Extend-It 5

1 Choose a catastrophic event

Form small groups and choose one of the events, or another event. Together, find information about it and complete the chart. Provide as many details as you can.

1

MIRACLE ON THE HUDSON

In 2009, a commerical airplane with 150 passengers aboard was forced to land in New York's Hudson River in the middle of winter.



2

THE DESTRUCTION OF POMPEII

In 79 CE, Italy's Mount Vesuvius volcano erupted and buried the ancient Roman city of Pompeii.



3



THE SINKING OF THE TITANIC

In 1912, the world's largest ship, the *Titanic*, hit an iceberg near the coast of Canada and sank to the bottom of the Atlantic Ocean.

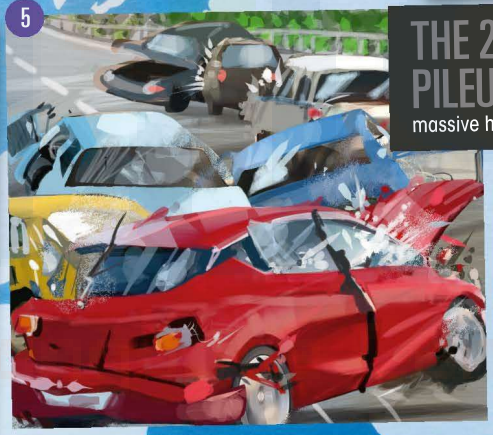
4

THE GREAT CHICAGO FIRE

In 1871, a huge fire destroyed much of the fast-growing city of Chicago.



5



THE 259-CAR AUTOBAHN PILEUP

In 2009, poor weather and bad driving contributed to a massive highway pileup in Germany.

ANOTHER EVENT

- an epidemic or pandemic
- a forest fire
- a building collapse
- a hurricane or typhoon
- other:

Event: Location: Date or date range:

Damage, injuries, or casualties caused by the event:

Challenges people faced before, during, or after the event:

Other details:

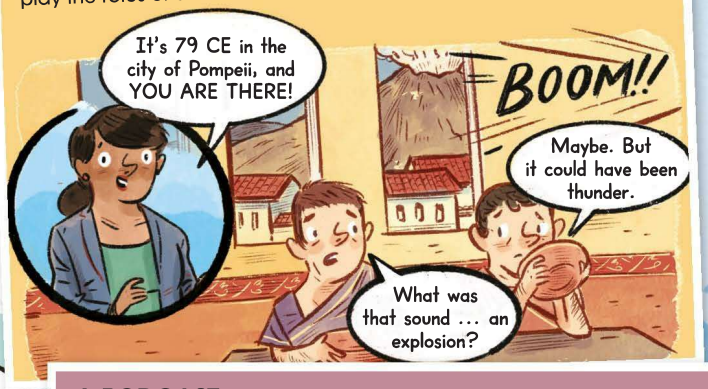
Group by group, tell the class about your event. Answer questions and say as much as you can.

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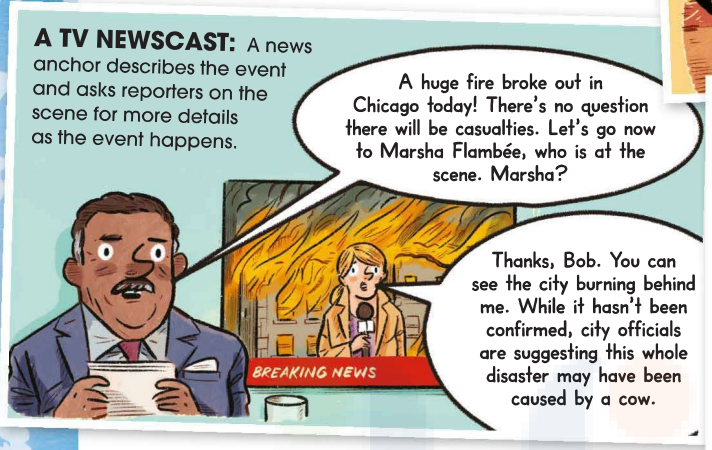
2 Be a script writer!

Work with your group from Activity 1. Using notes about your catastrophe, imagine you've traveled back in time to the day of the event or the day after. Script an informative and entertaining ten-minute video skit, TV newscast, or podcast about it.

A VIDEO SKIT: A narrator tells the story. Other group members play the roles of characters who "were there" and act out the scenes.



A TV NEWSCAST: A news anchor describes the event and asks reporters on the scene for more details as the event happens.



A PODCAST: A discussion right after the event in which people who had been there share their experiences and answer a host's questions.



Perform your script. Then vote which group to award each trophy to and explain your reasons.

- Best script
- Best acting
- Funniest performance
- Clearest pronunciation

3 PRESENT AND EXPLAIN AN INNOVATION

With a partner, choose a topic. Find information to use in a short digital or poster presentation. Use the three cards below to plan your presentation with notes and simple drawings. Then present your topic to the class.

Topics

1



How Nils Bohlin helped reduce injuries and deaths in road accidents

2



How Maria Beasley improved survival rates in shipwrecks

3



Inventions that have improved the way we fight and survive fires

4



Inventions that have improved survival rates during natural disasters

What was the problem the invention addressed?	How did it contribute to disaster survival?	Has it improved over time? How?

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REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

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

Consonants

Symbol	Key Word	Symbol	Key Word
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie		
d	die		
k	came, key, quick	ʒ	measure, vision
g	game, guest	h	hot, who
ʧ	church, nature, watch	m	men, some
		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, use, music
s	sip, city, psychology	t	butter, bottle
		t̚	button

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
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
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

base form	simple past	past participle
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
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
set	set	set
shake	shook	shaken

IRREGULAR VERBS

base form	simple past	past participle
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

STATIVE VERBS

amaze	desire	hear	need	seem
appear*	dislike	imagine	owe	smell*
appreciate	doubt	include*	own	sound
astonish	envy	know	please	suppose
be*	equal	like	possess	surprise
believe	exist	look like	prefer	taste*
belong	fear	look*	realize	think*
care	feel*	love	recognize	understand
consist of	forget	matter	remember*	want*
contain	hate	mean	resemble	weigh*
cost	have*	mind	see*	

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

VERBS FOLLOWED BY A GERUND

acknowledge	consider	endure	imagine	prevent	resent
admit	delay	enjoy	justify	prohibit	resist
advise	deny	escape	keep	propose	risk
appreciate	detest	explain	mention	quit	suggest
avoid	discontinue	feel like	mind	recall	support
can't help	discuss	finish	miss	recommend	tolerate
celebrate	dislike	forgive	postpone	report	understand
complete	don't mind	give up	practice		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be opposed to	believe in	blame [someone or something] for
be worried about	be used to	participate in	forgive [someone or something] for
be responsible for	complain about	succeed in	thank [someone or something] for
be interested in	dream about / of	take advantage of	keep [someone or something] from
be accused of	talk about / of	take care of	prevent [someone or something] from
be capable of	think about / of	insist on	stop [someone or something] from
be tired of	apologize for	look forward to	
be accustomed to	make an excuse for		
be committed to	have a reason for		

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VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	choose	grow	mean	pretend	threaten
agree	claim	hesitate	need	promise	volunteer
appear	consent	hope	neglect	refuse	wait
arrange	decide	hurry	offer	request	want
ask	demand	intend	pay	seem	wish
attempt	deserve	learn	plan	struggle	would like
can't wait	expect	manage	prepare	swear	yearn
care	fail				

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE

advise	choose*	force	need*	remind	urge
allow	convince	get*	order	request	want*
ask*	enable	help*	pay	require	warn
beg	encourage	hire	permit	teach	wish*
cause	expect*	instruct	persuade	tell	would like*
challenge	forbid	invite	promise*		

*In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	content	disturbed	glad	proud	sorry
alarmed	curious	eager	happy	ready	surprised
amazed	delighted	easy	hesitant	relieved	touched
angry	depressed	embarrassed	likely	reluctant	upset
anxious	determined	encouraged	lucky	sad	willing
ashamed	disappointed	excited	pleased	shocked	
certain	distressed	fortunate	prepared		

*Example: *I'm willing **to accept** that.*

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget	(+ gerund)	=	forget something that happened
	(+ infinitive)	=	forget something that needs to be done
regret	(+ gerund)	=	regret a past action
	(+ infinitive)	=	regret having to inform someone about an action
remember	(+ gerund)	=	remember something that happened
	(+ infinitive)	=	remember something that needs to be done
stop	(+ gerund)	=	stop a continuous action
	(+ infinitive)	=	stop in order to do something

without a change in meaning

begin	love
can't stand	prefer
continue	start
hate	try
like	

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	disturbing	–	disturbed	paralyzing	–	paralyzed
amazing	–	amazed	embarrassing	–	embarrassed	pleasing	–	pleased
amusing	–	amused	entertaining	–	entertained	relaxing	–	relaxed
annoying	–	annoyed	exciting	–	excited	satisfying	–	satisfied
astonishing	–	astonished	exhausting	–	exhausted	shocking	–	shocked
boring	–	bored	fascinating	–	fascinated	soothing	–	soothed
comforting	–	comforted	frightening	–	frightened	startling	–	startled
confusing	–	confused	horrifying	–	horrified	stimulating	–	stimulated
depressing	–	depressed	inspiring	–	inspired	surprising	–	surprised
disappointing	–	disappointed	interesting	–	interested	terrifying	–	terrified
disgusting	–	disgusted	irritating	–	irritated	tiring	–	tired
distressing	–	distressed	moving	–	moved	touching	–	touched

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GRAMMAR EXPANDER (Optional)

The Grammar Expander is a source of additional instruction and practice. It offers learners a variety of information related to the unit's grammar, including more detailed explanations, descriptions of common errors, as well as new, related grammar topics. On occasion, students are given the chance to review previously taught grammar to support what they are learning in the unit. The Grammar Expander in *Connectivity* 4 and 5 includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Infinitives: review, expansion, and common errors

Statements

Using an infinitive as the subject of a sentence sounds extremely formal in speaking. There are two ways to express the same idea: (1) Make the infinitive a subject complement, or (2) use an impersonal it.

To be a mother is my greatest wish. → 1 My greatest wish is **to be** a mother.
2 **It's** my greatest wish **to be** a mother.

When making a statement with an impersonal it and an infinitive about a specific person or people, use a phrase with for + a noun or an object pronoun to name that person or people.

It isn't hard **for me** to learn new languages.
It usually takes time **for new students** to get to know each other.
It's too late **for Ella and Paul** to go out for dinner now.

With causative get

Use an infinitive, not a base form, with causative get.

We **got** everyone **to fill out** the survey.
The teacher **got** me **to compare** my personality with my mother's personality.

In indirect speech

Use an infinitive to replace an imperative in indirect speech.

The manager said, "Be at the meeting at 2:15 sharp." → The manager said **to be** at the meeting at 2:15 sharp.
She told us, "Don't call before dinner." → She told us **not to call** before dinner.

A On a separate sheet of paper, rewrite each sentence, changing the subject infinitive to a subject complement.

1 To be successful is every new graduate's wish.
2 To cook dinner is my chore for the evening.
3 To win the game is every player's dream.
4 To rescue hikers lost in the woods is the responsibility of the park police.
5 To win the election is every candidate's task.

B Rewrite each sentence, beginning with an impersonal it.

1 To be disciplined about an exercise program is difficult for an easygoing person.
2 To get to work on time is a good idea.
3 To be outgoing in new situations is helpful.
4 To act friendly is always worthwhile.
5 To be too talkative can sometimes be a problem.
6 To pass the examination is not the easiest thing in the world.
7 To live in an English-speaking country might be an exciting experience.
8 To know when to use an infinitive and when to use a gerund is pretty confusing.

C Insert a phrase with for in each of the following sentences.

