THE DO YOU KNOW? GAME

ANSWER KEY

1 yellow
2 100 degrees Celsius (or 212 degrees Fahrenheit)
3 Helsinki

Answers will vary. Possible answers include:

1 taxi, train, plane, car, subway, ferry, bus, motorcycle, bicycle
2 7 (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
3 Canada, Australia, Nicaragua, Guatemala, Jamaica, Panama, Paraguay, United Arab Emirates, United States of America

Answers will vary. Possible answers include:

1 nose, eyes, mouth
2 Dubai
3 Japan

1 26
2 J. K. Rowling
3 Leonardo da Vinci

1 eggs
2 28 or 29
3 nineteenth century

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REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	beat, feed
ɪ	bit, did
eɪ	date, paid
ɛ	bet, bed
æ	bat, bad
ɑ	box, odd, father
ɔ	bought, dog
oʊ	boat, road
ʊ	book, good
u	boot, food, flu
ʌ	but, mud, mother
ə	banana, among
ɚ	shirt, murder
ai	bite, cry, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	deer
ɛr	bare
ɑr	bar
ɔr	door
ʊr	tour

Consonants

Symbol	Key Words	Symbol	Key Words
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie		
d	die	ʒ	measure, vision
k	came, key, quick	h	hot, who
g	game, guest	m	men
ʧ	church, nature, watch	n	sun, know, pneumonia
ʤ	judge, general, major	ŋ	sung, ringing
f	fan, photograph	w	wet, white
v	van	l	light, long
θ	thing, breath	r	right, wrong
ð	then, breathe	y	yes
s	sip, city, psychology		
t	butter, bottle		
t̚	button		

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bit / bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

base form	simple past	past participle
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.
	he she it	does.

No,	I you we they	don't.
	he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
Is	he she it	

Short answers

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

No,	I'm not.
	you aren't / you're not.
	he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

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Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE

Statements

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense.
See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.

Yes / no questions

Did	I you he she we they	make a good dinner?

Short answers

Yes,	I you he she it we they	did.
No,		didn't.

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL

Affirmative and negative statements

I You He She It We They	will / won't	stop at five o-clock.

Yes / no questions

Will	I you he she It we they	be on time?

(The future with will–continued)

Affirmative and negative short answers

Yes,	I you he she it we they	will.
No,		won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to / not going to	be here soon.

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.
	you	are.
	he she it	is.
	you we they	are.

No,	I'm not.
	you aren't / you're not.
	he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT

Affirmative and negative short answers

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,		haven't.
Yes,	he she it	has.
No,		hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE

Form the passive voice with a form of be and the past participle of the verb

	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors **buy** famous paintings	Famous paintings **are bought** by art collectors.
present continous	The Cineplex **is showing** that film.	That film **is being shown** at the Cineplex.
present perfect	All the critics **have reviewed** that book.	That book **has been reviewed** by all the critics.
simple past	Vera Wang **designed** this dress.	This dress **was designed** by Vera Wang.
past continous	Last year, World Air **was** still **selling** tours to the Ivory Coast.	Last year, tours to the Ivory Coast **were** still **being sold.**
future with will	The children **will return** the books tomorrow.	The books **will be returned** tomorrow.
be going to	Bart's Garage **is going to repair** my car this afternoon.	My car **is going to be repaired** at Bart's Garage this afternoon.

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GRAMMAR EXPANDER

The Grammar Expander is optional. It offers a variety of information and extra practice. Sometimes it further explains the unit's grammar and points out common errors. In other cases, it expands on the unit's grammar with key related topics, or it reviews and practices previously learned grammar that would be helpful when learning the new grammar from the unit. If you use the Workbook, you will find a separate section in each unit with extra exercises for the Grammar Expander. The Grammar Expander content is not tested on any *Connectivity* tests.

UNIT 1 Lesson 1

Expressing possibility with maybe

Remember: You can also express possibility with maybe. Maybe is usually placed at the beginning of a sentence. You can use maybe with all verb tenses and with modals.

Maybe he'll arrive on time. (= He may arrive on time.)
Maybe they missed the plane. (= It's possible they missed the plane.)
Maybe the weather's too bad for the beach. (= The weather might be too bad for the beach.)
Maybe I should stay home. (= It might be a good idea to stay home.)

Be careful! Don't confuse maybe and may be.

She **may be** at the office. NOT She ~~maybe~~ at the office.
Maybe she's at the office. NOT ~~May be~~ she's at the office.

A On a separate sheet of paper, rewrite each sentence with maybe.

1 She may be the new manager.
2 It may rain this evening.
3 The cinema may be closed.
4 He may be able to get an appointment tomorrow.
5 They may be lost.

Drawing conclusions with probably and most likely

To draw conclusions with less certainty than with must, you can use probably or most likely.

In the affirmative, probably and most likely are usually placed after the verb be.

They**'re probably** (OR They**'re most likely**) in traffic.
It**'s probably** (OR It**'s most likely**) going to snow.

In the negative, place probably or most likely before isn't or aren't. With is not or are not, place probably before not.

She **probably** (OR She **most likely**) **isn't** feeling well.
She**'s probably** (OR She**'s most likely**) **not** feeling well.

Always place probably or most likely before verbs other than be.

He **probably** (OR He **most likely**) **went** home early. NOT He ~~went probably~~ home early.
She **probably** (OR She **most likely**) **doesn't have** a car. NOT She ~~doesn't have most likely~~ a car.

Remember:
You can also use Most likely or Probably at the beginning of a full sentence.
Most likely (OR **Probably**) he went home early.
Most likely (OR **Probably**) she doesn't have a car.

B On a separate sheet of paper, rewrite each sentence with probably or most likely.

1 She must be very tired.
2 He must be buying the tickets.
3 They must not have a car.
4 He must not know the theater is closed.
5 They must be Harry's brothers.
6 She must be a great runner.

Modals: common errors

Never add the -s ending to a modal. Modal verbs do not have a third-person form.

She **should** have studied engineering. NOT She ~~shoulds~~ have studied engineering.

Never follow a modal with an infinitive or a gerund. Always use a base form.

I **can go** swimming tomorrow. NOT I can ~~to~~ go swimming tomorrow.
They'**ll stay** in a vacation rental apartment. NOT They'll ~~staying~~ in a vacation rental apartment.

Don't follow a modal with another modal, except when using modal-like expressions be able to and have to.

He **must not be able to** get tickets to the late show. NOT He must ~~cannot~~ get tickets to the late show.
I **will have to** work late. NOT I will ~~must~~ work late.

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C **Correct the errors in the sentences.**

1 Carla mights have already gone to class.
2 The people in this office must to be called by their title and last name.
3 They will can take a tour of the Shanghai office this afternoon.
4 We may not driving to the office tomorrow. They say the traffic will be bad.
5 Eric must to not know the address of the theater.

Can and be able to: present and past

You can use can or be able to + base form for ability or possibility. Can is more frequent in spoken language.

He **can drive**. = He**'s able to drive**. (ability)
Valeria **can meet** Mike at two. = Valeria **is able to meet** Mike at two. (possibility)
She **can't play** tennis. = She **isn't able to** play tennis. (ability)
We **can't go** kayaking tomorrow. = We **aren't able to go** kayaking tomorrow. (possibility)

Use could or was / were able to + base form to talk about ability in the past.

When I was four, I **could read**. OR When I was four, I **was able to read**.
You **couldn't speak** English before you were fifteen. OR You **weren't able to speak** English before you were fifteen.

Use was / were able to (NOT could) for affirmative past statements of possibility. Use couldn't or wasn't / weren't able to for negative past statements of possibility.

Mark **was able to be** at the party yesterday. NOT Mark ~~could be~~ at the party yesterday.
We **couldn't go** to the meeting last week. OR We **weren't able to go** to the meeting last week.
They **couldn't understand** the map. OR They **weren't able to understand** the map.

D **On a separate sheet of paper, change can to be able to in the sentences.**

1 She can ride a mountain bike.
2 I can't meet you downtown because my wife is using the car.
3 Ed can take you to the bank tomorrow.
4 Silvia can't find a parking space.
5 I can understand Portuguese, but I can't speak it.
6 She can be here before six.

E **On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.**

1 They're able to help us.
2 Margaret and Kate can't go to the game.
3 I'm able to get there before noon on most days.
4 Marcia can bring a fishing rod for the kids.
5 Morgan and Clark aren't able to go hiking on vacation.

Be able to: present perfect

Use be able to (NOT could) with the present perfect.

I **have been able to** swim since I was 8 years old. NOT ~~I've could~~ swim since I was 8 years old.
She **hasn't been able to** travel outside of the country for the last five years. NOT She ~~hasn't could~~ travel outside of the country for the last five years.

F **Correct the errors in the sentences, using a form of be able to.**

1 I haven't could get my new passport yet, so I can't make a reservation for the flight right now.

2 Have they could call the restaurant to see if it's open today?

3 She's could get to the beach must faster since they repaired the old road.

4 We've been away for a month, so we haven't could visit our kids.

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UNIT 1 Lesson 2

Tag questions: short answers (expansion)

Tag questions are yes / no questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all yes / no questions, use the same tense or modal as the question. Below are the short answers to the tag questions from page 6.

	Short answers
You're Amy, **aren't you?**	Yes, I am. / No, I'm not.
He speaks Arabic, **doesn't he?**	Yes, he does. / No, he doesn't.
She's going to work, **isn't she?**	Yes, she is. / No, she isn't.
They'll call back, **won't they?**	Yes, they will. / No, they won't.
There are a lot of cars, **aren't there?**	Yes, there are. / No, there aren't.
There's enough salt, **isn't there?**	Yes, there is. / No, there isn't.
You were here, **weren't you?**	Yes, I was. / No, I wasn't.
They went home, **didn't they?**	Yes, they did. / No, they didn't.
It's been really cold, **hasn't it?**	Yes, it has. / No, it hasn't.
Ben would like La Paz, **wouldn't he?**	Yes, he would. / No, he wouldn't.
They can swim, **can't they?**	Yes, they can. / No, they can't.
They have to be here by 6:00, **don't they?**	Yes, they do. / No, they don't.
You're not Tom, **are you?**	Yes, I am. / No, I'm not.
I don't know you, **do I?**	Yes, you do. / No, you don't.
We're not going to stay, **are we?**	Yes, we are. / No, we're not.
It won't start late, **will it?**	Yes, it will. / No, it won't.
There aren't any job openings, **are there?**	Yes, there are. / No, there aren't.
There isn't any traffic, **is there?**	Yes, there is. / No, there isn't.
She wasn't teaching, **was she?**	Yes, she was. / No, she wasn't.
We didn't eat there, **did we?**	Yes, we did. / No, we didn't.
He hasn't been home long, **has he?**	Yes, he has. / No, he hasn't.
You wouldn't say that, **would you?**	Yes, I would. / No, I wouldn't.
She can't speak Portuguese, **can she?**	Yes, she can. / No, she can't.
We don't have to be early, **do we?**	Yes, we do. / No, we don't.

A Complete each conversation by circling the correct tag question and completing the short answer.

1 **A:** Helen would like to study architecture, **(would / wouldn't)** she?
B: Yes, ...
2 **A:** The flight is very long, **(is / isn't)** it?
B: No, ...
3 **A:** They went to college together, **(did / didn't)** they?
B: Yes, ...
4 **A:** We have a meeting later, **(haven't / don't)** we?
B: No, ...
5 **A:** Their trip was delayed, **(wasn't it / weren't there)**?
B: Yes, ...
6 **A:** You made an appointment, **(did / didn't)** you?
B: No, ...
7 **A:** They haven't called yet, **(have / did)** they?
B: Yes, ...
8 **A:** We can park here, **(can't / don't)** we?
B: No, ...
9 **A:** The meeting is by video conference, **(is** it **/ isn't** it**)**?
B: Yes, ...
10 **A:** There isn't any sugar, **(is there / is it)**?
B: No, ...

