubt 108
 dressing 11
 dull 174
 during 3
 duty 109
- E**
- economics 37
 effective(ly) 57
 eject(s) (ing) 165
 emergency(ies) 101
 empty 166
 enemy 165
 enlarge(s) 165
 enough 57
 equipment 57
 erase 109
 escape 165
 especially 183
 even 3
 examine(d) 89
 except 93
 exercise(s) 37
 expect(s) (ed) 27
 expensive 21
 experience 143
 extensive(ly) 183
 extra charge 91
 extremely 165
 eyesight 165
- F**
- factor 165
 factory(ies) 183
 fail(ed) 22
 faint 165
 fell in love 174
 familiar 11
 family name 191
 farming 183
 farther 183
 fatal 165
 fatten(ed) 183
 fertile 183
 fever 57
 fireworks 79
 fluently 108
 follow 4
 foreign 37
 fork 3
 formal 3
 freezing 93
 functions 22
- G**
- gain(ing) 57
 gamble(s) 143
 generally 3
 geography 183
 given name 191
 glands 165
 go shopping 175
 grass 165
 grew up 174
 group(s) 165
 guest 3
 guilty 21
 gymnasium 57
- H**
- harvest(s) 79
 health(y) 57
 hearing 165
 heat wave 92
 hide 165
 highway 143
 hog(s) 183
 hold the phone 49
 honor(s) 79
 hope(s) 27
 horns 165
 host 3
 human being 143
 humidity 92
- I**
- ice 93
 identification 91
 ignition 175
 illness 58
 imitate 3
 immediate 57
 important 167
 impression 21
 impulse 143
 increase(ing) 143
 Independence Day 79
 independent 101
 individual 57
 industry(ies) 183
 in fact 174
 informal 3
 in general 3
 injured 143
 insect(s) 57
 inspection 145
 instant 165
 insurance 184
 intention 109
 intersection 143

in the meantime 92
 in the open 101
 invite 3
 irritate(d) 143

J

jaw(s) 165
 jet 22
 joking 174
 judge 21
 jury 101
 justice 101

L

labor 79
 lap 3
 lead (metal) 47
 lean 3
 legal 191
 library 37
 license(s) 184
 lift 22
 liquid 165
 look forward to 79
 loud 4
 loyal 101
 lumber 69
 lumbering 183

M

main 183
 manner(s) 3
 manufacture(ed) (ing) 183
 market 183
 means 165
 mechanic 58
 medical 57

mentally 57
 middle name(s) 191
 mind (do) 93
 mining 183
 missile 143
 mistaken 165
 money order 12
 move(s) 10
 movement(s) 57
 muscle(s) 57

N

napkin 3
 narration 44
 narrow 167
 natural 183
 neat 101
 necessary 28
 needle 29
 neighbor 29

O

obligation 109
 obvious 3
 octopus 165
 of course 101
 offense 165
 opinion 21
 opportunity 21
 optional 191
 ornament (s) 79
 outrun 165

P

package 12
 pack(ing) 27
 paint(s) 4

parade(s) 79
 participate(s) 37
 particular 3
 passport 91
 patriotic 79
 perhaps 174
 permission 108
 permit(s) 29
 person 191
 personal (ly) 37
 physical 37
 pistol(s) 101
 plain(s) 101
 plate 3
 poison(ous) 57
 popular 79
 possibility 108
 post office 12
 powerful 165
 practical (ly) 143
 practice 21
 present(s) 27
 press(ed) 91
 principal 80
 probably 21
 procedure(s) 21
 progress 175
 promise (d) - 109
 protect(ed) 101
 public building(s) 79
 purpose 3
 push-up(s) 57
 putting out 93

Q

quality 21
 quite 183

R

rabbit(s) 79
 ranch 101
 range 101
 rather 93
 react(ion) 57
 really 174
 refrigerator 57
 regard 57
 region 183
 regularly 57
 regulation(s) 57
 repair(s) 176
 reservation(s) 27
 resign 109
 resource(s) 183
 respectable 174
 responsibility 101
 return address 12
 rifle 101
 ripping 165
 rode 101
 routine 57
 run (into) (across) 4

S

salute(s) 4
 schedule(d) 155
 scissors 112
 season(s) 92
 seaport(s) 183
 security 145
 seem(s) 101
 select 37
 self-confidence 3
 sense 101
 serious 57
 serve(d) 3
 shape 57
 shower(s) 93
 sideburns 112
 signal(s) 165

signature 191
 similar 102
 simple 3
 situation(s) 21
 size(s) 183
 skip 57
 slippery 93
 smell(ing) 165
 snake(s) 101
 snow 93
 sorry 91
 space 152
 special 79
 speed 143
 spider(s) 101
 spoil(s) 29
 spoon 3
 sports 58
 spring 93
 stink(ing) 165
 storm 29
 strange 21
 stripe 165
 stroke 165
 substitute 30
 successful 21
 suit 175
 sunset 101
 supply 183
 surprise 165
 surrender(s) 29
 surrounding(s) 165
 survive 165
 swim(s) 165
 switch 167

T

temperature 101
 thorough(ly) 143
 thundershower 92

tonic 112
 tour 70
 toward 4
 trade 183
 traffic law(s) 143
 turkey 79
 type 102
 typical 37

U

unconscious(ly) 143
 underground 166
 usual(ly) 3

V

vacation 27
 valley(s) 183
 variety 183
 vary 3
 voice 167

W

warfare 165
 weak(en) 4
 weapon(s) 143
 weed(s) 165
 weight 57
 whether 79
 wild 101
 wipe 3
 wonder 3
 worried 191

PART III

THE PRINCIPAL PARTS OF SOME IRREGULAR VERBS.

be	was—were	have been
become	became	have become
begin	began	have begun
blow	blew	have blown
break	broke	have broken
bring	brought	have brought
build	built	have built
buy	bought	have bought
catch	caught	have caught
choose	chose	have chosen
come	came	have come
cut	cut	have cut
do	did	have done
draw	drew	have drawn
drink	drank	have drunk
drive	drove	have driven
eat	ate	have eaten
fall	fell	have fallen
feed	fed	have fed
feel	felt	have felt
find	found	have found
fly	flew	have flown
forget	forgot	have forgotten
get	got	got or gotten
grow	grew	have grown
hang	hung	have hung
have	had	have had
hear	heard	have heard
hide	hid	have hidden
hit	hit	have hit
hold	held	have held
hurt	hurt	have hurt
keep	kept	have kept

leave	left	have left
lend	lent	have lent
let	let	have let
lie	lay	have lain
make	made	have made
mean	meant	have meant
meet	met	have met
put	put	have put
read	read	have read
ride	rode	have ridden
run	ran	have run
say	said	have said
see	saw	have seen
sell	sold	have sold
send	sent	have sent
set	set	have set
shake	shook	have shaken
shine	shone	have shone
shoot	shot	have shot
sing	sang	have sung
sit	sat	have sat
sleep	slept	have slept
speak	spoke	have spoken
spend	spent	have spent
stand	stood	have stood
steal	stole	have stolen
swing	swung	have swung
take	took	have taken
teach	taught	have taught
think	thought	have thought
throw	threw	have thrown
upset	upset	have upset
wear	wore	have worn
wet	wet	have wet
win	won	have won
write	wrote	have written