1 It's hard (for new drivers) to drive in a lot of traffic.
2 It's important to remember that some difficult things are just a part of life.
3 It's smart to realize that it's better to be safe than sorry.
4 It's too late to make the early show.
5 It's essential to use insect repellent when you camp in the woods.
6 It's good to avoid being too outgoing when you're starting a new job.

D On a separate sheet of paper, rewrite each statement in indirect speech.

1 Celine said, "Don't be late for the meeting."
2 Last night they told me, "Always take care when you go out in the evening."
3 My sister said, "Don't call me before 7:00 A.M."
4 The tour guide told them, "Just roll with the punches."

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GRAMMAR FOR WRITING: parallelism with gerunds and infinitives

A common error in formal written English is mixing gerunds and infinitives when listing items in a series. A list of items should be either all gerunds or all infinitives.

When I take time off from work, I prefer **relaxing** at home, **spending** time with my family, and **getting** things done around the house.
NOT I prefer relaxing at home, spending time with my family, and to get things done around the house.

I can't stand **getting up** late and **missing** the bus.
NOT I can't stand getting up late and ~~to miss~~ the bus.

In a series, either use to with all the infinitives or use it only with the first one.

When I take time off from work, I prefer **to relax** at home, **spend** time with my family, and **get** things done around the house.
NOT When I take time off from work, I prefer to relax at home, spend time with my family, and to get things done around the house.

E **On a separate sheet of paper, correct the errors in parallelism in the following sentences.**

1 After she arrived in London, she began to write long letters home and calling her parents at all hours of the night.
2 There are two things I really can't stand doing: speaking in front of large audiences and chat with people I don't know at parties.
3 Right before midnight, everyone began to sing, dance, and to welcome in the new year.
4 There's no question I prefer using all my vacation time and take a long vacation.

F **Complete the following sentences, using appropriate gerund or infinitive forms. Refer to pages 112–114 in the Reference Charts if necessary.**

1 I would suggest ..... (fill) out the form immediately and ..... (make) a copy for your records.
2 Did you remember ..... (turn) off the stove, ... (close) the windows, and ..... (lock) the door before you left?
3 It's obvious from her e-mails that she really loves ..... (experience) the culture, ... (meet) new people, and just ..... (be) there.
4 They prohibit ..... (take) photographs or ..... (use) a recorder.
5 I really wouldn't mind ..... (take) them out to dinner or ..... (show) them around if you'd like me to.
6 He promised ..... (take) the report home, ... (read) it carefully, and ..... (respond) to any questions by the next day.

UNIT 2

Finished and unfinished actions: summary

Finished actions

Use the simple past tense or the past of be for an action finished at a specified time in the past.
They **watched** some movies yesterday.

Use the present perfect for an action finished at an unspecified time in the past.
They**'ve watched** that movie three times.

Use the past perfect for an action that was finished before another action in the past.
When I arrived, they **had** already **watched** the movie.

Note: Although the continuous aspect is used for actions in progress, the present perfect continuous is sometimes used for very recently completed actions, especially to emphasize duration.
They**'ve been watching** movies all afternoon, but they're done now.

Unfinished actions

Use the past continuous for unfinished actions that continued for a period of time or during a specific time in the past.
I **was relaxing** at home all morning.
At noon, I **was watching** a movie.

Use the present perfect OR the present perfect continuous for unfinished actions that began in the past and may continue into the future. Use the present perfect continuous to further emphasize that the action is continuous.
She**'s listened** to R&B for years. [And she may continue.] OR She**'s been listening** to R&B for years. [And she may continue.]

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A Complete the article, using the simple past tense, the past of be, or the present perfect.

World Music is not really a true genre—it is a combination of musical genres from around the world. Recently recording companies ..... (1 use) the term to describe the music of artists who they felt could appeal to new audiences across cultures. The concept of World Music ..... (2 be) first created after U.S. singer / songwriter Paul Simon ..... (3 record) his hugely successful *Graceland* album in 1986. At that time, he ..... (4 invite) South Africa's male choir Ladysmith Black Mambazo and rock group Savuka to accompany him on the recording. Both groups later ..... (5 tour) with him around the world. This exciting collaboration immediately ..... (6 appeal) to European and North American audiences, who were attracted to this different sound.

Since that time, as more artists ..... (7 try) to reach new audiences, there ..... (8 be) an increased amount of "crossover"—that is, musicians influencing each other across cultures. Enthusiasm for music from other cultures ..... (9 rise) steadily. Artists such as Angélique Kidjo and Carlos Vives, who were well-known within specific regions such as Africa and Latin America, ... (10 become) international stars, and mainstream music ..... (11 incorporate) many of the features of these artists.

B Read each statement. Then decide which description is closer in meaning.

1 By the time I heard about it, the concert had sold out.
   a First I heard about the concert. Then it sold out.
   b First the concert sold out. Then I heard about it.
2 After he'd won the award, he got a big recording contract.
   a First he got the recording contract. Then he won the award.
   b First he won the award. Then he got the recording contract.
3 We wanted to go to his performance because we'd heard his new album.
   a First we heard his album. Then we wanted to go to his performance.
   b First we wanted to go to his performance. Then we heard his album.
4 He'd played at a lot of different halls before he performed at Carnegie Hall.
   a First he performed at Carnegie Hall. Then he played at a lot of different halls.
   b First he played at a lot of different halls. Then he performed at Carnegie Hall.

Noun clauses: review and expansion

Remember: A noun clause functions as a noun and is often introduced with that. When a noun clause is a direct object, use of that is optional.
I didn't realize (that) art therapy could be so helpful.

Introduce a noun clause with if or whether when it is an embedded yes / no question. Use a question word when it is an embedded information question.
(Does she come from the U.S.?) Do you know if she comes from the U.S.?
(When does the concert begin?) I'm not sure when the concert begins.

A noun clause can function as the subject of a sentence. A noun clause introduced with a question word can function as a subject complement.
What he said was very interesting. (subject)
That she's a therapist surprises me. (subject)
Teaching children is what I love. (subject complement)

Be careful! Don't use question word order in noun clauses that are embedded questions.
I don't know **where the band is performing.**
NOT I don't know ~~where is the band~~ performing.
Does he understand **what the lyrics mean**?
NOT Does he understand ~~what do the lyrics~~ mean?

Use a period with an embedded question within a statement. Use a question mark with an embedded question within a question.
I don't know who is singing.
Do you know who is singing?

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C Complete each noun clause with that, if (or whether), or a question word. (Some have more than one possible answer.)

1 She thinks ..... classical music is boring.
2 Catching up with friends on social media is ..... I spend Saturday mornings.
3 I don't remember ..... bands we saw in concert last year.
4 ..... I like most is electronic pop.
5 Did anyone tell you ..... I'm showing my paintings at the Henderson gallery?
6 Robert asked me ..... I had bought tickets for the ballet yet.
7 I can't imagine ..... life would be like without the arts.
8 New York is ..... the Empire State Building is located.
9 I wonder ..... the concert begins.

D Complete each statement, using a noun clause based on the question in parentheses.

1 (Where did Mozart live?) I don't know ..... .
2 (What type of music does our teacher like?) I have no idea ..... .
3 (When did Ed Sheeran recently perform in Chicago?) She asked me ..... .
4 (Are ballet tickets really expensive?) I don't know ..... .
5 (How long is the musical *Annie*?) I'm not sure ..... .
6 (Will the movie end before 6:00?) He's asking ..... .

GRAMMAR FOR WRITING: noun clauses as adjective and noun complements

As an adjective complement

To more formally make a point, use It + be (or another linking verb) + an adjective with a noun clause beginning with that. That is optional.

It is clear (that) Hensley has done a lot of research.
It seems obvious (that) the band needs a new lead singer.
It was surprising (that) they never performed together again.

As a noun complement

To more formally focus on an issue or topic, use a noun phrase to introduce a noun clause with that.

The fact **that her songs were extremely popular** made her very wealthy.
The mistaken belief **that vaccines might be harmful** has led some people to refuse them.

Some adjectives used in expressions with It + be or another linking verb:

It	**is** **was** **will be** **could be** **seems**	**obvious** **important** **essential** **unacceptable** **surprising** **interesting**	**(that)**

Some noun phrases used to introduce noun clauses:

The announcement **that**	The idea **that**
The argument **that**	The news **that**
The belief **that**	The possibility **that**
The chance **that**	The proposal **that**
The claim **that**	The recommendation **that**
The demand **that**	The report **that**
The fact **that**	The suggestion **that**

E On a separate sheet of paper, rewrite each sentence with a noun clause as an adjective complement.

1 That developing countries address the problems caused by global warming is extremely important.
2 That the president plans on resigning appears obvious to everyone.
3 That not providing disaster relief will only worsen the situation seems quite clear.
4 That a cure for cancer will be discovered in the next twenty years is certainly possible.
5 That the governments of Argentina and Chile will reach an agreement looks very likely.
6 That Max Bianchi won't be participating in the Olympics next year is not important.

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F **Read each quote from a radio news program. Then, on a separate sheet of paper, complete each statement, using the noun clause as a noun complement.**

Example: "Volkswagen announced **that they would unveil a new electric car early next year.** This is causing a lot of excitement in the auto industry." [The announcement . . .]

The announcement that Volkswagen would unveil a new electric car early next year is causing a lot of excitement in the auto industry.

1 "The Health Ministry announced **that they will begin vaccinating all infants for measles.** This was greeted with criticism from the opposition party." [The announcement . . .]
2 "The president said it was possible **that he would resign by the end of this year.** This has taken everyone by surprise, including the news media." [The possibility . . .]
3 "*The London Sun* reports **that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein.** This is attracting much interest in the world of science." [The report . . .]
4 "*The Auckland Times* claimed **that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard.** This has triggered similar claims across three continents." [The claim . . .]

UNIT 3

The past unreal conditional: inverted form

The conditional clause of past unreal conditional sentences can be stated without <u>if</u> by simply inverting <u>had</u> and the subject of the clause. Clauses using inverted word order are more formal than those using usual (non-inverted) word order.

Usual word order		Inverted word order
If I'd known it would take up so much room, I wouldn't have bought it.	→	**Had I known** it would take up so much room, I wouldn't have bought it.
I might have gotten another brand **if I'd realized** it would be so hard to operate.	→	I might have gotten another brand **had I realized** it would be so hard to operate.
If we hadn't been so busy, we could have shopped around.	→	**Had we not been** so busy, we could have shopped around.
If she'd told me this thing wouldn't operate without batteries, I would never have considered getting it.	→	**Had she told** me this thing wouldn't operate without batteries, I would never have considered getting it.

Be careful! Don't contract <u>not</u> with <u>had</u> in inverted negative clauses.
Had they not been there, they wouldn't have known the truth.
NOT ~~Hadn't~~ they been there, they wouldn't have known the truth.

A **On a separate sheet of paper, rewrite the following past unreal conditional sentences, using the inverted form.**

1 They would have lent her their car if she had asked.
2 If I hadn't spent so much money on my vacation, I would have considered buying a stationary bicycle.
3 If the Carsons hadn't moved into such a small apartment, they would have bought a treadmill.
4 Could you have gotten the car if they hadn't raised the price?

B **On a separate sheet of paper, complete the statements of buyer's remorse, using one of the reasons from the box.**

1 . . . I would never have gotten that espresso maker.
2 . . . we never would have bought such a large sofa.
3 . . . I could have gotten an entertainment center with fewer pieces.
4 . . . we probably would have bought a more economical car.
5 . . . I would have gotten a smart TV with simpler directions.

It costs so much to maintain.
It takes up so much room.
It's so hard to operate.
It's so hard to put together.
It just sits around collecting dust.

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The future continuous

Use the future continuous for actions that will be in progress at a specific time or over a period of time in the future. To form the future continuous, use will + be + a present participle OR be going to + be + a present participle.

At this time next week, I { 'll be lying / 'm going to be lying } on a beach in Hawaii. [specific time]

I { 'll be studying / 'm going to be studying } English in the United States for about two years. [period of time]

Sometimes sentences in the simple future and the future continuous have almost the same meaning. Choose the future continuous to emphasize a continuous or uninterrupted activity.