B Correct the error in each item.

She'd like to work abroad, ~~would~~ wouldn't she?

1 It's a short meeting, is it?
2 You're Becca's sister, weren't you?
3 Bill didn't take the train, didn't he?
4 Greg saw that movie twice, hasn't he?
5 Lisa has been to Australia, hasn't Lisa?
6 There were a lot of people at the meeting, wasn't it?
7 The students don't know about the test, don't they?
8 They'd prefer to eat in a restaurant, would they?
9 It's very important to dress appropriately, aren't they?
10 I'm late, wasn't I?

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UNIT 2 Lesson 1

The causative make to indicate obligation

The causative make is used to express the idea that one person forces another person to do something. Use a form of make + an object and the base form of a verb.

		object	base form	
They	make	their kids	wash	the dishes after dinner.
His dad	made	him	wear	a tie

A **Complete the statements and questions, using the correct form of the causative make.**

Are you going to ..... (your brother / drive) you to the airport?
Are you going to make your brother drive you to the airport?

1 Our boss may ..... (us / sign) the forms.
2 Last week, Kelly's mother ..... (her / apologize) to her friend.
3 Is he going to ..... (us / turn off) our phones?
4 We always ..... (our kids / do) their homework before dinner.
5 If the clothes are bad quality, you can ..... (the store / give) you your money back.
6 The restaurant is so formal they ..... (you / wear) a suit.

Let to indicate permission

Let has the same meaning as permit. Use let to indicate that permission is being given to do something.

The boss **let** her assistant **leave** the office early.
He doesn't **let** his children **watch** a lot of TV.

Use an object and the base form of a verb with let.

	object	base form	
I **let**	my sister	**drive**	my car.

Be careful! Don't use an infinitive after let.
Don't say: I let my sister ~~to drive~~ my car.

B **On a separate sheet of paper, rewrite each sentence, using let.**

1 They don't permit their son to drink soda.
2 Don't permit them to move the meeting up a month.
3 I wouldn't permit my dog to sleep in my bed.
4 You should permit your sister to wear your dress to the party.
5 My parents didn't permit me to go to the mall alone.
6 You should always permit people to make their own decisions.
7 Our boss didn't permit us to take extra vacation days.

UNIT 2 Lesson 2

The passive causative: by phrases (review)

As with all passives, use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.

I had my dog groomed **by someone** at Doggie Spa. (not necessary)
I had flowers delivered **by Flora's Flower Service**. (specific information)

A **On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.**

pants / shorten / the tailor / George's Men's Shop
You should get your pants shortened by the tailor at George's Men's Shop.

1 computer / fix / Valerie / Genius Tech Support
2 dog / walk / Ken / Pets and Friends
3 clothes / dry-clean / Mr. Snyder / Village Cleaners
4 hair / cut / Eva / Sunflower Salon
5 shoes / repair / someone / Leather Experts

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UNIT 3 Lesson 1

Verbs followed by noun clauses (expansion)

The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, that is optional.

He	agrees thinks believes feels	(that) mystery novels are better than science fiction.	I	assume suppose doubt guess	(that) this blog is very popular right now.
We	hear see understand hope	(that) the author is working on a new book.	She	forgot noticed realized remembered knew	(that) the newspaper was sold out.
They	decided discovered dreamed learned	(that) there would be a new manager next year.			

Adjective complements

Use a clause after a predicate adjective of emotion to explain a reason. That is optional.

I'm	afraid angry	(that) I will be late to the concert.
We're	worried ashamed	(that) we won't finish reading the book before class.
They're	happy sad	(that) the year is almost over.
He's	sorry unhappy	(that) the event is canceled.
She's	surprised disappointed	(that) not many people bought the book.

A **On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.**

1 I'm really happy . . .
2 In the future, I hope . . .
3 In the last year, I learned . . .
4 Last week, I forgot . . .
5 Last year, I decided . . .
6 Not long ago, I remembered . . .
7 Now that I study English, I know . . .
8 Recently, I dreamed . . .
9 Recently, I heard . . .
10 Sometimes I'm worried . . .
11 This year, I was surprised to discover . . .
12 When I was young, I couldn't believe . . .
13 (Your own idea)
14 (Your own idea)

UNIT 3 Lesson 2

Embedded questions with whether

You can also use whether to begin embedded yes / no questions. Whether has the same meaning as if.

Tell me **if that book is a page-turner**. = Tell me **whether that book is a page-turner**.
I'd like to know **if he read the article**. = I'd like to know **whether he read the article**.
Could you tell me **if the newsstand has closed**? = Could you tell me **whether the newsstand has closed**?

In spoken English, people commonly use "whether or not" as an alternative to "whether." The meaning is the same.
I'd like to know **whether or not** it's going to rain tomorrow.

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A On a separate sheet of paper, rewrite each embedded question, using whether.

1 Do you know if this book is a best-seller?
2 Have you heard if the movie is sold out?
3 We're not sure if the flight is canceled.
4 Could you tell me if you're going to be late?
5 I can't remember if that book has a happy ending.
6 I wonder if the concert was very long.

Embedded questions: usage and common errors

You can use an embedded question to ask for information more politely.

Am I late? → Can you tell me **if I'm late**?
What time is the play? → Would you mind telling me **what time the play is**?
Why isn't it working? → Could you explain **why it isn't working**?
Where's the movie theater? → Do you know **where the movie theater is**?
How do I get to the train station? → Can you show me **how I get to the train station**?

Phrases that are often followed by embedded questions

I don't know . . .
I'd like to know . . .
Let me know . . .
I can't remember . . .
Let's ask . . .
I wonder . . .
I'm not sure . . .
Do you know . . . ?
Can you tell me . . . ?
Can you remember . . . ?
Could you explain . . . ?
Would you mind telling me . . . ?

Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.

Do you know **why she doesn't like** the book?
NOT Do you know why ~~doesn't she like~~ the book?
Can you tell me **whether the train is** on time?
NOT Can you tell me ~~is the train~~ on time?

Embedded questions: punctuation

Sentences with embedded questions are punctuated according to the meaning of the whole sentence.

If an embedded question is in a statement, use a period.
I'd like to know (something). → I'd like to know **where it is**.

If an embedded question is in a question, use a question mark.
Can you tell me (something)? → Can you tell me **where it is**?

B On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.

1 They'd like to understand **(Why was the meeting canceled?)**
2 We're not sure **(What time is the party?)**
3 Please let me know **(When is the concert?)**
4 Can you tell me **(How do I get to the bank?)**
5 Please tell the class **(What is your favorite book?)**
6 I wonder **(Who painted this picture?)**

C On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase.

Where's the newsstand?
Can you tell me where the newsstand is?

1 When is the next bus?
2 Who made the hotel reservation?
3 Where is the nearest pharmacy?
4 What time is the movie?
5 Why is this e-reader not working?
6 How long is the audiobook?

D Correct the wording and punctuation errors in each item.

1 Can you tell me how much does the newspaper cost.
2 Do you remember when was it written?
3 I was wondering where is the bathroom.
4 I'm not sure why did he dislike the book.
5 I'd like to know who is the author?
6 I wonder will it rain tomorrow?
7 Could you please tell me when does the train arrive?

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UNIT 4 Lesson 1

Verb usage: present and past (overview)

Use the simple present tense (but NOT the present continuous):

- **for facts and regular occurrences.**
  I **study** English. Class **meets** every Tuesday. Water **freezes** at 0 degrees Celsius.
- **with frequency adverbs and time expressions.**
  We always **eat** lunch at 1:00.
- **with stative (non-action) verbs.**
  I **know** them very well.
- **to express future actions, especially those indicating schedules.**
  The next train to Cuzco **leaves** at 3:45.

Use the present continuous (but NOT the simple present tense):

- **for actions happening now (but NOT with stative or non-action verbs).**
  They**'re reading** in the library.
- **for actions occurring during a time period in the present.**
  This year, I**'m studying** history.
- **for some future actions, especially those already planned.**
  Next week, I**'m going** on vacation.

Use the present perfect or the present perfect continuous:

- **for unfinished or continuous actions that began in the past.**
  We**'ve lived** in this city since 2018. OR We**'ve been living** in this city since 2018.
  I**'ve studied** history for three years. OR I**'ve been studying** history for three years.

Use the present perfect (but NOT the present perfect continuous):

- **for completed or non-continuing actions that occurred at an unspecified time in the past.**
  I**'ve read** that book four times.
  I**'ve** already **traveled** there.
  She**'s met** him before.

Use the simple past tense:

- **for actions completed at a specified time in the past.**
  I **ate** at that restaurant on Monday. NOT ~~I've eaten~~ at that restaurant on Monday.

Use the past continuous:

- **for one or more actions in progress at a time in the past.**
  At 5:00, we **were working**.
  He **was reading**, and I **was talking** on the phone.

Use the past continuous and the simple past tense:

- **for a continuing action in the past that was interrupted.**
  I **was making** dinner when the phone **rang**.

Use <u>use to</u> / <u>used to</u>:

- **for past situations and habits that no longer exist.**
  I **used to be** a vegetarian, but now I'm not.
  They **didn't use to travel** a lot, but now they do.

Use the past perfect:

- **to indicate that one past action preceded another past action.**
  When I called, they **had** already **left** the house.

Stative (non-action) verbs

appear	know	see
be	like	seem
believe	look	smell
belong	love	sound
contain	need	suppose
cost	notice	taste
feel	own	think
hate	possess	understand
have	prefer	want
hear	remember	weigh

Remember:
The present continuous for the future can also be used with schedules (because these are already planned).
The next train to Cuzco **is leaving** at 3:45.

Remember:
The simple present tense can be used for the future, especially when describing schedules (because those are already planned).

A Correct the verbs in the sentences.

1 This afternoon, we play soccer outside.
2 Every Saturday, I'm visiting my grandmother.
3 The bus is always arriving at 8:30.
4 I drive to the pharmacy right now.
5 I have been seeing that movie three times.
6 Greg is wanting to go home soon.
7 Yesterday we studied when the phone rang.
8 He's usually eating healthy food.
9 She used to wear glasses since 2015.
10 She talks to the doctor about her symptoms now.

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B **Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.**

- [x] The Smiths have lived here since January.
  The Smiths have been living here since January.
- [ ] 1 She has already seen the doctor.
- [ ] 2 The kids have played soccer all day.
- [ ] 3 How many times have you been to London?
- [ ] 4 How long have they studied medicine?
- [ ] 5 This is the first time I've tried Thai food.
- [ ] 6 I have waited here for you for an hour!
- [ ] 7 Have you met my sister, Alice?
- [ ] 8 She has seen Dr. Thomas since 2017.
- [ ] 9 He has lived alone for two years.
- [ ] 10 I still haven't bought a new car.

C **Complete each conversation with the past perfect when possible. Otherwise, use the simple past tense or the present perfect. Use contractions and already if you can.**

1 **A:** I hope we're not late. I'm worried that the meeting ..... (start) .
B: No worries. It's only ten to. We'll be there on time.

2 **A:** You look really tired. Are you OK?
B: I'm fine. But I ..... (not / sleep) very well last night.

3 **A:** ..... you ..... (meet) Brian? He's the new assistant.
B: Actually, Brian and I ..... (meet) this morning.

4 **A:** How did the video call go?
B: Very well, thanks. By the time the call ended, we ..... (discuss) everything we needed to.

5 **A:** Let's go see *The Apartment* this weekend. I hear it's a great movie.
B: Sorry, but I ..... (see) it.