Next year, I'll study English in the United States.
Next year, I'll be studying English in the United States.
Will you be working at home? Yes, I will. / No, I won't.
Are you going to be working at home? Yes, I am. / No, I'm not.

Use the future continuous and a time clause with while or when to describe a continuous activity that will occur at the same time as another activity. Do not use a future form in the time clause.

I'll be looking for a job while my wife continues her studies.
NOT I'll be looking for a job while my wife ~~will be continuing~~ her studies.
When the teacher is speaking, we'll be listening carefully.
NOT When the teacher ~~will be speaking~~, we'll be listening carefully.

Remember: Don't use a continuous form with a stative verb. Stative verbs are "non-action" verbs such as be, have, know, remember, like, seem, appreciate, etc.
DON'T SAY By next month, ~~I'll be having~~ a new car.

For a complete list of stative verbs, see page 113 in the Reference Charts.

C On a separate sheet of paper, correct the errors in the following sentences.

1 She'll be staying at the Newton Hotel when she's going to be attending the meeting.
2 We won't be spending much time sightseeing while we'll be visiting London.
3 When he's going to stay in town, he's going to be meeting with some friends.
4 She'll be correcting homework while the students will take the test.
5 While Michelle will be serving dessert, Randy will already be washing the dishes.
6 Won't they be going to sleep in New York when you'll be getting up in Taipei?

D Complete the following sentences, using the future continuous with will when possible. If the future continuous is not possible, use the simple future with will.

1 After I've completed my studies, I ..... (look) for a job.
2 She ..... (photograph) historic sites while she's in Turkey.
3 In a few years, they ..... (not / remember) all the problems they had.
4 ..... he ..... (wait) very long between flights?
5 I'm sure she ..... (not / sleep) when you call tonight.

The future perfect continuous

Use the future perfect continuous to emphasize the continuous quality of an action that began before a specific time in the future. To form the future perfect continuous, use will (or won't) + have been and a present participle.

By next year, I'll have been studying English for five years. [Describes an action that began before "next year" and may still continue.]

Combine a statement using the future perfect continuous with a time clause to show the relationship between two future actions. Use the simple present tense in the time clause.

By the time I arrive in New York, I'll have been sitting on a plane for over ten hours.
NOT By the time ~~I'll arrive~~ in New York, I'll have been sitting on a plane for over ten hours.

E Complete the postcard, using the future continuous or the future perfect continuous.

Dear Ida,

Venice was great, but finally on to Paris! By tomorrow afternoon, I ..... (1 stroll) down the Champs Elysées and ..... (2 take) in the beautiful sights of that great city. In the evening, I ..... (3 enjoy) an opera by Bizet in the city where he was born. Just think, by Saturday, I ..... (4 eat) delicious French food for a whole week! Plus, I ..... (5 practice) my French with real native speakers. Then, after Paris, it's off to the Riviera, where I ..... (6 lounge) around on the beaches of Nice and Saint-Tropez for a week. By that time, I ..... (7 travel) for three weeks, and it will almost be time to come home—a long trip for a homebody like me!

See you soon!

Pavel

UNIT 4

Quantifiers: a few and few, a little and little

Use a few with plural count nouns and a little with non-count nouns to mean "some."
Use few with plural count nouns and little with non-count nouns to mean "not many" or "not much."

A few / few

A few companies are allowing their employees to dress casually on Fridays. [= some companies]
Few companies are allowing their employees to dress casually on Fridays. [= not many companies]

A little / little

Employees are showing **a little interest** in this new dress code. [= some interest]
Employees are showing **little interest** in this new dress code. [= not much interest]

Quantifiers used without referents

Quantifiers can be used without the noun they describe, as long as the context has been made clear earlier.

Most people don't think we'll find life on other planets in our lifetime, but **a few** do.
Several workers in our office think people should dress down every day, but **most** don't.

A Change the underlined quantifiers to a few, few, a little, or little.

1 Would you like to listen to a little some music?
2 We actually eat almost no meat.
3 There were several new students in my class today.
4 I've seen hardly any movies in the last month.
5 I enjoy visiting Ames, but there's not much to do there.
6 If you look in the fridge, there should be some eggs.

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Quantifiers: using of for specific reference

Use of when a noun is preceded by a possessive adjective, a possessive noun, a demonstrative adjective, or the article the.

More general	More specific
any friends	any of her friends
some students	some of his students
one cat	one of my cats
all employees	all of our employees
most co-workers	most of Jack's co-workers
several companies	several of these companies
many books	many of those books
a few choices	a few of the choices
a little cake	a little of the cake

possessive adjectives = my, her, their, etc.
possessive nouns = John's, the doctor's
demonstrative adjectives = this, that, these, those

Be careful! In the superlative, do not use of after most.
DON'T SAY Tokyo is the city with the most ~~of~~ people in Japan.

Of must be included when using an object pronoun.
both of them NOT ~~both them~~

Using of after all or both is optional, with no change in meaning.

all of our employees	OR	all our employees
both of those choices	OR	both those choices

One and each are used with singular nouns only. One of and each of are used with plural nouns only. However, the meaning of both expressions is still singular.

One student	—	One of the students
Each class	—	Each of the classes

Some quantifiers must include of when they modify a noun or noun phrase.

a lot of	a majority of	a couple of	a bit of
lots of	plenty of	a number of	a great deal of

B Only one of each pair of sentences is correct. Check the correct sentence and correct the mistake in the other one.

1 a ☑ She went with several of her classmates.
b ☐ Several ~~of~~ classmates went out for coffee.

2 a ☐ Most of companies in the world are fairly formal.
b ☐ Most of the companies in the United States have an informal dress code.

3 a ☐ All of hot appetizers were delicious.
b ☐ Everyone tried all of the cold appetizers.

4 a ☐ A lot of my friends have traveled to exotic places.
b ☐ There are a lot places I'd like to see.

5 a ☐ I read a few of Steinbeck's novels last year.
b ☐ A few of novels by Steinbeck take place in Mexico.

6 a ☐ Several managers were interviewed, and many them liked the new policy.
b ☐ Many of the employees we spoke with liked the new policy.

GRAMMAR FOR WRITING: subject-verb agreement of quantifiers followed by of

In quantifiers with of, the verb must agree with the noun that comes after of.

Some of the movie is in English.	—	Some of the movies are in English.
A lot of the music was jazz.	—	A lot of the musicians were young.

In formal written English, none of is traditionally followed by a singular verb. However, in spoken English it is almost always used with a plural verb. The plural verb is acceptable and correct.
Formal: None of the students was late for class.
Informal: None of the students were late for class.

Be careful! The quantifiers one of, each of, and every one of are always followed by a plural noun, but they always take a singular verb.
One of the students **likes** rap music.

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C Choose the verb that agrees with each subject.

1 Every one of these choices (sound / sounds) terrific!
2 One of the teachers (was / were) going to stay after class.
3 A lot of the problem (is / are) that no one wants to work so hard.
4 Each of the employees (want / wants) to work overtime.
5 Half of the city (was / were) flooded in the storm.
6 Only 8 percent of their workers prefer shorter work weeks, while at least 90 percent (don't / doesn't).
7 None of the players (is coming / are coming) to the game.

UNIT 5

Conjunctions with so, too, neither, or not either

Use and so or and . . . too to join affirmative statements that are similar.

Spitting on the street is offensive, **and so** is littering. OR . . . , **and** littering is, **too**.
Playing loud music bothers me, **and so** does smoking. OR . . . , **and** smoking does, **too**.

Use and neither or and . . . not either to join negative statements that are similar.

Playing loud music isn't polite, **and neither** is smoking. OR . . . **and** smoking is**n't either**.
Spitting on the street doesn't bother me, **and neither** does littering. OR . . . **and** littering does**n't either**.

If the first clause uses the verb be, an auxiliary verb, or a modal, use the same structure in the second clause.

Tokyo **is** a huge city, and so **is** São Paulo.
New York **doesn't** have a lot of industry, and neither **does** London.
Mexico City **has** grown a lot, and so **has** Los Angeles.
Nancy **can't** tolerate loud music, and neither **can** Tom.
I **haven't** been to Tokyo, and neither **have** you.

If the first clause is an affirmative statement in the simple present or simple past tense, use do, does, or did in the second clause.

John **thinks** graffiti is a big problem, and so **does** Helen.
My wife **enjoyed** visiting Paris, and so **did** I.

Notice the subject-verb order.

. . . and so **is littering**.
. . . and **littering is**, too.

. . . and neither **does littering**.
. . . and **littering doesn't** either.

Be careful!

Use a negative verb, auxiliary verb, or modal with either and an affirmative with neither.

. . . and littering **doesn't either.**
NOT . . . and littering ~~does either~~.
. . . and **neither does** littering.
NOT . . . and ~~neither doesn't~~ littering.

With so and neither, the verb (or auxiliary verb or modal) goes before the subject.

Tokyo is a huge city, and so **is São Paulo.**
NOT . . . and so ~~São Paulo is~~.
Nancy can't stand loud music, and neither **can Tom.**
NOT . . . neither ~~Tom can~~.

A Find and underline the nine errors. On a separate sheet of paper, write each sentence correctly.

New York is one of the most famous cities in the world, and so does London. While these two cities differ in many ways, they also share a number of characteristics. Here's a quick comparison:

- If you're looking for peace and quiet, New York is not the place to be, and neither London is. They are both exciting and noisy places. If you're not used to it, New York's traffic can be deafening at times, and so does London's.
- The best way to get around in both cities is the subway (or the Tube in London). New York's subway system is quite old and elaborate, and is London's, too.
- If you're looking for first-rate entertainment, New York is filled with theaters, and so London does.
- Hungry? London's restaurants feature exciting dishes from around the world, and New York's are, too.
- Both cities offer a huge choice of museums to visit. The museums in New York can't possibly be seen in a day, and either London's can't.
- New York offers some of the world's most famous tourist sites—for example, the Statue of Liberty and the Empire State Building—and so is London, with Buckingham Palace and the Millennium Wheel.

It's clear that New York shouldn't be missed, and neither London shouldn't!

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B On a separate sheet of paper, rewrite each statement, using the word in parentheses. Make any necessary changes in verbs or possessive adjectives.

Quito has a large historic section, and so does Cuenca.

Example: Both Quito and Cuenca have large historic sections. (so)

1 Both Bangkok and São Paulo face many problems caused by too much traffic. (so)
2 Both Beijing and London have hosted the Olympic Games in the past. (too)
3 Vancouver and Taipei don't ever get very cold. (neither)
4 Seoul and Jakarta won't experience a decrease in their populations any time soon. (not either)
5 Both Hong Kong and Rio de Janeiro are famous for their physical beauty. (so)
6 Prague and Krakow attract people who like old historic architecture. (too)
7 The Prado Museum in Madrid and the Louvre in Paris shouldn't be missed. (neither)
8 Tokyo and Mexico City haven't lost their place among the world's largest cities yet. (not either)

So, too, not either, or neither: short responses

Use so, too, not either, or neither in short responses to express agreement.

A: I hate littering.
B: So do I. OR I do, too.
NOT So do I ~~hate~~. / I do ~~hate~~, too.

A: I can't stand smoking.
B: I can't either. OR Neither can I.
NOT I can't ~~stand~~ either. / Neither can I ~~stand~~.

It is common to express agreement with Me, too or Me neither.

A: I hate littering.
B: Me, too.

A: I can't stand smoking.
B: Me neither.

C Agree with each statement three ways, using short responses with so, too, neither, or (not) either.

1 "I've never been to Ulan Bator."
You: .....

2 "I can't figure this out."
You: .....

3 "I loved going there!"
You: .....

4 "I have to get some cash."
You: .....

5 "I'm getting really tired."
You: .....

6 "I used to travel more."
You: .....

7 "I'll call her tomorrow."
You: .....

8 "I'm not going to tell her she's late."
You: .....

UNIT 6

Modals and modal-like expressions: summary

Make polite requests

Could I get your phone number?
Can my son take just one more cookie?
Would you please hold this for a second? (with you only)
May I have a cup of coffee? (formal, with I or we only)

Express preferences

I would like to see that movie.
Would you like to go running?
I'd rather not watch a movie.
I'd rather have left earlier.

Give or ask for permission

You can open the window if you want.
Can I leave this here?
You may leave early if you need to. (formal)
May I leave my coat here? (formal, with I or we only)

Express ability or lack of ability

He can complete the job for you in an hour.
Can you write well in English?
We couldn't finish the report yesterday.
Couldn't you find the restaurant?
My grandmother isn't able to walk any more.
Is she able to take care of herself?
She was able to do a lot more when she was younger.

Give a warning

Your mother had better see a doctor right away.
You'd better not forget about your appointment.
He'd better have called this morning.
They'd better not have hurt any animals when they made that movie.

Note: In spoken English, the contraction 'd better is almost always used. Had better is generally not used in questions.

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Modals and modal-like expressions: summary (continued)

Express possibility

It **may rain** this afternoon.
He **may not be able to come** this morning.
She **may have forgotten** to lock the door.
She **may not have remembered**.
It **might be** noisy at that restaurant.
She **might not want** to eat anything.
He **might have gone** home already.
He **might not have paid** yet.
It **could rain** tomorrow.
We **could have spent** less.

Draw conclusions

Your father **must be** very smart.
She **must not think** it's important.
They **must have been** exhausted when they got home.
He **must not have sent** it.

Suggest alternatives

You **could take** the next train.

Make suggestions

They really **should think** about staying longer. / They really **ought to think** about staying longer.
They **should have called** first. / They **ought to have called** first.
You **shouldn't stay** at that hotel.
He **shouldn't have waited** to make a reservation.
Should we **have called** first?

Note: Ought to is not usually used in negative statements or questions. Use shouldn't or should instead.

Express necessity

We **have to take** the test tomorrow.
We**'ve got to arrive** on time. [informal, spoken]
All students **must take** the test. [formal]

Express lack of necessity

You **don't have to bring** a passport.
She **didn't have to pay** a late fee.

Express prohibition or deny permission

New employees **cannot** (OR **shouldn't**) **park** their cars in the garage.
New employees **may not park** their cars in the garage. [formal]
New employees **must not park** their cars in the garage. [formal]

Note: Must not (OR mustn't) and may not are rarely used to express prohibition or deny permission, except by someone in a position of authority such as a parent, teacher, or employer.

Questions with must are very formal and not very common. Past necessity is expressed with had to.

Does everyone **have to take** the test? / **Must** everyone **take** the test?
All students **had to take** the test.

A Cross out the one modal that *cannot* be used in each sentence or question.

1 (May / Can / Could) your mother please call me tonight?
2 I (wasn't able to / couldn't / shouldn't) get there on time because the traffic was so bad.
3 She (may / had better / can) be able to complete the job by tomorrow.
4 (Can / Should / Ought to) my students listen in while you practice?
5 Shoppers (may / have to / must) not park their cars in front of the main entrance.
6 Thank goodness she (doesn't have to / must not / was able to) renew her passport for another five years.
7 You (could / had better / should) let them know you won't be able to make it on time, or you may not get the job.
8 This restaurant is so good we (ought to / might / don't have to) come here more often.

B Circle the one modal that best completes each conversation.

1 **A:** Why didn't you come to the party last night?
B: I (had to / have to / must / have got to) study for a test.
2 **A:** You really (can't / should / mustn't / are able to) call more often.
B: You're right. I'm sorry.
3 **A:** She ('d better not have / should have / had to have / must have) forgotten the tickets!
B: Uh-oh. I hate to tell you this, but I think she did.
4 **A:** Do you think I ('m able to / must / would / could) get your phone number?
B: Sure.
5 **A:** Did you get to go to the movies?
B: Yeah. But I (must have / 'd rather have / should not have / would have) stayed at home.
6 **A:** Unfortunately, the doctor (shouldn't / has to / won't be able to / had better) see you until tomorrow.
B: That's OK. No problem.
7 **A:** What do you think happened to Judy?
B: She (must not have / shouldn't have / ought not have / could have) known we were starting so early.

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UNIT 7

The passive voice: review and expansion

Verbs can be transitive or intransitive. A transitive verb can have a direct object. An intransitive verb cannot have a direct object. Only transitive verbs can be used in the passive voice.

transitive: The bus **hit** a tree. (a tree = a direct object)
intransitive: The bus **stopped**. (The verb stop has no object.)

Common intransitive verbs

arrive	rain
come	seem
die	sit
fall	sleep
go	stand
happen	stay
laugh	walk
live	

Remember: Form the passive voice with a form of be and a past participle, or with a modal + a form of be and a past participle. In the active voice, the subject of a sentence performs the action of the verb. In the passive voice, the subject of the sentence is the receiver of the action.

The passive voice: statements

The simple present tense
The ad **is seen** by at least a million people a day.

The simple past tense
At the meeting, people **were called** by their first names.

The present continuous
Every house **is being painted** white.

The future with be going to
Maurizio's new fashions **are going to be shown** on TV tonight.

The future perfect
If I wear this dress before the event, it **will have been seen** by everyone and it won't seem new.

The past continuous
Before we had regulations, dangerous products **were being tested** on small animals.

The present perfect
We**'ve been helped** a lot by our friends.

The past perfect
"Business casual" clothes **had been worn** only on Fridays for a couple of years before people started wearing them to our office every day.

Modals
Sometimes the truth **can't be** easily **seen**.
My teacher said my essay **should be rewritten** to make it clearer.

Note: The passive voice of the future continuous and the present perfect continuous are rarely used, so they aren't included in this list.

The passive voice: questions

Invert the subject and the auxiliary verb (the form of be or have) or the modal.

Is Russian **spoken** by many people in Chicago?
Has your uncle **been hired** by an advertising company?
When **will** she **be given** a new office?
Who **have** you **been called** by?
Where **should** we **be married**?
How **can** this house **be painted** in only two days?

A Write a checkmark next to the three sentences that have an intransitive verb.

- ☐ 1 Valentino's new line of women's purses arrives in stores next week.
- ☐ 2 Models are wearing very short dresses this season.
- ☐ 3 My parents are opening a new restaurant downtown.
- ☐ 4 The owner of the boutique lived in an apartment above the shop.
- ☐ 5 People speak French in Quebec.
- ☐ 6 It rained really hard last night.
- ☐ 7 Advertisers never tell the complete story about defective products.

B On a separate sheet of paper, rewrite in the passive voice the four sentences from Exercise A that have transitive verbs.

C On a separate sheet of paper, rewrite each statement in the passive voice.

1 Joan Saslow and Allen Ascher wrote this book.
2 Students practice English online in most language schools today.
3 Ads can persuade people to buy products.
4 Some ads have manipulated people's emotions.
5 My friend was driving the car when the accident occurred.

D On a separate sheet of paper, rewrite the sentences you wrote for Exercise C as yes / no questions.

E On a separate sheet of paper, write information questions, using the question words and phrases in parentheses.

1 That new shampoo was endorsed by Larissa La Rue. (when)
2 Those beauty products are being manufactured. (where)
3 The car can be bought at the sale price. (for how long)
4 The winner of the election will be known. (what time)
5 The new school was being built. (in what year)

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UNIT 8

Making comparisons: review and expansion

Comparative forms of adjectives and adverbs show how two things are different.

John is **taller than** Rob (is).
This movie was **less interesting than** the last one (was).
My sister types **a lot faster than** I (do).

Superlative forms of adjectives and adverbs show how one thing is different from everything else.

She was **the nicest** person I ever met!
That was **the least entertaining** movie I ever saw.
Of all the actors, she sang **the most beautifully**.
Among my friends, Ned and Stacey definitely have **the most** money.
Of all the cars we looked at, the Linkus costs **the most**.

Be careful! Use the with a superlative form. However, you can omit the if the superlative is not followed by a noun.

Which student is **the tallest** OR **tallest**?
NOT ~~Which is tallest student?~~

Use the determiners more, the most, less, least, the least, fewer, and the fewest with nouns to compare quantities and amounts.

There is **less** corruption in the government than there used to be.
I want to be healthy, so I eat **fewer** sweets than most people.
Few people went to see *Horror City*, but last night had **the fewest** people in the audience.

Comparisons with as . . . as show how two things are alike.

Tom is just **as tall as** George (is).
She still sings **as beautifully as** she did when she was young.
My nephew now weighs **as much as** I do.
I have **as much money** in the bank **as** I did last year.

Use as . . . as with almost, about, and not quite to show how two things are similar, but not equal.

My nephew weighs **almost as** much **as** I do. [I weigh a bit more.]
The movie is **about as** long **as** his last one. [But it's a bit shorter.]
This coat is**n't quite as** expensive **as** it looks. [It's actually cheaper.]

Use as . . . as with twice, three times, etc., to show that things are not equal at all.

A Linkus sedan is about **twice as** expensive **as** a Matsu.
My new computer is **ten times as** fast **as** my old one.

Note: In informal spoken English, it is more common to say ". . . as tall as me" instead of the more formal ". . . as tall as I (am)."

Irregular forms

adjective	adverb	comparative	superlative
good	well	better	the best
bad	badly	worse	the worst
far	far	farther / further	the farthest / furthest

A Read each quoted statement. Then complete each sentence using a comparative, superlative, or comparison with as . . . as.

1 "The textbook we are using now is very good. The textbook we were using last year was also very good."
The textbook we're using now is ..... the one we were using last year.

2 "Star shampoo costs about $6.00. Ravel shampoo costs about $7.00. Sanabel shampoo costs about $5.00."
Among the three shampoos, Sanabel is ..... .

3 "We paid four hundred euros each for our tickets. They paid three hundred euros."
We paid ..... they did.

4 "Matt has only a little experience working with children. Nancy has a lot of experience."
Matt has ..... Nancy.

5 "John's laptop weighs 2 kilos. Gerry's laptop weighs 2.1 kilos."
John's laptop isn't ..... Gerry's is.

6 "Mark knows only a little Japanese. Jonah knows a lot."
Mark knows ..... Jonah does.

7 "Bart ate a lot for lunch. Susan ate a lot for lunch, too."
Susan ate ..... Bart did for lunch.

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Other uses of comparatives, superlatives, and comparisons with as . . . as

For emphasis

The Nile River is **more than** 5,500 kilometers long. [emphasizes that the river is very long]
The Dickens School now has **fewer than** 900 students. [emphasizes that this is a relatively small number]
That was **the worst** movie **ever**. [emphasizes that this was a bad movie]
This meal was **the best of all time**! [emphasizes that this was a great meal]
A newborn Asian elephant can weigh **as much as** 150 kilos. [emphasizes that this is fairly heavy]
As many as 200 of these animals are killed every year. [emphasizes that this is a high number]
Milton Academy is **one of the best** schools in the city.
Preet Gupta is **among the most intelligent** commentators on any TV news program today.
The lions in the Central Zoo are **some of the finest** examples of African wildlife you can see without going to Africa.

To show progression

My son is getting **taller** every day. [He's growing.]
The economy is **stronger** now. [It's improving.]

To show tendencies or preferences

We eat out **more than** in. [We tend to eat out.]
Sara likes being alone **more than** socializing. [She prefers to spend time alone.]

To clarify

He's a lot **friendlier than** you would think. [You may think he's not friendly, but in fact he is.]
She's **more of a singer than** a dancer. [You may think she's mainly a dancer, but in fact she's mainly a singer.]
The movie's **more annoying than** scary. [You may think this movie will be scary, but in fact it's just annoying.]
It looks **more like** snow **than** rain. [You may think it's going to rain, but in fact it looks like it's going to snow.]