6 **A:** ..... you ..... (have) a good time last night?
B: Yes and no. When I got home, I realized I ..... (forget) my purse at the restaurant!

UNIT 4 Lesson 2

Wish versus hope

Be careful! Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope.

I hope (that) you feel better. NOT I ~~hope (that) you felt~~ better.
I wish (that) you felt better. NOT I ~~wish (that) you feel~~ better.

A **Complete each sentence with wish or hope.**

1 We ..... you all have a great time on your vacation!
2 Do you ever ..... you didn't have to do any household chores?
3 That test was really difficult. I ..... I never have to take it again!
4 Tom had a great trip to Thailand. He ..... he can go back there again.
5 I called Meryl this morning. She said she ..... she didn't have such a bad cold.
6 Everyone..... the future will be better than the past.

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UNIT 5 Lesson 1

Direct speech: punctuation rules

When writing direct speech, use quotation marks to indicate the words the speaker actually said. Put final punctuation marks before the second quotation mark.

Ellen said, "Don't forget an umbrella."

Use a comma after the verb or verb phrase that introduces the quoted speech.

He said, "Call me when you get home."

Begin the quoted speech with a capital letter.

I said, "Please close all the windows before the storm."

A On a separate sheet of paper, write and punctuate each of the statements in direct speech.

They said don't take the warning lightly

They said, "Don't take the warning lightly."

1 Megan told me bring a flashlight
2 My parents said please come home early
3 I said there's a flood downtown
4 She said look at today's newspaper
5 He said don't forget to buy milk on the way home
6 I told them please call me when you can
7 Tim said I'm sorry I can't visit you tomorrow

B On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us not to use public transportation.

They told us, "Don't use public transportation."

1 The teacher told us to use the stairs, not the elevator.
2 My friend called and said to turn on the news.
3 They said not to call after 10 p.m.
4 Carla told me not to drive during the storm.

UNIT 5 Lesson 2

Indirect speech: optional tense changes

When the reporting verbs say or tell are in the simple past tense, it's not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:

When the statement refers to something JUST said:

I just heard the news. They said an earthquake **is** coming.
OR I just heard the news. They said an earthquake **was** coming.

When the quoted speech refers to something that's still true:

Harry told us he **wants** to buy emergency supplies.
OR Harry told us he **wanted** to buy emergency supplies.

When the quoted speech refers to a scientific or general truth:

They said that tsunamis **are** caused by earthquakes.
OR They said that tsunamis **were** caused by earthquakes.

Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.

They **say** the hurricane **is** expected to arrive this evening.
NOT They say the hurricane ~~was~~ expected to arrive this evening.

A On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary.

1 They just said, "This hurricane is going to be the worst in years."
2 Kelly said, "The earthquake caused a fire downtown."
3 They told me, "Don't wait for us if we're late."
4 He said, "Turn on the TV. There's an awful storm in Hawaii."
5 They say, "It's safer to take the stairs than the elevator during an emergency."
6 The news is saying, "Watch out for floods in your neighborhood."
7 My husband just told me, "We should find shelter immediately."
8 When I was a child, my parents told me, "Being prepared for an emergency is very important."

UNIT 6 Lesson 1

Expressing the future (review)

These forms can express or imply the future:

The present continuous

My shoulder has hurt for days. I'm calling the doctor tomorrow.
What are you doing this evening? I'm going to the movies.

The simple present tense

The store is usually open until 8:00, but it closes at 5:00 tomorrow.

Although should, could, ought to, may, might, can, and have to are not future forms, they often imply a future action.

You could call her (tomorrow).
We should visit them (this summer).

A Read each sentence. Check the sentences that have future meaning.

- ☐ 1 They're taking me out for dinner tonight.
- ☐ 2 Craig washes the dishes after dinner.
- ☐ 3 We should be back by 8:00 p.m.
- ☐ 4 I watch TV while I make dinner.
- ☐ 5 They might go to the beach this weekend.
- ☐ 6 I call her as often as I can.
- ☐ 7 Dr. Wu should call me after she gets my results.
- ☐ 8 Our class is ending early tonight.
- ☐ 9 Their flight is arriving at 4:30.
- ☐ 10 Laura is doing her homework.

The future with will and be going to (review)

Use will or be going to to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.

Buying a new computer will cost a lot of money. = Buying a new computer is going to cost a lot of money.

Use be going to to express a plan.

My tooth has been killing me all week. I'm going to call a dentist. NOT ~~I will call~~ a dentist.

Be careful! Will is also used for willingness. This use of will doesn't have a future meaning. Be going to cannot be used for willingness.

A: Is it true that you won't go to the beach?
B: I'll go to the beach, but I won't swim in the ocean. NOT ~~I'm going to go~~ to the beach, but ~~I'm not going to swim~~ in the ocean.

B Complete the conversations, using will or be going to.

1 A: Would you like to go to biking with us? We ..... (leave) in an hour.
B: Sure! I'd love to.
2 A: Are you a vegetarian?
B: No. The only thing I ..... (not eat) is red meat.
3 A: Wow! You are cooking a lot of food.
B: We ..... (have) a big party tomorrow.
4 A: Have you seen the news? They say there ..... (be) a big storm this weekend.
B: Oh no! That's awful.
5 A: Are you free tomorrow night? Would you like to go to the movies?
B: Maybe another time. Tomorrow I ..... (go) to a concert.

UNIT 6 Lesson 2

Regrets about the past: should have, ought to have, and wish + the past perfect

Should have and ought to have + past participle

Ought to have has the same meaning as should have.

I should have left for the airport earlier. = I ought to have left for the airport earlier.
I shouldn't have ordered two desserts. = I ought not to have ordered two desserts.

Wish + the past perfect

I wish I had studied medicine. I would have loved to be a doctor.
Do you wish you had played on a soccer team?

Note: American English speakers commonly use should have instead of ought to have in negative statements and in questions

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A On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.

She wishes she had started a new company. (ought to)
She ought to have started a new company.

1 They wish they had taken the train instead of driving. (should)
2 I wish I had called to make a reservation at the restaurant. (ought to)
3 Do you wish you had taken the business class? (should)
4 He wishes he had studied more for the test. (ought to)
5 We wish we hadn't gotten tickets for the late show. (should)

B On a separate sheet of paper, answer each question with a statement, using wish + the past perfect.

1 Katie said, "I should have gotten more sleep." *What does Katie wish?*
2 Jason said, "I shouldn't have dropped out of business school." *What does Jason wish?*
3 Ted's friend said, "You ought to have bought a plug-in car." *What does Ted's friend wish?*
4 Ms. Cooke said, "I ought to have spent less money on my vacation." *What does Ms. Cooke wish?*

UNIT 7 Lesson 1

Adjective clauses: common errors

Remember:
Use the relative pronouns who or that for adjective clauses that describe people. Use that for adjective clauses that describe things.

Carnaval is a holiday that is very popular in Brazil. NOT Carnaval is a holiday ~~who~~ is very popular in Brazil.

Don't use a subject pronoun after the relative pronoun.

Don't say: Carnaval is a holiday that it is very popular in Brazil.

A On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that.

The tour guide was very helpful. / She told us about the local traditions.
The tour guide who told us about the local traditions was very helpful.

1 The store is closed today. / It sells decorations.
2 The costumes are very beautiful. / They are worn in the parade.
3 My friend is coming to visit next year. / She lives in Seattle.
4 The hotel is very expensive. / It has a swimming pool.
5 The student is always late! / He sits next to me.
6 The festival is my favorite. / It's next week.

Reflexive pronouns

A reflexive pronoun should always agree with the subject of the verb.

They really enjoyed **themselves** watching the fireworks.
I taught **myself** to cook some traditional holiday dishes.

Common expressions with reflexive pronouns

be proud of oneself	They **were proud of themselves** after their presentation.
believe in oneself	**Believing in yourself** is an important part of success.
enjoy oneself	The kids **enjoyed themselves** at the parade.
feel sorry for oneself	He shouldn't sit around **feeling sorry for himself**.
give oneself (something)	I decided to **give myself** a treat, so I got a massage.
help oneself (to something)	We **helped ourselves** to some more *mochi*.
hurt oneself	Zelda **hurt herself** while playing soccer.
introduce oneself	She **introduced herself** to me at the party.
take care of oneself	I try to **take care of myself** and get enough sleep.
talk to oneself	Are you talking to me or are you **talking to yourself**?
teach oneself (to do something)	Barry **taught himself** to play the piano.
tell oneself (something)	I **told myself** I would get up early to see the sunrise.
work for oneself	Vanessa has **worked for herself** for several years now.

Reflexive pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

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B **Complete the sentences with reflexive pronouns.**

1 The cake was delicious, so I helped ..... to some more.
2 My aunt has been working for ..... ever since she started her own company.
3 Their son really hurt ..... playing near the stove.
4 My friend and I really enjoyed ..... on our vacation.
5 I met your sisters yesterday! We were at a party and they introduced ..... .
6 Have you been teaching ..... how to cook?
7 After the accident, I didn't want to stay at home feeling sorry for ..... , so I visited some friends.

C **Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.**

1 You need to be careful with fireworks or you'll ..... .
2 How did you ..... how to play the guitar?
3 It's important to ..... when you are sick.
4 .....
5 .....

By + reflexive pronouns

Use by with a reflexive pronoun to mean "alone."
She has an apartment where she lives **by herself**.
It's not possible to learn to drive **by yourself**. You need help from a qualified driver.

D **Complete each sentence with by and a reflexive pronoun.**

1 Did he put up decorations for the party ..... ?
2 She was able to fix his car ..... .
3 Very young children shouldn't cross the street ..... .
4 I just wanted to relax, so I went on vacation ..... .

Reciprocal pronouns: each other and one another

Each other and one another have the same meaning, but one another is more formal.
On some holidays, people give **each other** (or **one another**) gifts.
We talk to **each other** (or **one another**) on the phone every day.

Be careful! Reciprocal pronouns don't have the same meaning as reflexive pronouns.
They looked at **themselves**. (Each person looked at himself or herself in a mirror.)
They looked at **each other**. (Each person looked at the other person.)

E **On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own.**

At La Tomatina, in Spain, people throw tomatoes at other people.
At La Tomatina, in Spain, people throw tomatoes at each other.

1 In most places in the world, people wish other people well at New Year celebrations.
2 At Carnaval in Brazil, people dance with other people in parades in the streets.
3 In many countries, people give gifts to other people on Christmas.
4 During the Thai Songkran festival, people throw water at other people and wish other people well.
5 .....

UNIT 7 Lesson 2

Adjective clauses: whom in formal English

In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.

subject
The tour guide **who** showed us the Grand Canyon was great.
The tour guide was great. She showed us the Grand Canyon.

object
The tour guide **whom** we paid for the tickets was great.
The tour guide was great. We paid her for the tickets.

Remember: An object relative pronoun can be omitted.
The tour guide we paid for the tickets was great.

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A Complete each formal sentence with who or whom.

1 The colleague ..... you met at the meeting is getting a promotion.
2 The dancers ..... performed last night were amazing.
3 The friends ..... we invited for dinner had to cancel.
4 The woman ..... works at the bank was very helpful.
5 Are you someone ..... I can ask to help me?
6 The woman ..... I met at the hotel recommended a great restaurant.
7 The manager ..... I work for is moving to another city.
8 I was really happy with the tailor ..... you recommended.
9 My relatives ..... live in London are coming to visit me.
10 The assistant ..... you are going to speak to is named Mark.

UNIT 8 Lesson 1

Real and unreal conditionals (review)

Real conditionals

Real (or "factual") conditionals express factual results or future results of real conditions.

***Factual results:* Use the present of be or the simple present tense in both clauses.**

If you **press** this button, the machine **makes** juice.
If the temperature of water **goes** below 0 degrees Celsius, it **freezes**.