B **Use a comparative, a superlative, or a comparison with as . . . as to complete each statement so it has a meaning similar to the information in quotes.**

1 "Our meal last night was really inexpensive. It only cost 48 euros for the two of us."
Our meal last night cost ..... 50 euros.
2 "Our reading club meetings are getting pretty big. On some nights there are thirty students."
Our reading club meetings sometimes have ..... students.
3 "I think our teacher is really great!"
Our teacher is ..... ever!
4 "The garden you planted last month has become so beautiful!"
Your garden is getting ..... every day!
5 "You might think snails would taste strange, but they actually taste quite good."
Snails taste ..... you may think.
6 "You may think Kate is shy, but she's actually very talkative."
Kate is ..... than you might think.
7 "There were a lot of great new movies this year. *Cool Water* was one of them."
Cool Water was ..... new movies this year.

UNIT 9

Perfect modals: short responses (active and passive voice)

Compare short responses with perfect modals in the active voice and passive voice.

Be careful! In a short response to a question (or statement) with a past form of the verb be, always include been.
A: Was the story of the yeti just a joke?
B: It **must have been**. NOT It ~~must have~~.

Active voice



Passive voice



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A Respond to each statement or question with a short response, using a perfect modal.

1 **A:** Is it most likely the Nazca Lines were created by humans?
B: ..... (must)

2 **A:** I wonder if the dinosaurs were killed by a meteor, too.
B: ..... (may)

3 **A:** Did Europeans eat potatoes before the discovery of America?
B: ..... (couldn't)

4 **A:** I guess people didn't realize that the carrier pigeon would become extinct.
B: ..... (must not)

5 **A:** The settlers in the western part of the U.S. must have known the buffalo was in danger.
B: ..... (had to)

6 **A:** It must not have been easy to move those huge stones.
B: ..... (can't)

UNIT 10

Would: review

Remember: The modal would can be used to talk about the present or future.

For polite requests in the present or future:

Would you please **close** the door?
Would you **pick up** some milk on your way home?

To express a present or future result of an unreal condition:

She **wouldn't be** so tired if she took a nap.
I **would go** see them in concert if the ticket prices weren't astronomical.

The modal would can also be used in the following ways to talk about the past.

To express past repeated or habitual actions:

As children, we **would play** in the park every Saturday.

As the past form of the future with will:

He said he **would get** here before noon. (He said, "I'll get there before noon.")
She promised she **wouldn't forget**. (She said, "I promise I won't forget.")

To express past intentions or plans that changed:

I thought I **would marry** Harry, but I changed my mind.
We didn't think we **would enjoy** eating alligator, but it was delicious.

A Write a checkmark next to each sentence that expresses a past repeated or habitual action.

- ☐ 1 I thought we would go skiing in Chile, but we didn't.
- ☐ 2 In the summer, they would sit outside and read books or just take naps.
- ☐ 3 I had agreed that I would make breakfast that morning.
- ☐ 4 Every night, he would lie awake for hours thinking about her.
- ☐ 5 She warned them that Jake would forget to bring the keys, and she was right.
- ☐ 6 When Kyle was still living with his parents, he would work on weekdays and study on weekends.
- ☐ 7 Leila didn't think English would be useful on her trip to Moscow, but she was wrong.
- ☐ 8 As a student, I would stay up late every night studying for exams.
- ☐ 9 She asked me if I would help her with her homework that afternoon.
- ☐ 10 She wouldn't have such a hard time doing her homework if she studied harder.
- ☐ 11 When I was younger, my dad would always help me with my homework.
- ☐ 12 I wouldn't go see that new Tom Cruise movie if I were you.
- ☐ 13 Would you buy an electric car if it were more affordable?
- ☐ 14 My brother thought he would be late.

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Be supposed to: expansion

You can use be supposed to to express a broadly held opinion. It is similar to "Everyone says . . . "

Green tea ice cream **is supposed to taste** really good.
Their new album **wasn't supposed to be** very good, but I loved it.
John **was supposed to have been** rude during the dinner, but I just don't believe it.

B **On a separate sheet of paper, rewrite each statement, using be supposed to.**

Example: They say the new Fernando Meirelles movie is very violent.

The new Fernando Meirelles movie is supposed to be very violent.

1 Everyone thinks our new manager is really nice.
2 Many people believe acupuncture is an effective treatment for pain.
3 I haven't heard Ashley Morgan sing, but they say she has a beautiful voice.
4 I've never had Ethiopian food, but everyone says it's delicious.
5 They say Paulo Coelho's latest novel is his best yet.
6 Everyone says Cambodia is a fascinating place to visit.
7 It's said that corruption is one of the biggest problems in our city right now.

GRAMMAR FOR WRITING: placement of adverbs of manner

Adverbs of manner modify adjectives or verbs. When they modify adjectives, they go before the adjective.

The path can be **dangerously** slippery.
The architecture is **incredibly** beautiful.

When they modify transitive verbs, adverbs of manner ending in -ly often go before the main verb. They can also go after a verb and its direct object.

She **slowly** opened the door. OR She opened the door **slowly**.
She should **slowly** open the door. OR She should open the door **slowly**.

When they modify intransitive verbs, adverbs of manner ending in -ly often go after the main verb. They can also go after a verb and an indirect object.

He spoke **angrily** about corruption. OR He spoke about corruption **angrily**.

Be careful! Don't place adverbs of manner without -ly before a main verb.

He drives **fast**. NOT He ~~fast drives~~.
She can sing really **well**. NOT She can ~~really well sing~~.

Don't place an adverb of manner between a transitive verb and its direct object.

He drank his tea **quickly**. OR He **quickly** drank his tea.
NOT He drank ~~quickly~~ his tea.

Other adverbs of manner

angrily	poorly
badly	quietly
fast	sadly
happily	slowly
hard	softly
nicely	suddenly
noisily	well

C **Write a checkmark if the adverb is correctly placed. Then, on a separate sheet of paper, rewrite the sentences that you didn't check.**

☐ 1 When the game was over, he left quickly the court.
☐ 2 As she drove into town, she sang to herself softly.
☐ 3 The meeting was suddenly postponed after the CEO arrived.
☐ 4 They washed noisily the dishes after dinner.
☐ 5 Tom replied angrily to the text message.
☐ 6 They entered quietly the room and sat in the corner.

D **On a separate sheet of paper, rewrite each sentence with one or more adverbs of manner. Choose from the list above and on page 108.**

1 I watched the snake until it moved.
2 We chatted until the sun came up the next morning.
3 She speaks Italian, but she doesn't really understand it.
4 He wrote about his experiences living in Cambodia.
5 A cow walked onto the road, and the bus stopped.

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PRONUNCIATION LESSONS (Optional)

These Pronunciation Lessons are optional. The goal is to improve students' awareness of the pronunciation rules of Standard American English and to improve comprehensibility and fluency in speaking. Each lesson presents a new pronunciation feature, accompanied by audio for repetition and additional speaking or listening exercises for practice.

UNIT 1

Content words and function words

In English, content words are generally stressed.
Function words are generally unstressed.

My **BOSS** is a **PAIN** in the **NECK**!
He's **REALLY** a **TERRIFIC BOSS**.
MARK is **SUCH** a **SMART GUY**.
I'm **SURE** she'll be a **GREAT MANAGER**.

Content words

nouns	boss, Julie, happiness
verbs	find, meet, call
adjectives	talkative, small, green
adverbs	quietly, again, very
possessive pronouns	mine, yours, his
demonstrative pronouns	this, those, that
reflexive pronouns	ourselves, herself
interrogative pronouns	what, who, where

Function words

prepositions	of, from, at
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have + [past participle]
	be + [present participle]

Be careful! When an auxiliary verb is negative or used in short answers, it is generally stressed.

I **CAN'T GO.** He **WON'T LIKE** it.
No, they **DON'T.** Yes, I **HAVE.**

Stress in compound nouns

Many compound nouns are made up of two nouns, with the first one modifying the second one. In these compounds, stress usually falls on the first noun. However when a noun is modified by an adjective, stress is equal on both words.

noun + noun		adjective + noun
I drink **APPLE** juice.	BUT	I like **RED APPLES**.
She's a **PEOPLE** person.	BUT	She's a **NICE PERSON**.
It's an **APARTMENT** building.	BUT	It's a **TALL BUILDING**.
They're **EXERCISE** machines.	BUT	They're **NEW MACHINES**.

A Listen and practice.

1 My **BOSS** is a **PAIN** in the **NECK**.
2 He's **REALLY** a **TERRIFIC BOSS**.
3 **MARK** is **such** a **SMART GUY**.
4 I'm **SURE** she'll be a **GREAT MANAGER**.

B Circle the content words.

1 Learn to live in the present.
2 He reminded me to call my mother.
3 He asked me to work faster.
4 I prefer to stick closer to home.

Now practice reading each sentence aloud and listen to compare.*

C Listen and practice.

1 I drink **APPLE** juice. I like **RED APPLES**.
2 She's a **PEOPLE** person. She's a **NICE PERSON**.
3 It's an **APARTMENT** building. It's a **TALL BUILDING**.
4 They're **EXERCISE** machines. They're **NEW MACHINES**.

D Practice reading each compound noun aloud and then listen to check.*

1 global warming
2 tennis courts
3 a reliable person
4 a telephone directory
5 office managers
6 the bullet train

***Note:** Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after you hear each item number. Then listen for confirmation.

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UNIT 2

Intonation patterns

In statements, commands, and information questions, pitch should be lowered after the stressed syllable in the last stressed word. If the last syllable in the sentence is stressed, lower the pitch on the vowel by lengthening it.

I haven't been going to many concerts lately.

Don't forget to watch them on YouTube tonight.

How long have you been listening to that song?

She's been practicing for several months.

Raise pitch after the stressed syllable in the last stressed word in yes / no questions and requests. If the last syllable in the sentence is stressed, raise pitch on the vowel by lengthening it.

Have you been listening to Christina Perri lately?

Could you pick up the tickets for me?

Do you think she has a nice voice?

Has he been checking online?

A **Listen and practice.**

1 I haven't been going to many concerts lately.
2 Don't forget to watch them on YouTube tonight.
3 How long have you been listening to that song?
4 She's been practicing for several months.
5 Have you been listening to Christina Perri lately?
6 Could you pick up the tickets for me?
7 Do you think she has a nice voice?
8 Has he been checking online?

B **Circle the last stressed content word in each of the following sentences. If that word has more than one syllable, underline the stressed syllable.**

1 That song has a great beat you can dance to.
2 Her catchy lyrics make you want to sing along.
3 Didn't you like that song's melody?
4 What time do you think the concert will be finished?
5 How long has she been dancing to that song?

Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to check.*

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UNIT 3

Sentence rhythm: thought groups

Longer sentences are usually divided by rhythm into smaller "thought groups"—groups of words that naturally or logically go together. Exactly how statements may be divided into thought groups will vary among speakers.

My short-term goal / is to start living / within my means.
NOT ~~My short-term / goal is to / start living within my / means.~~
I don't plan / to be financially dependent / for the rest of my life.
By next year, / I hope to have gotten / a good job / as a financial consultant.

Examples of thought groups

subject + verb	I don't know
noun phrases	my short-term goal
prepositional phrases	by the end of the month
predicates	is drowning in debt
noun clauses	where the money goes
adjective clauses	that I paid off last year
adverbial clauses	when I've finished my report

Pitch in longer sentences

In longer sentences, pitch may fall—or rise—after the last stressed syllable in each thought group, with no change in meaning.

Once he tries keeping / a realistic budget, / he'll find it easy / to save money. **OR**

Once he tries keeping / a realistic budget, / he'll find it easy / to save money.

A **Listen and practice.**

1 My short-term goal is to start living within my means.
2 I don't plan to be financially dependent for the rest of my life.
3 By next year, I hope to have gotten a good job as a financial consultant.
4 **a** Once he tries keeping a realistic budget, he'll find it easy to save money.
4 **b** Once he tries keeping a realistic budget, he'll find it easy to save money.

B **Read the following sentences. Decide how you might break each sentence into thought groups.**

1 By the end of this month, I hope to have finished paying off my student loans.
2 In two months, when we've finally paid off our house, we're going to have a big party to celebrate.
3 To be perfectly honest, I couldn't tell you where the money goes.
4 By next year, I will have completed my studies, but I don't think I will have gotten married.

Now practice reading each sentence aloud, paying attention to pitch. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)

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UNIT 4

Linking sounds

Linking with vowels

When the final consonant sound of a word is followed by a vowel sound, link the sounds together.

It's in style now.
She bought him an elegant tie.
I've already bought a new suit.

Linking identical consonants

When the final consonant sound of a word is followed by the same sound, link the sounds together as one sound.

The blouse is striped.
They preferred dark suits.
What an attractive vest!

A Listen and practice.

1 It's in style now.
2 She bought him an elegant tie.
3 I've already bought a new suit.
4 The blouse is striped.
5 They preferred dark suits.
6 What an attractive vest!

B Underline all the places where you think the sounds should be linked.

1 She wants Susan to dress up next time.
2 It's fashionable and elegant.
3 It's out of style.
4 I wish she preferred dressing down.
5 That blouse isn't trendy enough for my taste.
6 I think Kyle has stylish taste.

Now practice reading each sentence aloud and listen to check.*

UNIT 5

Unstressed syllables: vowel reduction to /ə/

In conversation, the vowels in unstressed syllables are often reduced to the sound /ə/. The vowel sound /ə/ occurs more often in English than any other vowel sound and contributes to maintaining the rhythm of English.

ac cept a ble	→	/ək'sɛptəbəl/	ir re spon si ble	→	/ˌɪrə'spɑnsəbəl/
con sid er ate	→	/kən'sɪdərət/	po lite	→	/pə'laɪt/
dis o be di ent	→	/ˌdɪsə'bidiənt/	re spect ful	→	/rə'spɛktfəl/
in ex cus a ble	→	/ˌɪnək'skyuzəbəl/	ri dic u lous	→	/rɪ'dɪkyələs/

A Listen and practice.

1 acceptable
2 considerate
3 disobedient
4 inexcusable
5 irresponsible
6 polite
7 respectful
8 ridiculous

B Listen to each word and circle the unstressed syllables that have the sound /ə/.

1 un ac cept a ble
2 in con si de rate
3 im po lite
4 un pleas ant
5 ir ra tion al
6 im ma ture
7 un i mag i na ble
8 dis re spect ful
9 in ap pro pri ate

Now practice reading each word aloud and listen again to check.*

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UNIT 6

Sound reduction

In everyday speech, sounds in unstressed words are often "reduced"; that is, vowels change to /ə/ or /ɚ/ or consonants are dropped.

The /u/ sound in the function word to is often reduced to /ə/.

I'll be going **to** the airport after dinner. /tə/
It's ten **to** two. /tə/

Be careful! Function words that occur at the end of a sentence are never reduced.
Who's she talking **to**? /tu/
What a beautiful bird you **are**! /ɑr/
What are you looking **at**? /æt/
What are you waiting **for**? /fɔr/

The /æ/ sound in many one-syllable function words is often reduced to /ə/.

Look **at** that. /ət/
I saw **an** eagle. /ən/
That's more **than** I need. /ðən/

The /ɑr/ and /ɔr/ sounds in function words are often reduced to /ɚ/.

Pets **are** no trouble. /ɚ/
Is it black **or** white? /ɚ/
Where's **your** parrot? /yɚ/
He's been gone **for** days. /fɚ/

The function word and is often reduced to /ən/ when it occurs between two subjects, objects, modifiers, verbs, or phrases.

They have long arms **and** legs. /ən/
She laughed **and** cried when she heard the news. /ən/
We stayed out late **and** went dancing. /ən/

Be careful! The vowel sound /æ/ in and is generally not reduced when it occurs at the beginning of a clause, but the consonant sound /d/ may still be dropped.
He wore a black suit, **and** she wore a green dress. /æn/

The initial /h/ sound is usually dropped in function words.

What does he mean? /dʌzi/
It's in his bag. /ɪnɪz/

A Listen and practice.

1 I'll be going to the airport after dinner.
2 It's ten to two.
3 Look at that.
4 I saw an eagle.
5 That's more than I need.
6 Pets are no trouble.
7 Is it black or white?
8 Where's your parrot?
9 He's been gone for days.
10 They have long arms and legs.
11 She laughed and cried when she heard the news.
12 We stayed out late and went dancing.
13 He wore a black suit, and she wore a green dress.
14 What does he mean?
15 It's in his bag.

B In the following sentences, circle the words you think will be reduced.

1 Alternatives can be found for medical research on animals.
2 A lot can be done to make conditions better on factory farms.
3 Some animals are raised to be used for medical research.
4 Do we have to ban hunting and bullfighting?

Now practice reading each sentence aloud and listen to check.*

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UNIT 7

Vowel sounds /i/ and /ɪ/

The sound /i/ is longer and is formed by tensing the tongue.
The sound /ɪ/ is shorter and formed with the tongue relaxed.

/i/	/ɪ/
leave	live
team	Tim
feel	fill
steal	still
feet	fit

The vowel sound /ɪ/ also appears frequently in unstressed syllables.

— · — · — · — ·
pla ces mar ket mi nute wo men

The vowel sounds /i/ and /ɪ/ are represented in spelling in a number of ways.

/i/	/ɪ/
steal	blimp
steep	syllable
people	busy
handy	building
believe	women
receive	pretty
boutique	been
key	give

A Listen and practice.

1	leave	live	4	steal	still
2	team	Tim	5	feet	fit
3	feel	fill			

B Listen and practice.

1 places
2 market
3 minute
4 women

C Listen to each pair of words. Circle if they are the same or different.

1	same	different	5	same	different
2	same	different	6	same	different
3	same	different	7	same	different
4	same	different	8	same	different

D Listen and check which sound you hear in the stressed syllable.

	/i/	/ɪ/		/i/	/ɪ/
1	☐	☐	8	☐	☐
2	☐	☐	9	☐	☐
3	☐	☐	10	☐	☐
4	☐	☐	11	☐	☐
5	☐	☐	12	☐	☐
6	☐	☐	13	☐	☐
7	☐	☐	14	☐	☐

Now listen again and practice.

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UNIT 8

Stress placement: prefixes and suffixes

Stress placement does not change when most prefixes and suffixes are added to a word.

important	unimportant	importance	importantly
obedient	obedience	disobedience	obediently
happy	unhappy	happiness	happily

However, adding the suffixes -ion, -ic, -ity, -ical, and -ian generally shifts stress to the syllable before the suffix.

educate	→	education
photograph	→	photographic
dependable	→	dependability
politics	→	political
music	→	musician

Some nouns and verbs have the same spelling. When the word is a noun, the stress is on the first syllable. When the word is a verb, the stress is on the second syllable.

nouns	verbs
rebel	rebel
protest	protest
present	present
object	object
progress	progress

Other words in this category

conduct	permit
conflict	record
contrast	survey
convert	suspect

A Listen and practice.

1	important	unimportant	importance	importantly
2	obedient	obedience	disobedience	obediently
3	happy	unhappy	happiness	happily

B Listen and practice.

1	educate	education
2	photograph	photographic
3	dependable	dependability
4	politics	political
5	music	musician

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C Look at the stressed syllable of each word in Column A. According to the rules given in the chart on page 137, mark the stressed syllable of each word in Column B.

	A	B
1	fa mil iar	fa mil iar i ty
2	e mo tion al	e mo tion al ly
3	reg u late	reg u la tion
4	ap pre cia tive	ap pre cia tive ly
5	sym pa thy	sym pa thet ic
6	hy poth e size	hy po thet i cal
7	beau ty	beau ti fy
8	his to ry	his tor i cal
9	ma te ri al ist	ma te ri al is tic
10	pol i tics	pol i ti cian

Now practice reading each word aloud and listen to check.*

D Listen and practice.

	Nouns	Verbs		Nouns	Verbs
1	rebel	rebel	8	contrast	contrast
2	protest	protest	9	convert	convert
3	present	present	10	permit	permit
4	object	object	11	record	record
5	progress	progress	12	survey	survey
6	conduct	conduct	13	suspect	suspect
7	conflict	conflict			

E Circle the syllable you think will be stressed in each blue word.

1 A summer fishing **permit permits** you to fish all you want.
2 The **protest** was organized to **protest** government spending.
3 All the employees were **surveyed**, so the results of the **survey** would be useful.
4 The **contrast** between them now is not great compared to how much they **contrast** at other times of the year.
5 We strongly **object** to the decision to sell art **objects** outside the museum.

Now practice reading each sentence aloud, paying attention to words that are both nouns and verbs. Listen to check.*

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UNIT 9

Reduction and linking in perfect modals in the passive voice

In perfect modals in the passive voice, the modal and the auxiliary verbs <u>have been</u> are said together as one unit. Note that stress falls on the modal and the main verb. In everyday speech, the /h/ sound in the auxilliary <u>have</u> is dropped and /æ/ is reduced to /ə/.

/'kʊdəvbɪn/
They **COULD have been KILLED**.

/'maitəvbɪn/
They **MIGHT have been LOST**.

/'mʌstəvbɪn/
They **MUST have been MOVED**.

/'meiyəvbɪn/
They **MAY have been disCOVered**.

With <u>had to</u>, stress <u>had</u> and the main verb. Say <u>had to</u> and <u>have been</u> as one unit.

/'hætuəvbɪn/
They **HAD to have been STOlen**.

In negative perfect modals, stress falls on the modal, the word <u>not</u>, and the main verb. In everyday speech, <u>not</u> and the auxiliary verbs <u>have been</u> are generally said as one unit.

/'natəvbɪn/
They **MIGHT NOT have been LOST**.
They **MUST NOT have been MOVED**.

A Listen and practice.

1 They could have been killed.
2 They might have been lost.
3 They must have been moved.
4 They may have been discovered.
5 They had to have been stolen.
6 They might not have been lost.
7 They must not have been moved.

B **Underline where you think the words should be linked and which sounds should be reduced.**

1 The damage may have been caused by a storm.
2 The building could have been destroyed by a fire.
3 The gold figures couldn't have been stolen.
4 The stone statues must have been moved using animals.
5 The drawings must not have been discovered until later.
6 The islands had to have been inhabited by Polynesians.
7 The secrets of Rapa Nui might not have been lost.

Now practice reading each sentence aloud, paying attention to reductions. Listen to check.*

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UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

The sound /eɪ/ is longer and is formed by tensing the tongue with the lips spread. The sounds /ɛ/, /æ/, and /ʌ/ are shorter and are formed with the tongue relaxed. Say /eɪ/ and /ɛ/ with the lips spread wide. Say /æ/ with the lips spread slightly and the mouth slightly open. Say /ʌ/ with the tongue and jaw completely relaxed.

/eɪ/	/ɛ/	/æ/	/ʌ/
pain	pen	back	pun
lane	den	map	done
mate	met	black	mutt
bait	bet	bat	but

Mouth positions for vowels

• tongue tensed (long)	/eɪ/
• tongue relaxed (short)	/ɛ/, /æ/, /ʌ/
• lips spread	/eɪ/, /ɛ/, /æ/
• jaw relaxed	/ʌ/

The vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/ may also be represented by these spellings.

/eɪ/	/ɛ/	/æ/	/ʌ/
pay	rest	snacks	up
weigh	sweat	have	some
shape	says	laugh	touch
wait	said	half	does
taking	friend	guarantee	blood
great	guess	relax	what

A Listen and practice.