***Future results*: Use the present of be or the simple present tense in the if clause. Use a future form (the future with will, be going to, or the present continuous with future meaning) in the result clause.**

If I **oversleep**, **I'll be** late for work.

Unreal conditionals

Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or were in the if clause. Use would + a base form in the result clause. The clauses can be in either order. Use a comma when the if clause comes first.

If the high-speed train **were** less expensive, I **would buy** a ticket.
If they **had** a robot in their house, it **would clean** for them.
I **would remember** to drink more water if I **had** a smart water bottle.

Remember:
Conditional sentences have two clauses: an if clause and a result clause.

- **Don't use a future form in an if clause.**
  Don't say: If I ~~will be~~ late, I'll call you.
- **Don't use would in an if clause.**
  Don't say: If they ~~would be~~ here, they would love the food.

A Correct the errors in the conditional sentences. More than one correct answer may be possible.

1 If you will get a smart fridge, it will make shopping easier.
2 Most people would like the plant hamburger if they try it.
3 If the weather will be warmer, I'd to go the beach.
4 Will you walk to work if your car broke down?
5 If I was you, I would call them now.
6 Where would you go if you would go on vacation?
7 This phone will be OK if you got a new battery.
8 If I would have a chance, I would work closer to where I live.

Unless in conditional sentences

You can use unless instead of if + not.

Unless you buy a water purifier, you won't have clean water on your camping trip.
(= If you don't buy a water purifier, . . .)
He wouldn't go for a long run **unless** he had his fitness tracker with him.
(= . . . if he didn't have his fitness tracker with him.)

B On a separate sheet of paper, rewrite the sentences, changing if + not statements to unless and making any necessary changes.

If you don't leave now, you'll be late to the airport. *Unless you leave now, you'll be late to the airport.*

1 If you don't have a new phone, the app doesn't work.
2 If you aren't in a hurry, you should go by bike.
3 Scott doesn't buy a new gadget if it's not cutting-edge.
4 The juicer doesn't work if you don't buy the vegetables from the company.

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UNIT 8 Lesson 2

The unreal conditional: variety of forms

Unreal conditional sentences can have a variety of active and passive forms in either clause.

If I **had gone** to bed early, I **wouldn't have been** so tired in the morning.
If the train **had been delayed** for one more hour, we **would have missed** the wedding!
If email **hadn't been invented**, we **would** still **be using** fax machines for fast correspondence.
If they **had rented** a plug-in car, they **wouldn't have had to stop** to get gas.
If I **were choosing** a car to buy today, I **wouldn't buy** an SUV.
If Melanie **had studied** medicine, she **would be** a doctor today.

A On a separate sheet of paper, complete the unreal conditional sentences in your own way, using either active or passive forms. Refer to the presentation above for some possibilities.

1 If I had a self-driving car, . . .
2 The smartphone would have been less expensive if . . .
3 If we had checked the weather report, . . .
4 If this tablet had been available when I was looking for one . . .
5 . . . , we would have wasted a lot of money.
6 . . . , I wouldn't be studying English now.

UNIT 9 Lesson 1

Infinitives and gerunds (review)

Form

Infinitives: An infinitive is a verbal noun. It is formed with to + the base form of a verb.

vote → **to vote** increase → **to increase**

Gerunds: A gerund is also a noun formed from a verb. All gerunds end in -ing. To form a gerund, add -ing to the base form of a verb.

discuss → discuss**ing**

If the base form ends in a silent -e, drop the -e and add -ing.

change → chang**ing**

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (CVC) sequence, double the last consonant and then add -ing to the base form.

C V C
s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

grow → grow**ing** fix → fix**ing** say → say**ing**

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

occur → occur**ring** BUT order → order**ing**

Usage

Infinitives can function as subjects, direct objects, and subject complements within sentences.

To solve climate change should be our biggest goal. (subject)
I like **to discuss** political issues with friends. (direct object of verb like)
My biggest dream for the future is **to work** in politics. (subject complement after be)

Gerunds can also function as subjects, objects, and subject complements within sentences.

Debating different sides of issues is my favorite activity. (subject)
I love **learning** about science. (direct object of verb love)
I read an article about **voting**. (object of preposition about)
My favorite outdoor activity is **skiing**. (subject complement after be)

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A Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using gerunds and infinitives in the two ways shown.

1 to lower
   a (as a direct object)
   They voted to lower the driving age.
   b (as a subject complement)
   His goal is to lower the cost of housing in the city.
2 to vote
   a (as the subject of a sentence)
   b (as a subject complement)
3 censoring
   a (as the subject of a sentence)
   b (as the object of the preposition of)
4 smoking
   a (as a direct object)
   b (as an object of the preposition to)
5 raising
   a (as the object of the preposition of)
   b (as a subject complement)

Infinitives: passive forms

Verbs that must be followed directly by an object before the infinitive can also be stated in the passive voice. Notice how the object in the active voice becomes the subject in the passive voice.

She allowed her kids to eat junk food on weekends. → Her kids **were allowed to eat** junk food on weekends.
They convinced everyone to stay for the meeting. → Everyone **was convinced to stay** for the meeting.
The school director urged students to register for classes early. → Students **were urged** by the school director **to register** for classes early.

B On a separate sheet of paper, rewrite each active voice sentence in the passive voice. A by phrase is optional.

1 The police ordered the protesters to go home.
2 We persuaded my mother to come live with us.
3 Gail reminded us to prepare for next week's meeting.
4 The company requires all employees to use a company credit card.
5 We've already told everyone to bring a dish to the party.
6 The news program warned people to evacuate before the hurricane hits.

UNIT 9 Lesson 2

Count and non-count nouns (review and expansion)

Count nouns name things that can be counted individually. They have singular and plural forms.

a moderate / moderates	a liberal / liberals	a candidate / candidates
a government / governments	an election / elections	an issue / issues

Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by a or an. Use a singular verb with non-count nouns. To express a specific quantity of a non-count noun, use unit expressions.

a piece of information | a cup of coffee | three kilos of rice | an act of corruption

Many nouns can be used as count or non-count nouns, but the meaning is different.

He is studying **education** at the university. (= an academic subject)
She got **a** great **education** at Boston College. (= one person's specific education)

Crime is one of the biggest problems in the city. (= a general topic)
They went to the police station to report **a crime**. (= a specific incident)

I love **salad**. (the food, in general)
I had **a salad** for lunch. (one actual salad)

She has blond **hair**. (in general = all of her hair)
She got **a hair** in her eye. (= one individual strand of hair)

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A Complete each sentence with the correct form of each noun.

1 The president has announced a new plan to fight ..... (poverty).
2 He's ..... (radical) who wants a lot of big changes to our government.
3 If ..... (education) doesn't improve, people will elect new leaders.
4 Some ..... (candidate) are more independent than others.
5 If I could give you one piece of ..... (advice), it would be to vote.
6 I think we should have ..... (election) more frequently.
7 It's impossible to end all ..... (crime).

UNIT 10 Lesson 1

Prepositions of place (expansion)

It's **in**	the Province of Quebec. the Ural Mountains. the Jordan Valley. the Atacama Desert. the Pacific Ocean. the state of Sonora.	It's **on**	the Korean Peninsula. Easter Island. Coronado Bay. the Amazon River. the coast. Lake Victoria.	It's in the central part It's northwest It's about 20 kilometers north **of** London.

A Write the correct prepositions of place, using in, on, or of.

1 Iquitos, Peru, is ..... the Amazon River, ... the province of Maynas.
2 Seoul is ..... the northern part ..... the Republic of Korea, ... the Han River.
3 Bolivia is north ..... Argentina.
4 Honolulu is ..... the southeast coast ..... Oahu.
5 Toronto is ..... the province of Ontario, ... Lake Ontario.
6 Tulum is ..... the Yucatán Peninsula.
7 The capital, Beijing, is located ..... the northern part ..... China.
8 The Canary Islands are 100 kilometers west ..... Morocco, ... the Atlantic Ocean.
9 Puno is ..... Lake Titicaca in Peru.
10 Santorini is a Greek island ..... the Mediterranean Sea, 150 kilometers north ..... Crete.

Proper nouns: capitalization

Capitalize names of:

places	Japan, Europe, Buenos Aires
languages / nationalities	German, Spanish, Korean
buildings and public places	the Paris Theater, the Burj Khalifa, Tower Bridge
organizations	the E.U., the World Health Organization, the U.N.
names and titles	John, John Taylor, Dr. John Taylor
days / months / holidays	Monday, January, New Year's Day
religions	Christianity, Hinduism, Islam
historic times or events	the Renaissance, the Cold War, the Edo Period

When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).

Buenos Aires	the Gulf of Alaska	Mount Kilimanjaro
Iguazu Falls	the Bay of Bengal	the University of the Arts

Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters. If an article or a preposition is the first word of a title, capitalize it.

One Hundred Years of Solitude	*Murder on the Orient Express*
The Economist	*Of Mice and Men*

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B On a separate sheet of paper, rewrite each sentence with correct capitalization.

i'm watching the movie the avengers.
I'm watching the movie The Avengers.

1 i would like to visit the museum of modern art.
2 my friend works at the national stock exchange.
3 the olympic stadium in barcelona was built in 1927.
4 we loved the documentary about the ganges river.
5 my sister is studying italian.
6 california is in the western part of the united states.
7 our parents speak japanese and english fluently.
8 she's reading a book about the middle ages.
9 the tower of london is very interesting to visit.
10 their daughter was born last tuesday.
11 my aunt works for the european central bank.
12 i go to the highlight cinema every weekend.

Proper nouns: use of the

When a proper noun uses a political word such as republic, empire, or kingdom, use the.

the Czech Republic | the Roman Empire | the United Kingdom

When a proper noun includes the word of, use the.

with the	without the
the Republic of Korea	Korea
the City of Los Angeles	Los Angeles
the Kingdom of Norway	Norway

When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.

with the	without the
the Indian Ocean	Lake Michigan
the Sahara Desert	San Francisco Bay
the Persian Gulf	Monarch Mountain
the Seine River	Singapore Island
the Arabian Peninsula	Centennial Park

When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.

with the	without the
the Middle East	Eastern Europe
the Far North	Northern Ireland
the West	West Virginia

When a proper noun includes a word that is a kind of organization or educational group, use the. Do not use the with a university or college (unless the name uses of).

with the	without the
the Culinary Institute	Boston College
the United Nations	Kyoto University
the World Bank	
the University of Edinburgh	

Do not use the with acronyms.

L.A. (Los Angeles)
NATO (the North Atlantic Treaty Organization)
APEC (Asia-Pacific Economic Cooperation)

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C Correct the errors in the sentences. Explain your answers.

1 The Iceland is an island nation in North Atlantic Ocean.
2 I can't wait to visit the Berlin.
3 He is a very popular singer in the Korea.
4 I have met a lot of people from United States of America.
5 I lived in Central African Republic for about six months.
6 We studied together at University of Dublin.
7 Dominican Republic and the Haiti are neighbors on the same island.
8 He is interested in working for World Health Organization.
9 When she traveled to the Brazil, she brought her children with her.
10 Jennifer is a student at Technical Institute.
11 The Lebanon is a country in Middle East.
12 They are experts in the art history of Far East.

UNIT 10 Lesson 2

Suggestions and advice with could, should, ought to, and had better

Remember: The modal should is used with a base form to give advice. The modal could is used with a base form to suggest an option. Had better + a base form is used to give strong advice and warn of possible negative consequences.

They **should stay** on the path.
You **could take** a bus to see the volcano if you're not driving.
She**'d better be** careful.
They **shouldn't go** hiking when it's dark.
He**'d better not go** swimming alone at that beach.