1	pain	pen	back	pun
2	lane	den	map	done
3	mate	met	black	mutt
4	bait	bet	bat	but

B Listen to each word and place it in the correct column.

age any just catch debt love edge face flat great health
jump chat some faint enough chance text nothing trait way

/eɪ/	/ɛ/	/æ/	/ʌ/

Now practice reading each word aloud and listen again to check.*

C Listen to each sentence and circle the word you hear.

1 Could you hand me that (bat / bait)?
2 I think the (tax / tux) is included.
3 What is that (cap / cup) made of?
4 Do you need a (pet / pat)?
5 He's a perfect (mutt / mate).
6 My (date / debt) is causing me trouble.
7 Could you take that (bug / bag) off the counter?
8 Please put a bandage on the (cut / cat).

Now practice reading the sentences both ways.

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WRITING HANDBOOK (Optional)

For each unit in the *Connectivity* Student's Book, this Writing Handbook provides a succinct lesson focused on one key principle of good writing in English. In addition to the presentation of each principle, the Handbook includes clear examples and models. To ensure students put each principle into practice, the Handbook provides a Unit Writing Task and a Self-Check for students to evaluate their progress.

UNIT 1 Paragraph structure: review

A WRITING SKILL | Study the rules.

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is often (though not always) the first sentence, and it introduces, states, or summarizes the topic of a paragraph. For example: Workaholics lead unbalanced lives.

In formal or academic writing, all the **supporting sentences** that follow, surround, or precede a topic sentence—details, examples, and other facts—must be related to the topic presented in the topic sentence.

If the last sentence of a paragraph isn't its topic sentence, and especially if the paragraph is a long one, writers sometimes end it with a **concluding sentence** that restates the topic sentence or summarizes the paragraph. Concluding sentences commonly use phrases such as In conclusion or In summary.

WRITING MODEL

Workaholics lead unbalanced lives. They spend all their energy on work. They rarely take time to relax and let their minds rest. I know, because my father was a workaholic, and he worked every day of the week. We hardly ever saw him. Even when he was not at work, we knew he was thinking about work. He seemed never to think about anything else. **In summary, not knowing how to escape from work makes it difficult for workaholics to find balance in their lives.**

B PRACTICE | The sentences below form a paragraph, but they are out of order. Write T next to the topic sentence, S next to each of the four supporting sentences, and C next to the concluding sentence. Then, on a separate sheet of paper, put the sentences in order and rewrite the paragraph.

..... 1 She took a night-shift job so she didn't have to do much work.
..... 2 Since they're very intelligent, some figure out how to do less work.
..... 3 Very intelligent people, or "brains," are sometimes lazy people.
..... 4 I had a friend who was a member of Mensa, an organization for people who are really smart.
..... 5 To sum up, sometimes intelligent people use their intelligence to get out of doing work.
..... 6 She could read novels most of the night and still get a paycheck.

C PRACTICE | Read the two paragraphs. Find and underline the topic sentence and the concluding sentence in each paragraph.

Etiquette differs from country to country and even sometimes within regions throughout the world, but no matter where you go, etiquette is based on one common principle: being kind and making others feel comfortable. Many etiquette rules date back to our early history, when a person from another tribe or area might be a friend or a foe, and it was important for people to signal which they were when coming in contact with others from outside the tribe. Following another's cultural rules of etiquette was one way to signal that we weren't enemies. Being aware of differences in table manners or how people address older tribe members also helped maintain good relations. But etiquette isn't only about what we say to other people. It's often about what we *don't* say. If we think someone looks terrible, for example, it's just good manners to keep this to ourselves because expressing that thought would be hurtful.

But etiquette extends to non-verbal communication as well. Gestures, facial expressions, posture, gaze are the unspoken indicators of good manners. Whether or not we make eye contact when talking to someone can mean one thing in one place and another thing somewhere else. As with etiquette in general, non-verbal behavior can send powerful messages about our intent and friendliness. In conclusion, if we want to get along well with others by being kind and making them feel comfortable, we should observe the rules of verbal and non-verbal communication.

D UNIT 1 WRITING TASK | Write a short article for visitors to your country, pointing out some things they should know about non-verbal communication there. You can choose to direct your article to a tourist, a person doing business, or someone coming to study.

SELF-CHECK

- ☐ Does my paragraph have a topic sentence?
- ☐ Do the supporting sentences in my paragraph all relate to the topic?
- ☐ Do I have a concluding sentence?

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UNIT 2 Parallel structure: writing words in a series

A WRITING SKILL | Study the rules.

When listing two or more items in a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form. Study the examples.

Dancing, **painting**, and **singing** are the things that I like to do. (All are gerunds.)
I like **to dance**, **to paint**, and **to sing**. (All are infinitives.)
The picture was **painted**, **framed**, and **sold**. (All are past participles.)
She's a **friendly**, **helpful**, and **intelligent** human being. (All are adjectives.)
I write about **what I see**, **who I hear**, and **how I feel**. (All are noun clauses.)

If you are listing two or more infinitives, either use to with all of them or use it only with the first one.
I like **to dance**, **paint**, and **sing**.

With a pair or series of nouns, either use the article with all of them, or use it only with the first one.
I'm **a student**, **a musician**, and **a mother**. OR I'm **a student**, **musician**, and **mother**.

If another word, such as an adverb or a relative pronoun, refers to all of the words in the series, you can use it with all of them or only with the first.
I don't think I'm **very interesting** or **very smart**. OR I don't think I'm **very interesting** or **smart**.
I prefer people **who make me laugh** and **who like outdoor activities**.
OR I prefer people **who make me laugh** and **like outdoor activities**.

B ERROR CORRECTION | Find and correct the errors.

My personality

I have some great friends, but one thing surprises me. Some of them think I am moody, a pessimistic person, and cautious because I sometimes worry about the future. What I think is that I have always been a passionate, a positive, and optimistic person. The fact that I love traveling, to meet new people, and learning about new places proves that I don't have a pessimistic outlook. One thing I'm sure of is this: My family sees me as being very energetic and an imaginative person. As a matter of fact, I have always been very comfortable with who I am and how to behave.

C PRACTICE | On a separate sheet of paper, complete each statement with the words in parentheses, using parallel structure. Then write at least two similar sentences about your own personality and interests.

1 I like (read, listen to music, go to movies).
2 I've been (teacher, stay-at-home mom, office manager).
3 I enjoy (hike, ski, swim in the ocean).
4 (see new places, have new experiences, make new friends) are all reasons I like to travel.
5 Last year I (join the volleyball team, play in ten games, win an award).
6 (paint portraits, cook great meals, play my guitar) are the things that energize and relax me.

D UNIT 2 WRITING TASK | Write a paragraph describing the personal qualities of a creative person you know. It could be a celebrity, an artist, a friend, or even yourself. Try to include at least one sentence using the present perfect continuous and one using a cleft sentence with What.

SELF-CHECK

- ☐ Does my paragraph have a topic sentence and supporting sentences?
- ☐ Does it have a concluding sentence?
- ☐ Did I use parallel structure?

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UNIT 3 Organizing information by degrees of importance

A WRITING SKILL | Study the rules.

When writing a paragraph, organize your ideas and sentences logically. Use words and phrases to indicate to the reader the relative importance of the ideas. Write the ideas in order of importance, starting with the most important. Notice the commas.

First, in order of importance,
Most importantly,
To begin with,

Secondly, / Thirdly, etc.
Following that,
After that,

Finally,
Last but not least,
As a final point,

WRITING MODEL

I am proud to say that I am financially independent. My friends occasionally ask me how I did it and ask me to give them advice. I like to say, "You have to be financially intelligent." How? **First and most importantly**, spend less than you earn. One way to do that is to create a budget and stick to it. **Secondly**, don't charge things on credit cards that you can't pay for at the end of the month. **Last but not least**, put a little money into savings whenever you can.

B PRACTICE | Complete the paragraph with words and phrases indicating order of importance.

I try to be generous to those in need and always contribute a portion of my income to charities that I think are worthwhile. Since I don't have a lot of money, I have to consider where my money can do the most good. There are several issues I need to think about before sending money. ..... (1) , I want to know if the charity is financially sound; that is, does most of the money it receives actually go to the people in need? Or does it spend too much money on salaries for employees of the organization? I get this information from Charity Navigator on the Internet. ..... (2) , although nearly as important to me, is: does the charity address a crisis of some sort, such as an epidemic? There are so many worthy charities, but to me, the ones that provide immediate help that can prevent death are the most important. ..... (3) , I always ask if the charity provides help to all people, regardless of who they are. I don't care if the people I help are in my country or some other country, and I don't care about their religion, race, or nationality.

C UNIT 3 WRITING TASK | **Write a one-paragraph personal statement for a job or university application. Describe three ways you manage your financial responsibilities. Use vocabulary from Unit 3 and organize your ideas in order of importance. Provide examples to support your claims.**

SELF-CHECK

- ☐ Did I present my ideas in order of importance?
- ☐ Did I use the words and phrases to indicate their relative importance?
- ☐ Did I use correct punctuation?

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UNIT 4 Compare and contrast: review

A WRITING SKILL | Study the rules.

Compare Connecting words that show similarities	Contrast Connecting words that show differences
like **Like** Sylvia, I wear jeans all the time. OR I wear jeans all the time, **like** Sylvia.	**unlike** **Unlike** her sister, Wendy wears great clothes. OR Wendy wears great clothes, **unlike** her sister.
similarly I grew up paying little attention to fashion. **Similarly,** my brother was not very interested in clothes. OR I grew up paying little attention to fashion; **similarly,** my brother was not very interested in clothes.	**in contrast** I've always liked to wear black to evening events. **In contrast,** my sister prefers white. OR I've always liked to wear black to evening events; **in contrast,** my sister prefers white.
likewise My mother always liked elegant clothes. **Likewise,** her two sisters did, too. OR My mother always liked elegant clothes; **likewise,** her two sisters did, too.	**however** Lily had to wear a uniform when she was in school. **However,** I was allowed to wear anything I wanted. OR Lily had to wear a uniform when she was in school; **however,** I was allowed to wear anything I wanted.
as well / not either Many people spend too much money on clothes. Some spend too much on shoes **as well**. Our parents' generation didn't worry so much about fashion. Their own parents **didn't either**.	**while / whereas** Sam spends a lot of money on clothes **while** (or **whereas**) Jeff rarely does. OR **While** (or **whereas**) Sam spends a lot of money on clothes, Jeff rarely does.

B PRACTICE | Read the paragraph, inserting logical connecting words for comparing and contrasting.

My husband, Jack, genuinely appreciates fashion, but we don't always agree on clothes and what to wear. I like to shop in small boutiques; ..... 1 ....., my husband also appreciates the attention a shopper gets in a small store. ..... 2 ....., I always buy funky, trendy clothes. ..... 3 ....., Jack is more conservative. And it won't be surprising for anyone to learn that ..... 4 ..... my husband, I tend to like loud colors and bold prints, ... 5 ..... he prefers a more subdued look. ..... 6 ....., I feel self-confident that whatever I wear will be OK ..... 7 ..... Jack can be a little self-conscious and always tries to wear non-controversial clothes. But, as they say, "opposites attract," and we both like the way the other person dresses, even if our tastes for ourselves aren't the same.

C UNIT 4 WRITING TASK | Choose one of the topics below. Write two paragraphs comparing and contrasting ideas. In your first paragraph, write about the differences. In your second paragraph, write about the similarities. Use connecting words and include a topic sentence for each paragraph.

Topics

- Compare and contrast your fashion style and tastes with those of someone you know.
- Compare and contrast appropriate and inappropriate dress for one of the following events: a class picnic, a wedding reception, a sporting event, a company meeting, or a flight. Include details about being overdressed or underdressed.

SELF-CHECK

- ☐ Did I use connecting words for comparing?
- ☐ Did I use connecting words for contrasting?
- ☐ Does each paragraph have a topic sentence?

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UNIT 5 Formal letters: review

A WRITING SKILL | Study the rules.