Ought to + a base form can also be used to give advice. It has the same meaning as should, but it's slightly more formal. In American English, it's very uncommon to use ought to in negative statements or questions. Use shouldn't instead. However, ought to and should can both be used in embedded questions.

They **ought to stay** on the path.
Do you think **we ought to call** the hotel?

Remember:
Ought to have is used to express a regret about the past.
I ought to have married Ethan.

A Rewrite what each person says, using ought to.

1 "My advice? Go to the top of the Shanghai Tower."
You ..... .
2 "Your friends should make their reservations early."
Your friends ..... .
3 "I suggest that Max use his GPS to find that restaurant."
Max ..... .
4 "I have an idea. Text your wife and let her know you arrived safely."
You ..... .
5 "Here's my suggestion for you and your husband. Bring flashlights when you visit the cave."
You and your husband ..... .
6 "Do you think I should wear hiking boots when I go see the waterfall?"
Do you think I ..... ?

B Using should, could, ought to, and had better, write four sentences in which you give advice to visitors to your country about places to see and things to do.

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WRITING HANDBOOK

The Writing Handbook is optional. It is intended to teach students the conventions of written English. Each unit's Writing Handbook is focused both on a skill and its application to the Writing exercise from the unit.

UNIT 1

Formal email etiquette

Social emails between friends are informal and have almost no rules. Friends use "emoticons" and abbreviations and don't mind seeing spelling or grammar errors.

However, email is also commonly used in business communication between people who have a more formal relationship. When writing a more formal email, it is not acceptable to use the same informal style you would use when communicating with a friend.

Emoticons

☺

☹

Abbreviations

LOL = "Laughing out loud"
LMK = "Let me know"
BTW = "By the way"
IMHO = "In my humble opinion"
FYI = "For your information"

For formal emails. . .

Do:

- Use a person's title and last name followed by a colon or comma in the salutation, unless you are already on a first-name basis (Note: A colon is considered a bit more formal.):
  Dear Mr. Taylor:
  Dear Dr. Madison,
  If you are on a first-name basis, it's appropriate to address the person with his or her first name and a comma:
  Dear Lisa,
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.
- Use a complimentary closing as in a formal letter, such as:
  Sincerely, Cordially, Thank you,
  Best (wishes / regards),
- End with your name, even though it's already at the top of the email.

Don't:

- Use emoticons.
- Use abbreviations such as "LOL" or "u" for "you."
- Use all lowercase or uppercase letters.
- Date the email the way you would a written letter. (The date is already at the top of the email.)

A **Circle all the formal email etiquette errors in the email to a business associate. Then explain your reasons.**

To: Steven Gallenti | From: Liam Byrne | Re: meeting

Steve, it was great to see u at the presentation last week. I was wondering if we could meet again sometime this week. Maybe on Thursday at your office? There's still a lot we need 2 discuss. 2 PM would be best for me LMK if u wanna change the time.

Guidance for the Writing Exercise (on page 9) **Use the do's and don'ts for formal emails to check the two email messages you wrote.**

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Supporting an opinion with personal examples

Use these expressions to state your opinions. Follow the punctuation style in the examples.

In my opinion,	**In my opinion,** it's usually best to get an expert's advice.
To me,	**To me,** it's good to try to fix things yourself first.
From my point of view,	**From my point of view,** if you aren't reliable, you're not going to do a good job.
I believe	**I believe** that good customer service is as important as being knowledgeable.
I find	**I find** being well organized helps a person get more done.

Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.

It's usually best to get an expert's advice, **in my opinion.**
Being well-organized helps a person get more done, **I find.**

Use personal examples to make your opinions clear and interesting to readers.

For example,	I'm usually very reliable. **For example,** I'm always on time.
For instance,	I don't mind doing favors for friends. **For instance,** I fed my friend's cat while she was on vacation.
. . . , such as . . .	I have excellent customer service skills**, such as** attentiveness and friendliness.
Whenever	Some problems require an expert. **Whenever** I have a problem with my car, I call the mechanic right away.
Every time	**Every time** I try to fix something myself, the problem gets worse.
When I was . . .	I had to learn how to be well organized. **When I was** a child, my room was always a mess.

Be careful! Do not use for example or for instance to combine sentences.
Don't write: I'm usually very reliable, ~~for example~~, I'm always on time.

Remember:
Use a comma before such as when it introduces an example.

A **On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions.**

1 Do you think it's important to be well organized?
2 Do you think it's OK to wear casual clothes in an office?
3 Do you think people should be loyal to businesses they know, or should they look for the business with the best price?

B **On a separate sheet of paper, provide a personal example for the positive or negative form of each of the statements.**

1 I (don't) like to ask friends and family for advice.
2 I'm (not) good at fixing things myself.
3 I (don't) often do favors for friends and family.
4 I (don't) always do the things I promise to do.

Guidance for the Writing Exercise (on page 21) **List the businesses and services that you would like to recommend. For each business you have visited or service you have used, write a sentence about your personal experience there, using the active or passive causative if possible. Was it a positive or negative experience? Use these personal examples in your writing.**

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UNIT 3

Summarizing

A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details.

Here are two effective ways to write a summary:

1 **Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?

2 **Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

Some basic information questions:

Who is the book about?
The book I read is about Nelson Mandela.

Who was Mandela?
Mandela was the president of South Africa from 1994 to 1999.

Why was he important?
He fought against apartheid and unified the country.

A **Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.**

1 Who is the movie about?
2 When does the movie take place?
3 Where does the movie take place?
4 In three to five sentences, what is the movie about?
5 What actors are in the movies? Who is the director?
6 (Add your own information question.)

B **Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.**

Forty years ago, most people in the United States didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and in some offices, suits and ties were rarely seen. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.

Years later, some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in some companies is beginning to change back again.

After you have completed Exercise B, read this summary. How does it compare with the sentences you underlined in the article?

Forty years ago, most people in the United States didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. Years later, some people began to change their minds about casual dress at work. Now the etiquette for dress in some companies is beginning to change back again.

Guidance for the Writing Exercise (on page 35) **Using the reading material you've chosen, answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary of the material within your review.**

1 What is the title of the reading material you chose?
2 Who is the writer?
3 Who is it about?
4 What is it about?
5 Where does it take place?
6 When does it take place?
7 Why was it written?
8 Why is it important?
9 Did you like it? Why or why not?
10 Would you recommend it to others? Why or why not?

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UNIT 4

Comparisons and contrasts

COMPARISONS — Use this language to compare two things:

To introduce similarities

be alike	Chinese traditional remedies and homeopathy **are alike** in some ways.
be similar to	Homeopathy **is similar to** Chinese traditional remedies in some ways.

To provide details

both	**Both** acupuncture and massage therapy are methods of pain relief. OR Acupuncture and massage therapy are **both** methods of pain relief.
and . . . too	Acupuncture is a method of pain relief, **and** massage therapy is **too**.
and . . . (not) either	Acupuncture isn't conventional Western medicine, **and** massage therapy **isn't either**.
also	An integrative approach **also** considers treatment of patients' emotional and social needs.
as well	An integrative approach considers treatment of patients' emotional and social needs **as well**.
Likewise,	A complementary approach supplements conventional medicine. **Likewise,** an integrative approach considers treatment of all patient needs.
Similarly,	**Similarly,** an integrative approach considers treatment of all patient needs.

CONTRASTS — Use this language to contrast two things:

To introduce differences

be different from	Conventional Western medicine **is different from** alternative approaches in a number of ways.

To provide details

but	Some doctors practice only conventional medicine, **but** others offer an integrative approach.
while / whereas	Some doctors practice only conventional medicine, **while** (or **whereas**) others offer an integrative approach. OR **While** (or **Whereas**) some doctors practice only conventional medicine, others offer an integrative approach.
unlike	An integrative approach considers patients' emotional and social needs, **unlike** conventional medicine. OR **Unlike** conventional medicine, an integrative approach considers patients' emotional and social needs.
However,	Most conventional doctors support their patients' use of complementary therapies. **However,** they request that their patients keep them informed.
In contrast,	Conventional treatments are scientifically tested. **In contrast,** people tend to claim success with alternative approaches based on personal experience.
On the other hand,	Conventional treatments are scientifically tested. **On the other hand,** people tend to claim success with alternative approaches based on personal experience.

A **On a separate sheet of paper, make comparisons, using the cues in parentheses.**

1 It can be scary to have a toothache while traveling. Feeling dizzy while on the road can be a frightening experience. (likewise)
2 Painkillers can often be bought without a prescription. Antihistamines can often be bought without a prescription. (both)
3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (and . . . too)
4 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (and . . . not/either)
5 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (similarly)

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B **On a separate sheet of paper, make contrasts, using the cues in parentheses.**

1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (on the other hand)
2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (while)
3 An integrative approach considers patients' social needs. Other types of treatments do not. (unlike)
4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (whereas)
5 Many people choose conventional medicine first when they need medical help. About 30% of U.S. adults choose to use alternative remedies for some conditions. (however)

Guidance for the Writing Exercise (on page 47) **Write three statements that show similarities in the two approaches you chose to write about and three statements that show contrasts. Use the language of comparison and contrast in each statement. Use these statements in your writing.**

UNIT 5

Organizing detail statements by order of importance

One way to organize supporting details within a paragraph is by order of importance, usually beginning with the most important thing and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.

Imagine you are writing about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.

First (of all), [OR **First and most important(ly)**,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane. **Second**, [OR **Next**, OR **Then** OR **Following that**,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is have to go shopping! **Last(ly)**, [OR **Finally**,] write down the phone number and address of your hotel or resort. It can be hard to get that information if your phone dies or doesn't have Internet access when you are out of your own country.

The following are two ways to construct the paragraph:

1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

2 Write a topic sentence that states the details in order of importance.

The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

A **On a separate sheet of paper, rewrite the paragraph, putting the tips in order of importance (in your opinion) and inserting words to indicate the relative importance of each item.**

Here are some things not to forget when preparing for an emergency. Have a discussion with all family members about the importance of listening to emergency broadcasts. Be sure they understand the importance of following all emergency instructions carefully: Their lives could depend on that. Keep a supply of blankets and warm jackets in case of power outages or flooding. Tell family members that if they have to leave home to call or text relatives in other places so they don't worry.

Guidance for the Writing Exercise (on page 59) **Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.**

Type of emergency: .....

	Supplies and resources	Notes
	non-perishable food	
	bottled water	
	batteries	
	smartphones	
	GPS devices	
	medications	
	phone numbers / addresses	

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UNIT 6

Dividing an essay into topics

An essay is a composition, or piece of writing, on a subject. It is usually organized into a number of paragraphs. To help make the essay easy to understand, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

A **Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.**

Childhood

Vincent Van Gogh was born in a small village in the Netherlands on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing – and he was very good at it.

.....

Before he became an artist, Vincent tried several other kinds of work. He sold paintings by other artists, was a teacher, and worked in a bookstore, but he was not successful at any of these jobs. He wanted to study at the University of Amsterdam, but he failed the exams he needed to take to get in. After all these failures, Vincent's brother Theo finally convinced him to focus on art.

.....

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

.....

In 1888, he moved to Arles, a town in southern France. While he lived there, he developed his unique style and created his most famous paintings. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money, and Van Gogh began to have serious mental health problems.

.....

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Van Gogh was respected by other important artists, but he did not become successful during his lifetime. In 1890, he died at only 37 years old. In his short, sad life, Van Gogh painted 200 paintings, but he sold only one of them.

Guidance for the Writing Exercise (on page 71) **Use headings like these to organize your profile by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your profile.**

Some headings:
My childhood
My family
My studies
My job
My career
My strengths and weaknesses
(other)

UNIT 7

Descriptive details

To describe an event, be sure to provide descriptive details that express these four senses:

sight	The fireworks are like beautiful red and white flowers in the sky. There's a huge parade with thousands of people, and everyone is dancing.
sound	In the city center, you can hear music and people singing. The fireworks are so loud that you have to cover your ears.
smell	As you walk down the street, you can smell meat grilling. There are flowers everywhere that smell so sweet!
taste	The cakes are as sweet as candy. The dish is sour and tastes like lemon.

Try using these structures in some of your details:

like	This traditional dessert looks **like** a beautiful white cloud.
as . . . as	When it's in season, this local fruit is **as sweet as** honey.
so . . . that	The rice cakes are **so delicious that** you can't stop eating them.

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A **On a separate sheet of paper, write a sentence for each of the topics. Try to use like, as . . . as, and so . . . that in your descriptions.**

1 Describe a smell in someone's kitchen.
2 Describe a sound in your classroom.
3 Describe the taste of your favorite food.
4 Describe the taste of something you liked as a child.
5 Describe something you see early in the morning.
6 Describe something you hear in a park.
7 Describe something you see in a park.

Guidance for the Writing Exercise (on page 83) **Complete the chart with the two holidays you chose and descriptive details related to the four senses. Use these details in your writing.**

Holiday	Sights	Sounds	Smells	Tastes

UNIT 8

Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

If you're buying a car today, there are many more options than there used to be. In addition to traditional gas-powered cars, there's a growing variety of cars that don't run on fossil fuels. Electric cars run on batteries and are plugged in to an outlet to recharge. Hybrid cars rely on both fossil fuels as well as batteries in order to save energy. Electric cars are advertised as being the most "environmentally friendly" because they use no pollution-causing gas. However, they can only drive a certain distance before they need to be recharged, which can limit drivers' trips, and in many places, it's still much easier to find a gas station than an electric charging station. Hybrid cars allow drivers to travel farther on one tank of gas than regular cars and don't need to be plugged in. Many are smaller than regular cars, though, for maximum fuel efficiency. For this reason, they're not always the best option for larger families that need more space. Electric and hybrid cars tend to contain more digital controls than older gas-powered cars, and repairing those requires an expert mechanic. Therefore, for some people a gas-powered car is still the best option.

With the new technology in the cars available today, drivers have more choices, but also various pros and cons to consider. It's important for drivers to think about how they will use their car and what options are best for them and their budget.

A **Read the paragraphs and underline the main ideas. Then write your own summary statement.**

There are a number of excellent presentation apps available today that make giving a presentation a breeze. A few of the most popular ones are Microsoft PowerPoint, Keynote, and Google Slides. No matter which technology you use, here are some do's and don'ts that will make your presentations more successful.

First, the do's: Keep your slides concise. Keep the amount of text on them to a minimum, because it's hard for the audience to focus on your main points when there is too much text. Use only a few colors and fonts and keep them consistent throughout the presentation. If you present your slides in a bright room, light-colored text on a dark background will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read quickly. Never use dark letters on a dark background. The presentation will be too hard to read. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

Your summary statement:

.....

.....

.....

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Guidance for the Writing Exercise (on page 95) After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

UNIT 9

Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

- **in contrast**
- **on the one hand / on the other hand**
- **however**
- **nevertheless**
- **even though**

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. In your notes, include everything that comes to your mind. You may not use every detail in your final writing, but it doesn't hurt to include it in your notes. The actual essay can be organized two ways:

1 The pros and cons can be presented together, using contrasting sentences within each paragraph. OR:
2 The ideas in favor can be presented in one paragraph, and the ideas against can be presented in another paragraph.

Pros
- injuries will be less serious in case of accidents
- lives will be saved
- medical costs will be lower in case of accidents
- people don't have good judgment, so the government has to make decisions for them
- they look cool

Cons
- it limits a person's freedom
- people should drive carefully to prevent most accidents
- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
- the government shouldn't interfere with adults' decisions
- they mess up your hair

A Read the essay. It is organized into two paragraphs. Write the main idea of each paragraph. Which of the two ways to organize an essay does this essay use: 1 or 2?

Should motorcycle drivers be required to wear helmets?

Main idea: .....

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it's well known that motorcycles can be very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, some accidents are so severe that drivers cannot survive, even if they are wearing a helmet. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is greatly reduced in the majority of accidents, so lives will be saved and medical costs will be lower. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea: .....

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel that they have a justification for reckless driving. In contrast, if people don't wear helmets, they will drive more carefully. Other people object to helmet laws because they feel that the government shouldn't interfere with the adults' decision-making. They argue that if drivers get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often feel that personal freedom is very important, and the government shouldn't get involved in this kind of decision.

Guidance for the Writing Exercise (on page 107) Write the global or local problem and the solution you chose. Make a list of pros and cons of your suggested solution. Use your notes to organize and write your essay.

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UNIT 10

Organizing by spatial relations

To describe a place, organize details according to spatial relations.

1 Choose a starting point (for example, the capital city or the largest city). Describe its location.

Lima is the capital of Peru. It is located **on** the west coast of the country.
The largest city in China is Shanghai. It is located **in** the southeast.

2 Describe where things are located in relation to that point, following a logical order.

to the [north] of	The city of Campinas is **to the north of** São Paulo.
in the [south] of	The city of Kao-hsiung is **in the south of** the island.
[east] of	**East of** Tokyo is the city of Chiba.
next to	**Next to** Washington, D.C. is the city of Baltimore.
in the middle / center of	Madrid is **in the center of** Spain.
along the [coast / river]	**Along the coast** are the cities of Valparaíso and Viña del Mar.
at the start of	The city of Fairbanks, Alaska is **at the start of** the Pan-American Highway.
at the end of	**At the end of** the Volga River is the Caspian Sea.

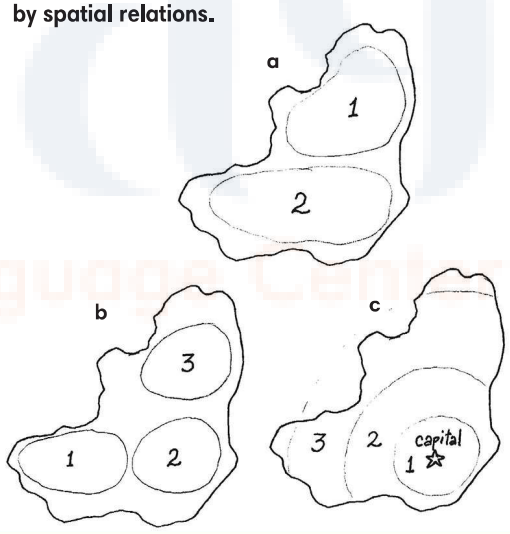
A **On a separate sheet of paper, write a sentence describing the location of each of these places, using the language above. Use the map on page 112.**

1 Maxwell
2 Shetland
3 Baker Island
4 Dellwood
5 Lake Freed
6 James River

Guidance for the Writing Exercise (on page 119)

Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

Here are three possible ways to organize details by spatial relations.



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SOFT SKILLS BOOSTER

The Soft Skills Booster is optional. The Booster gives students an opportunity to develop soft skills increasingly valued by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in a work setting. The skills in this Booster also contribute to students' success in academic settings and in everyday life. Each unit of the Booster focuses on one key soft skill and provides communication practice linked to one Communication Activator exercise from the corresponding *Connectivity* Student's Book unit. As students accumulate new soft skills, they can apply them in other activities throughout the *Connectivity* course.

UNIT 1 Soft skill: CREATIVITY

Provide a hypothetical scenario to stimulate imagination

(For Exercise B, page 9)

A **Study the example and the possible responses.**

Provide a hypothetical scenario to stimulate imagination

Example

Why do you think it would be important to know about differences in greeting customs?

So let's say you're being introduced to colleagues from another country. It might be embarrassing if you did something inappropriate.

EXTEND-IT

For instance, you might think it's OK to greet with a kiss, but it isn't.

Possible responses

- (So) let's say . . .
- (Well,) suppose that . . .
- (Well,) imagine that . . .

Tip: Providing a hypothetical scenario allows you to be more specific in your answer, to provide clarity, and avoid misunderstanding.

B **Take turns. Answer your partner's question by using any of the possible responses from the chart to introduce a hypothetical scenario. Then, when you see EXTEND-IT, extend it with your own words and ideas.**

1
A: Why do you think it would be important to know about how to greet older people in another country?
B: _____. EXTEND-IT _____ . . .

2
B: Why is knowing about appropriate forms of address important?
A: _____. EXTEND-IT _____ . . .

3
A: Why is it a good idea to know how to explain your own culture's table manners?
B: _____. EXTEND-IT _____ . . .

4
B: Why do you think some conversation topics aren't appropriate in other countries?
A: _____. EXTEND-IT _____ . . .

5
A: Why do you think people need to know about rules for punctuality in other cultures?
B: _____. EXTEND-IT _____ . . .

6
B: Why do you think visitors need to know about dress codes in this country?
A: _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 9.

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UNIT 2 Soft skill: COMMUNICATION — Use verbal cues to focus attention

(For Exercise B, page 21)

A Study the example and the verbal cues.

Use verbal cues to focus attention

Example

So who would you recommend in your neighborhood for getting clothes dry cleaned?

Rose Cleaners. **Let me tell you why.** They're really fast and very reliable.

EXTEND-IT

Sometimes tey can do the work in just an hour or two if you need something urgently.

Verbal cues

- **Let me tell you why.**
- **Here's why.**
- **Let me explain.**
- **Here's the reason.**

Tip: Using a verbal cue before providing a reason gives your opinion more weight and clarity and builds respect for your thinking.

B Take turns answering your partner's question. Use any of the verbal cues to focus your partner's attention on your reasons. Then, when you see EXTEND-IT, extend your response with more details.

1. **A:** So who would you recommend in your neighborhood for getting pants shortened?
   B: ____. EXTEND-IT ____ . . .

2. **B:** Which company do you think is the best for delivering packages?
   A: ____. EXTEND-IT ____ . . .

3. **A:** Is there a hair salon near your home that you'd recommend?
   B: ____. EXTEND-IT ____ . . .

4. **B:** What if you needed to repair an electronic device? Where would you go?
   A: ____. EXTEND-IT ____ . . .

5. **A:** Where would you recommend taking my dog for grooming?
   B: ____. EXTEND-IT ____ . . .

6. **B:** My printer isn't working, and I need to get some documents copied ASAP. Any recommendations?
   A: ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 21.

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UNIT 3 Soft skill: ACTIVE LISTENING Encourage others to elaborate

(For Exercise B, page 33)

A Study the example and the possible responses.

Encourage others to elaborate

Example

I'm actually not a big reader. I prefer audio books and podcasts.

Interesting. Can you tell me more about that?

EXTEND-IT Well, I guess I just never developed a reading habit. But I love hearing people talk about a topic.

Possible responses

- Interesting. Can you tell me more about that?
- Really? Why do you think that is?
- No kidding. Why is that?

Tip: Encouraging others to elaborate on their ideas demonstrates your interest and shows that you're paying attention.

B Take turns listening to your partner's statement. Use any of the possible responses to encourage your partner to elaborate. Then, when you see EXTEND-IT, your partner extends the original statement with more details.

1
A: I'm actually a huge reader. I can't get enough crime fiction and thrillers.
B: _____ ?
A: EXTEND-IT _____ . . .

2
B: I don't really have much time to read just for pleasure.
A: _____ ?
B: EXTEND-IT _____ . . .

3
A: I read a lot, but I guess I don't really have any favorite authors.
B: _____ ?
A: EXTEND-IT _____ . . .

4
B: To tell the truth, I do a lot more reading online than in print.
A: _____ ?
B: EXTEND-IT _____ . . .

5
A: I'm not really interested in reading about current events. As a matter of fact, I generally don't pay attention to the news.
B: _____ ?
A: EXTEND-IT _____ . . .

6
B: I don't see any advantages to reading in print.
A: _____ ?
B: EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 33.

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UNIT 4 Soft skill: TEAMWORK

Be supportive while politely offering alternatives

(For Exercise A, page 47)

A Study the example and the possible responses.

Be supportive while politely offering alternatives

Example

When I catch a cold, I usually try to get some rest and drink a lot of tea.

That makes a lot of sense, but I prefer to take medicine right away.

EXTEND-IT

I don't like to miss class or work, and medicine usually helps me to feel better faster.

Possible responses

- That makes a lot of sense, but I prefer to . . .
- That could work. But I . . .
- Another thing you could try is . . .

Tip: Complimenting others on their thinking encourages them to contribute even more to the team.

B Take turns listening to your partner's statement and use any of the possible responses to be supportive while politely offering an alternative. Then, when you see EXTEND-IT, extend your statement with more information or details.

1. **A:** In my opinion, when you have a lot of pain in your back or shoulder, you should put some ice on it.
   B: ____. EXTEND-IT ____ . . .
2. **B:** When I have a sore throat, what I do is drink lots of tea and honey.
   A: ____. EXTEND-IT ____ . . .
3. **A:** If you have a really bad headache, it's a good idea to lie down for a while in a dark room.
   B: ____. EXTEND-IT ____ . . .
4. **B:** If I had a stomachache that didn't go away after a couple of hours, I'd call my doctor.
   A: ____. EXTEND-IT ____ . . .
5. **A:** Someone once told me to take a hot bath if I have a high fever. But that doesn't seem like a good idea to me. A cool bath would be better.
   B: ____. EXTEND-IT ____ . . .
6. **B:** If I discovered that an alternative treatment for my backache actually worked, I'd tell my friends about it.
   A: ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 47.

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UNIT 5 Soft skill: DECISION-MAKING

Politely ask others to explain their reasoning

(For Exercise B, page 59)

A Study the example and the possible responses.

Politely ask others to explain their reasoning

Example

Our group decided to prepare for a flood.

So, was there a particular reason for that?

EXTEND-IT

Yeah. We thought a flood is an emergency that could really happen here.

Possible responses

- So, was there a particular reason for that?
- So, why did you decide that?
- So, what made you do that?
- So, what was your reasoning?

Tip: Asking others to explain a decision allows them to either validate their choice of action or reflect on how to make better choices in the future.

B Take turns listening to your partner's statement. Use any of the possible responses to ask him or her to explain. Then, when you see EXTEND-IT, your partner extends the conversation with her or his reasons.

1
A: Our group decided that it would be important to charge our cell phones before a storm.
B: _____ ?
A: EXTEND-IT _____ . . .

2
B: We thought packing extra blankets would be a good idea.
A: _____ .
B: EXTEND-IT _____ . . .

3
A: We included listening to the news to confirm where the nearest shelters are located.
B: _____ ?
A: EXTEND-IT _____ . . .

4
B: We recommended making sure to have enough canned foods.
A: _____ .
B: EXTEND-IT _____ . . .

5
A: We decided to include picking up extra medications from the pharmacy.
B: _____ ?
A: EXTEND-IT _____ . . .

6
B: We weren't sure about a first-aid kit, but we decided to include it on our list.
A: _____ .
B: EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PRESENTATION ON PAGE 59.

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UNIT 6 Soft skill: ENTHUSIASM Validate others' contributions

(For Exercise B, page 69)

A Study the example and the possible responses.

Validate others' contributions

Example

I had way too many distractions in my office. So I decided to turn off my computer and my phone for an hour.

EXTEND-IT

That's so smart!

I should try doing that sometime. It would help me think more clearly.

Possible responses

- That's so smart!
- What a great idea!
- Good thinking!
- Makes total sense!

Tip: Enthusiastically acknowledging others' contributions builds their self-confidence and increases their willingness to participate more.

B Take turns. Listen to your partner's statement and use any of the possible responses to validate your partner's contribution to the discussion. Then, when you see EXTEND-IT, extend your response by acknowledging how your partner's ideas might be helpful.

1. **A:** If there are too many distractions when I'm trying to study at home, I go to a coffee shop instead.
   B: ____. EXTEND-IT ____ . . .

2. **B:** When I have a lot on my plate, I find it helpful to prioritize the things I need to do.
   A: ____. EXTEND-IT ____ . . .

3. **A:** Sometimes you just need to persevere. No matter how difficult it may be to do something, I just have to decide I'm going to finish it before doing anything else.
   B: ____. EXTEND-IT ____ . . .

4. **B:** When I need to maintain balance in my life, I try to remember that work is important, but so is time with my family and friends.
   A: ____. EXTEND-IT ____ . . .

5. **A:** I like to present a good image at my job, so I always make sure my laundry gets done on the weekend.
   B: ____. EXTEND-IT ____ . . .

6. **B:** I've decided to take better care of my health. I've started running three times a week!
   A: ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.

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UNIT 7 Soft skill: LEADERSHIP Suggest a new perspective for consideration

(For Exercise C, page 83)

A Study the example and the possible responses.

Suggest a new perspective for consideration

Example

I wouldn't change anything about our wedding customs. I think they're wonderful.

EXTEND-IT

I see what you mean. But here's a question.

Do you think people should continue to pay so much money for their weddings?

Possible responses

- **I see what you mean. But here's a question.**
- **I get that. But I wonder what you think of this.**
- **Good point. But here's something to consider.**

Tip: Validating others' thinking while politely suggesting a different perspective enables a leader to steer thinking in another direction.

B **Take turns. Listen to your partner's statement and use any of the possible responses to offer a new perspective on the issue. Then, when you see EXTEND-IT extend your response with a specific question.**

1. **A:** I think our wedding customs are way too complicated. Personally, I prefer a more casual approach.
   B: _____ . EXTEND-IT _____ ?

2. **B:** Most of our wedding customs are beautiful. But I think people spend too much money on the receptions.
   A: _____ . EXTEND-IT _____ ?

3. **A:** Before getting married, I think a couple should consider whether any of the wedding traditions are sexist. Then they can decide whether or not they want to change any of them.
   B: _____ . EXTEND-IT _____ ?

4. **B:** I don't think any of our wedding customs or traditions should ever be changed. There are good reasons that people have followed them for so long.
   A: _____ . EXTEND-IT _____ ?

5. **A:** I'd like to see shorter wedding ceremonies and fewer guests. It's all just too much!
   B: _____ . EXTEND-IT _____ ?

6. **B:** I think too many of our wedding traditions have already been changed. I say, "Enough!"
   A: _____ . EXTEND-IT _____ ?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C DISCUSSION ON PAGE 83.

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UNIT 8 Soft skill: COLLABORATION

Express strong agreement with others' opinions

(For Exercise B, page 95)

A Study the example and possible responses.

Express strong agreement with others' idea

Example

In my opinion, if anesthesia had been invented earlier, a lot of lives would have been saved.

EXTEND-IT

That's absolutely true.

I can't imagine surgery without anesthesia. We're so lucky!

Possible responses

- That's absolutely true.
- You can say that again.
- That's exactly right.
- That's for sure.

Tip: Expressing strong agreement with the opinions of others demonstrates respect for their thinking and improves the quality of the work or study environment.

B Take turns listening to your partner's statement and use any of the possible responses to express strong agreement. Then, where you see EXTEND-IT, add a detail to confirm your response.

1. **A:** If vaccines hadn't been available for many common diseases over the last fifty years, a lot more people would have suffered or died.
   B: ____. EXTEND-IT ____ . . .

2. **B:** Here's what I think. If they hadn't made paper money available as an alternative to coins, it would have been a lot more trouble to buy things.
   A: ____. EXTEND-IT ____ . . .

3. **A:** I think it was very important that Louis Pasteur discovered how to prevent the growth of bacteria in milk. If he hadn't, milk wouldn't have been safe to drink.
   B: ____. EXTEND-IT ____ . . .

4. **B:** I'm glad archaeologists keep discovering new details about how humans used to live. It makes history so interesting!
   A: ____. EXTEND-IT ____ . . .

5. **A:** Who wants to carry around paper maps everywhere? Thank goodness they invented the GPS!
   B: ____. EXTEND-IT ____ . . .

6. **B:** Can you imagine if humans hadn't discovered how to use fire? Our lives today would be pretty different without it.
   A: ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.

UNIT 9 Soft skill: PROBLEM-SOLVING Confirm the value of someone's idea

(For Exercise B, page 107)

A Study the example and possible responses.

Confirm the value of someone's idea

Example

If we offered more drug treatment programs for addicts, fewer of them would want to buy illegal drugs.

EXTEND-IT

Right. **That's the thing.**

We have to give addicts an alternative.

Possible responses

- That's the thing.
- That says it all.
- That's it in a nutshell.

Tip: Confirming the value of someone's idea brings you closer to finding a solution to a problem.

B Take turns listening to your partner's statement and use any of the possible responses to call attention to your partner's main idea. Then, when you see EXTEND-IT, paraphrase your partner's solution.

1. **A:** If we taught children about the dangers of drugs at an earlier age, I think we'd see a decrease in drug addiction among teenagers.
   B: Right. ____. EXTEND-IT ____ . . .

2. **B:** If we're ever going to address racial discrimination, we need to discuss the problem openly.
   A: Exactly. ____. EXTEND-IT ____ . . .

3. **A:** Poverty affects all of us, not just the people who are poor. That's why I think we need to spend more money to help families in need.
   B: I agree. ____. EXTEND-IT ____ . . .

4. **B:** If we don't do something about climate change ASAP, our children are going to have to live with the consequences. The whole world needs to come together to address this problem.
   A: Good point. ____. EXTEND-IT ____ . . .

5. **A:** I can't understand why anyone should have to go hungry these days. In my opinion, the government has to focus more on solving this problem.
   B: I agree. ____. EXTEND-IT ____ . . .

6. **B:** If we reduced the demand for illegal drugs, criminal gangs wouldn't be able to stay in business.
   A: True. ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 107.

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UNIT 10 Soft skill: COMMUNICATION

Lend support by sharing what you have in common

(For Exercise B, page 117)

A Study the example and possible responses.

Lend support by sharing what you have in common

Example

Lake Oberlin is definitely a must-see. The water is an amazing blue color. You just want to take a ton of pictures.

Wow. Sounds nice. **That reminds me of** Lake Sussex.

EXTEND-IT

I was there last year, and it was a must-see too.

Possible responses

- That reminds me of ___ .
- That makes me think of ___ .
- That brings back memories of ___ .

Tip: Supporting the ideas of others with your own experiences builds mutual confidence

B Take turns responding to your partner's statement. Use any of the possible responses to introduce your own experience. Then, when you see EXTEND-IT, lend support by sharing more details.

1
A: Lake Thomas was spectacular. It was just huge. And the mountains around it were breathtaking. It definitely wasn't a waste of time!
B: Wow. Sounds nice. ____ . EXTEND-IT ____ . . .

2
B: Everyone says Mount Clark is a must-see. They say it's not too difficult to climb to the top, and the views are amazing.
A: Thanks for the tip. ____ . EXTEND-IT ____ . . .

3
A: Personally, I'd say hiking to North Beach isn't worth it. You have to walk really far, it's buggy, and there isn't much to see when you get there.
B: That's good to know. ____ . EXTEND-IT ____ . . .

4
B: The waterfall is fantastic, but getting there's a little dangerous. The path is very steep and slippery, so you have to be very careful.
A: OK. Thanks for the warning. ____ . EXTEND-IT ____ . . .

5
A: Don't miss taking the train to Peterson! It's really scenic and very relaxing.
B: Great! ____ . EXTEND-IT ____ . . .

6
B: I'm not sure I'd like Hanover Cave. They say it's a must-see, but I hear it's very dark inside and a little scary.
A: I know what you mean. ____ . EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.

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Unit 5 Page 49 (TR): Olovedog/123RF; 49 (volcano): Deni_Sugandi/Shutterstock; 49 (famine): Hadynyah/E+/Getty Images; 49 (forest fire): Bruno Ismael Silva Alves/Shutterstock; 49 (shipwreck): Dvoevnore/Shutterstock; 50 (flashlight): Petr Malyshev/Shutterstock; 50 (candles): Goldfinch4ever/123RF; 50 (matches): Piyawat Nandeenopparit/123RF; 50 (can opener): Tsz-shan Kwok/Pearson Education Asia Ltd; 50 (bandages): Pong-photo9/Shutterstock; 50 (sterile gauzes): Areeya/123RF; 50 (scissors): Belka_35/Shutterstock; 50 (antiseptic solution): Chris Lenfert/Shutterstock; 50 (burn cream): Somchai Som/Shutterstock; 50 (blankets): Kira_Yan/Shutterstock; 50 (thermometer): Lipskiy/Shutterstock; 50 (surgical gloves): 168 STUDIO/Shutterstock; 50 (emergency mradio): Roger Brown Photography/Shutterstock; 51 (BL): Fizkes/Shutterstock; 51 (BR): Fizkes/Shutterstock; 52 (explosion): Andrew Burgess/Shutterstock; 52 (oil spill): Mrs_ya/Shutterstock; 52 (bridge collapse): iBird/Shutterstock; 52 (plane crash): Arsel Ozgurdal/Shutterstock; 52 (train wreck): Murengstockphoto/Shutterstock; 53: Rocketclips, Inc./Shutterstock; 55: Kinga/Shutterstock; 56: Science History Images/Alamy Stock Photo; 57 (rat and pests): INTERFOTO/Alamy Stock Photo; 57 (vaccination poster): Chronicle/Alamy Stock Photo; 58: Prentiss Findlay/Shutterstock; 59: Photka/Shutterstock.

Unit 6 Page 61 (TR): PhotoAlto/Alamy Stock Photo; 61 (boyfriend/girlfriend): Lassedesignen/123RF; 61 (sports team): Rawpixel.com/Shutterstock; 61 (wrong career): Dotshock/Shutterstock; 61 (social media, top): THE YOOTH/Shutterstock; 61 (social media, bottom): New Africa/Shutterstock; 62 (business): Freedomz/Shuttertsock; 62 (science): Budabar/123RF; 62 (social work): PaylessImages/123RF; 62 (arts & entertainment): GuruXOX/Shutterstock; 62 (craft): Mavo/Shutterstock; 63: StockLite/Shutterstock; 65 (prince & princess): Lena Evans/Shutterstock; 65 (man watching TV): Dave Clark Digital Photo/Shutterstock; 65 (auto race): Grindstone Media Group/Shutterstock; 65 (auto race crash): Grindstone Media Group/Shutterstock; 65 (doctor & baby): Creativa Images/Shutterstock; 65 (engineers): Paul Biryukov/Shutterstock; 65 (B): Fizkes/Shutterstock; 66: AXL/Shutterstock; 67: Olena Serzhanova/Shutterstock; 68 (1): Victor4/123RF; 68 (2): Cathy Yeulet/123RF; 68 (3): Maksym Gorpenyuk/Shutterstock; 68 (4): Dragon Images/Shutterstock; 68 (5): Cristovao/Shutterstock; 69: Robert Kneschke/Shutterstock; 70: Jrandco/Shutterstock; 71 (T): Iofoto/Shutterstock; 71 (B): Valua Vitaly/Shutterstock.

Unit 7 Page 73 (TR): Krakenimages.com/Shutterstock; 73 (background): Tomertu/Shutterstock; 73 (national holidays, fireworks): Pierre Jean Durieu/Shutterstock; 73 (national holidays): Marcos Castillo/Shutterstock; 73 (religious holidays, Muslim prayer): Sony Herdiana/Shutterstock; 73 (religious holidays, candle procession): Jacob Maentz/Alamy Stock Photo; 73 (seasonal holidays, cherry blossoms): Matteo Colombo/Getty Images; 73 (seasonal holidays, Christmas lights): Nikitsin.smugmug.com; 73 (family holidays, Christmas): Thinkstock Images/Getty Images; 73 (family holidays, Tet): Dragon Images/Shutterstock; 75: Michael Simons/123RF; 76 (parade): Mariusz S. Jurgielewicz/Shutterstock; 76 (decorations): Leungchopan/Shutterstock; 76 (remember the dead): Hemis /Alamy Stock Photo; 76 (fireworks): Sherri R. Camp/Shutterstock; 76 (costumes): Hijodeponggol/Shutterstock; 76 (picnic): Wavebreak Media Ltd/123RF; 76 (wish each other well): Rawpixel.com/Shutterstock; 76 (pray): Papavin Aroon/Shutterstock; 77: Syda Productions/Shutterstock; 78 (T): Rob Marmion/Shutterstock; 78 (B): Serezniy/123RF; 79: Dean Drobot/Shutterstock; 80 (TC): Isvara Pranidhana; 80 (TL): A katz/Shutterstock; 80 (TR): Hkhtt hj/Shutterstock; 80 (green rice balls): Dashu83/123RF; 80 (kite): Paul Smith/123RF; 80 (women in costume): Maksim Kamyshanskii/123RF; 80 (Day of the Day offering): Hugo Alejandri/Shutterstock; 82 (Hindu wedding): Scotty Robson Photography/Getty Images; 82 (Polish wedding): Olga_Rusinova/Shutterstock; 82 (bride throwing bouquet): Henglein and Steets/Getty Images; 82 (couple cutting the cake): Chibas1011/Shutterstock.

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Unit 8 Page 85 (printing press): Jan Schneckenhaus/Shutterstock; 85 (penicillin, inset): Burgstedt/123RF; 85 (penicillin): Popperfoto/Getty Images; 85 (wooden wheel): Dmitro/Shutterstock; 85 (digital computer): Everett Collection/Shutterstock; 85 (BR): Fizkes/Shutterstock; 86 (L): Geoff Smith/Alamy Stock Photo; 86 (CL): Benne Ochs/Getty Images; 86 (CR): Richard Drury/Getty Images; 86 (R): Roger Bamber/Alamy Stock Photo; 86 (B): Fizkes/Shutterstock; 87: Jason Stitt/Shutterstock; 88: Charles Knox/Shutterstock; 89 (two men): Dotshock/shutterstock; 89 (Snuggle Me): HappyTime19/Shutterstock; 89 (Quickhouse): Imaginechina Limited/Alamy Stock Photo; 89 (Kleen 'n Safe): Itman__47/Shutterstock; 89 (Cow-No-No Burger): Canadapanda/Shutterstock; 90: Sylv1rob1/Shutterstock; 91: Dragon Images/Shutterstock; 92 (TL): Georgii Dolgykh/123RF; 92 (Edwin Land): Marvin Koner/Corbis/Getty Images; 92 (R): 74325/Shutterstock; 93 (Mary Anderson and diagram): Agefotostock/Alamy Stock Photo; 93 (solar powered lamp): Rueters/Brian Snyder/Alamy Stock Photo; 93 (girl drinking from tap): Riccardo Lennart Niels Mayer/123RF; 93 (Momofuku Ando): FocusJapan/Alamy Stock Photo; 94 (TL): NERYXCOM/Shutterstock; 94 (TR): Nikolay Antonov/Shutterstock; 94 (BR): Aleksei Gorodenkov/Alamy Stock Photo; 95 (compass): Alex Staroseltsev/Shutterstock; 95 (map): ALPA PROD/Shutterstock; 95 (GPS): Rafal Olechowski/123RF; 95 (old Chinese paper money): FLHC 16/Alamy Stock Photo; 95 (new Chinese paper money): Auttapon Moonsawad/Shutterstock; 95 (Chinese coins); TonyV3112/Shutterstock; 95 (before anesthesia cartoon): incamerastock/Alamy Stock Photo; 95 (anesthesia cartoon): Album/Alamy Stock Photo; 95 (modern anesthesia): Herjua/Shutterstock; 95 (Louis Pasteur): WorldPhotos/Alamy Stock Photo; 95 (bacteria): Mediscan/Alamy Stock Photo.

Unit 9 Page 97 (TR): Fizkes/Shutterstock; 97 (war): Andrew Chitt ock/Stocktrek Images/Getty Images; 97 (drug trafficking): Macor/123RF; 97 (corruption): Mercigod/Shutterstock; 97 (terrorism): Tamara Beckwith/Shutterstock; 97 (climate change, melting earth): Rudall30/Shutterstock; 97 (climate change): Piyaset/Shutterstock; 97 (poverty): Andrea trevisani/Shutterstock; 100 (L): Dmitriy Shironosov/123RF; 100 (R): Daniel M Ernst/Shutterstock; 101: GaudiLab/Shutterstock; 103: Blaj Gabriel/Shutterstock; 104 (L): Jim West/Alamy Stock Photo; 104 (R): PA Images/Alamy Stock Photo; 105 (L): GoGo Images Corporation/Alamy Stock Photo; 105 (R): GoGo Images Corporation/Alamy Stock Photo; 106 (TL): Metamorworks/Shutterstock; 106 (TR): Kzenon/Shutterstock; 106 (BL): Track5/E+/Getty Images; 106 (BR): AnnaStills/Shutterstock.

Unit 10 Page 109 (TR): Cookie Studio/Shutterstock; 109 (mountainous): UBC St ock/Shutterstock; 109 (hilly): StevanZZ/Shutterstock; 109 (flat): ManoMC/Shutterstock; 109 (dry/arid): Maciej Bledowski/Shutterstock; 109 (lush/green): Arkanto/Shutterstock; 111: Fizkes/Shutterstock; 112 (compass): Solomin Andrey/Shutterstock; 113 (background): Shaiith/Shutterstock; 113 (inset): Fizkes/Shutterstock; 113: Dean Drobot/Shutterstock; 114: Cookie Studio/Shutterstock; 115: martin-dm/Getty Images; 115 (background): Simone Caltabiano/Shutterstock; 116 (mountains): Vichie81/Shutterstock; 116 (forest): EpicStockMedia/Shutterstock; 116 (jungle): Eky Studio/Shutterstock; 116 (desert): Jeremy Pawlowski/Shutterstock; 116 (valley): Mel Thompson/Shutterstock; 116 (canyon): Nate Loper/Shutterstock; 116 (glacier): Ivonne Wierink/Shutterstock; 116 (hot spring): J.Apisara/Shutterstock; 116 (marsh): Galyna Andrushko/Shutterstock; 117 (Grand Canyon): Martin M303/Shutterstock; 117 (Angel Falls): Richie Ji/Shutterstock; 117 (Himalayas): Daniel Prudek/Shutterstock; 117 (Iguazu Falls): R.M. Nunes/Shutterstock; 117 (Hawaii): SergiyN/Shutterstock; 117 (Swiss Alps): Emperorcosar/Shutterstock; 117 (Uluru): Eo Tang/Shutterstock; 118 (Mt. Ranier): Neelsky/Shutterstock; 118 (wildflowers): Mark Baldwin/Shutterstock; 118 (maple leaves): Africa Studio/Shutterstock; 118 (monstera leaves): Chansom Pantip/Shutterstock; 118 (fir tree branch): Oleg Vydyborets/123RF; 118 (cactus): Max Topchii/Shutterstock; 118 (coast): DrimaFilm/Shutterstock; 119: JakobradIgruber/123RF.

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