When writing to a friend or relative, it is acceptable to use an informal tone, casual language, and abbreviations. However, when writing to someone you don't know, to your teacher or manager, or to someone working in the office of a school, company, or organization, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typed, not handwritten. The following salutations and closings are appropriate for formal letters. (Note that when you know the person's name, you may use either a comma or a colon.)

Formal salutations	Formal closings
If you know the name . . . Dear Ms. Krum, [OR :] Dear Mr. Montoya, [OR :] Dear Professor Lee, [OR :] Dear Dr. Aziz, [OR :] If you don't know the name . . . Dear Sir or Madam: To whom it may concern:	Sincerely, Respectfully, Best regards, Cordially,

Letters of complaint

When writing a formal letter of complaint, first state the reason you are writing and describe the problem. Then inform whomever you are writing what you would like him or her (or the school, company, or organization) to do about it, or what you plan to do. The language and tone in your message should be formal and polite.

WRITING MODEL

your address — 516 Thorne Avenue
New Summit, NY 10549

date — October 31, 2023

The Pasta Palace
70-18 Haights Road
New Summit, NY 10549 — recipient's address

Dear Sir or Madam: — salutation

I live around the corner from your restaurant. For the past few months, I have noticed that, every evening, someone has been leaving a lot of garbage on the side of the building. Unfortunately, cats have been turning over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that the garbage cans are securely closed when the restaurant's trash is taken out? Your helping to keep our neighborhood clean and pleasant would be greatly appreciated.

Respectfully, — closing

Olivia Krum — signature

Olivia Krum

B PRACTICE | Write a salutation appropriate for a formal letter to each of these people.

1 a teacher at a university whose family name is Smith .....
2 a company manager whose name you don't know .....
3 a female company manager whose family name is Costa .....
4 a male bank manager whose family name is Takata .....
5 a doctor at a medical clinic and whose family name is Grimond .....

C UNIT 5 WRITING TASK | Write a letter of complaint about one or more problems in your neighborhood, city, or town. Describe the problem(s) and suggest solutions. Remember to be polite and appropriately formal.

OPTIONAL WRITING Exchange letters with a partner. Write a formal letter of response to your partner, as if you were the person to whom your partner's letter was addressed. Express concern about the problem he or she wrote about and state what you will do about it.

SELF-CHECK

- ☐ Did I use the appropriate salutation and closing?
- ☐ Are the tone and language in my letter formal and polite?
- ☐ Did I use regular spelling and punctuation and avoid abbreviations?
- ☐ Did I describe the problem and talk about a possible solution?

Language Center

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UNIT 6 Supporting a point of view

A WRITING SKILL | Study the rules.

To persuade readers to agree with your point of view in an essay:

- State your point of view in the introduction to your essay.
- Then provide examples, facts, or experts' opinions that support your point of view.
- Another effective technique is to demonstrate the weakness of opposing arguments.
- Summarize your main point in a concluding sentence.

Use expressions like these to support your point of view. Pay attention to correct punctuation when needed.

Support your point of view	Offer experts' opinions
For one thing, For example, For instance, Furthermore,	[Smith] states that . . . According to [Rivera], . . . Studies suggest that . . .

Refute opposing arguments		Conclude your argument
It can be argued that . . . [Some people] think . . . It [may be] true that . . .	However,	In conclusion, In summary, To sum up,

WRITING MODEL

Many people question whether it's humane to keep animals in zoos. However, **today's zoos can play an important role in animal conservation.** They can do this in a number of ways.

For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos. In that way, new methods for ensuring the survival of endangered species might be discovered. **Furthermore,** in her report on conservation efforts at the Parkland Zoo, **biologist Ann Fisher states that** zoos can protect the young of endangered species until they are old enough to be released into the wild. **It can be argued that** all animals should be free and that it is unethical to keep any animals in zoos. **However,** the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide.

In conclusion, I believe endangered animals should be kept in zoos in order to support conservation efforts. It's one way we can help ensure their survival.

B PRACTICE | Complete the arguments to support the point of view.

Zoos play an increasingly important role in animal conservation. **1 (For one thing, / However,)** a zoo is a good environment for scientists to observe the behavior of endangered animals. Information from this research can be used to ensure their survival. **2 (Many people think / For example,)** animals are simply kept in small cages in zoos. **3 (Furthermore, / However,)** today's modern zoos try to imitate the animals' natural habitats by providing healthy food and lots of space for exercise and play. Without this intervention, many species would not survive in the wild. **4 (According to / To sum up,)** Dutch scientist Frans de Wall, zoos also serve an important educational purpose. **5 (Furthermore, / For example,)** by visiting zoos with their families or school classes, children learn about endangered animals and grow up appreciating the importance of protecting them. **6 (To sum up, / It may be true that)** there are good reasons for keeping endangered animals in zoos.

C UNIT 6 WRITING TASK | Write a short essay in which you express your opinion on the treatment of animals on farms or in research. Use persuasion to convince the reader to agree with your point of view. State your point of view in the introduction. Support it with examples, facts, or experts' opinions. Refute opposing arguments. Conclude by restating your main point.

OPTIONAL WRITING Exchange essays with a partner. Write a short response, explaining why you agree or disagree with your partner's point of view.

SELF-CHECK

- ☐ Did I state my point of view clearly in the introduction?
- ☐ Did I provide examples, facts, or experts' opinions to support my point of view?
- ☐ Did I discuss and refute any opposing arguments?
- ☐ Did I include a concluding sentence?

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UNIT 7 Summarize and paraphrase information from an article or a report

A WRITING SKILL | Study the rules.

A summary is a shortened explanation of the main ideas of an article. When writing a summary, include only the author's main points, not your own reactions or opinions. In your summary, be sure to paraphrase what the author said, putting the main idea into your own words.

Use a variety of reporting verbs to paraphrase the writer's ideas:

The report **argues** that . . .	The writer **points out** that . . .
Doctors **believe** that . . .	The journalist **reports** that . . .
The article **states** that . . .	The author **concludes** that . . .

Some other common expressions for reporting another person's ideas:

According to [Smith], . . .	**As** [the article] **explains**, . . .
In [the writer's] **opinion**, . . .	**From** [García's] **point of view**, . . .

WRITING MODEL

The original text: "For some people, shopping is a favorite pastime and harmless, as long as they have the money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling."

Your summary and paraphrase: *The author points out that shopping can be harmless for some but a serious addiction for others.*

B PRACTICE | Paraphrase these sentences from the article on page 74.

1 "Research has shown that compulsive shopping, like other addictions, causes the physical effect of a 'high' when brain chemicals such as endorphins and dopamine are released."

.....

2 "Thankfully, many people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help."

.....

C PRACTICE | Reread the paragraphs that begin with *First*, *Second*, *Third*, and *Fourth* in the article on page 74. Then, in your own words, state the main idea of each of those paragraphs, using the reporting verbs and expressions suggested in Exercise A.

First

Second

Third

Fourth

D UNIT 7 WRITING TASK | Write a summary of the article about compulsive shopping on page 74 by combining the main ideas from your notepad. Be sure to paraphrase what the author said, using your own words. You may include the suggestions for overcoming shopping addiction in your summary. Your summary should be no more than four to six sentences long.

OPTIONAL WRITING Write a short article in which you suggest how to avoid compulsive shopping.

SELF-CHECK

- ☐ Does the summary include only the author's main ideas?
- ☐ Did I paraphrase the author's ideas?
- ☐ Was I careful not to include my opinion in the summary?

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UNIT 8 Avoiding run-on sentences and comma splices

A WRITING SKILL | Study the rules.

Note two common errors that writers often make when joining two sentences:

Run-on sentences (connecting sentences or independent clauses without using punctuation)
INCORRECT: My grandmother was strict with my mom however, my mom isn't at all strict with me.

Comma splices (connecting two sentences or independent clauses with a comma and no conjunction)
INCORRECT: My dad and I used to have a lot of arguments, now we get along great.

To correct a run-on sentence or a comma splice, choose one of the following techniques:

- **Use a period, and capitalize the following word.**
  My grandmother was strict with my mom. However, my mom isn't at all strict with me.
  My dad and I used to have lots of arguments. Now we get along great.
- **Use a comma and a coordinating conjunction.**
  My grandmother was strict with my mom, so my mom isn't at all strict with me.
  My dad and I used to have lots of arguments, but now we get along great.
- **Use a semicolon. (But avoid using a semicolon more than once in a paragraph.)**
  My grandmother was strict with my mom; my mom isn't at all strict with me.
  My dad and I used to have lots of arguments; now we get along great.

Coordinating conjunctions
and for or yet
but nor so

B PRACTICE | All the sentences have errors. Label each sentence R (for run-on) or C (for comma splice). Then, on a separate sheet of paper, correct each sentence, using one of the techniques.

..... 1 Older people benefit from living with friends or relatives, they are less likely to experience loneliness or depression.
..... 2 It is projected that in the future more and more young adults will be forced to live with their parents, they will remain financially dependent into their thirties.
..... 3 I worry a lot about my grandfather he was widowed two years ago.
..... 4 It's very difficult for my sister and brother-in-law to stay home to care for their children, they both have jobs outside the home.

C PRACTICE | On a separate sheet of paper, rewrite the paragraph, correcting any run-on sentences or comma splices.

My husband and I don't know what to do with our teenage daughter, Beth. Beth has always been a bit rebellious however, lately her behavior has really been going downhill. Yesterday, Beth's teacher told us that she was disrespectful in class she hadn't done her homework. We're at our wits' end with her. At home, Beth has developed a spoiled attitude, she isn't willing to help at all. She used to make her bed and clean up her room, recently she has been leaving her things everywhere. My husband and I may have been too lenient with Beth as she was growing up, now that she's a teenager, we have to get her to shape up.

D UNIT 8 WRITING TASK | Write a blog post with advice for parents and teens who either have a lot of conflicts or who don't have a good relationship. Use vocabulary and expressions from Unit 8 and other units. Write at least three paragraphs, each one with a topic sentence stating its main idea.

SELF-CHECK
- ☐ Did I avoid run-on sentences and comma splices?
- ☐ Do all the sentences support the topic sentence?
- ☐ Did I use the vocabulary and expressions I learned in Unit 8?

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UNIT 9 Avoiding sentence fragments

A WRITING SKILL | Study the rules.

A sentence fragment is a group of words that does not express a complete thought. Here are two common fragments:

Dependent clauses

A dependent clause is a group of words that contains both a subject and a verb but begins with a subordinating conjunction, making it an incomplete thought.

FRAGMENT: ~~Since the military released the UFO videos.~~
FRAGMENT: ~~Until I read about Orson Welles's radio play.~~

Remember:

An independent clause . . .
- contains a subject and a verb.
- expresses a complete thought.

A complete sentence . . .
- starts with a capital letter.
- ends with a period, question mark, or exclamation point.
- expresses a complete thought.
- needs to contain at least one independent clause.

Phrases

A phrase is a group of words that is not a complete sentence. Some common phrases that are fragments are prepositional phrases, verb phrases, embedded questions, infinitive phrases, relative clauses, etc.

FRAGMENT: ~~At the end of the year.~~
FRAGMENT: ~~Are very reliable.~~
FRAGMENT: ~~Where they said the UFO had crashed.~~
FRAGMENT: ~~To explain what happened.~~
FRAGMENT: ~~The people who were listening to the program.~~

Subordinating conjunctions that begin a dependent clause

after	since
as soon as	unless
because	until
before	when
even though	whenever
if	while

To correct a sentence fragment, do one of the following:

- Attach a dependent clause to an independent clause to complete the thought.
  Since the military released the UFO videos, **we believed they must have been real**.
  I knew nothing about *War of the Worlds* until I read about Orson Welles's radio play.
- Complete the thought by adding missing information to a phrase so it is a complete sentence.
  At the end of the year, **everyone celebrated together**.
  Most news sources are very reliable.
  That's where they said the UFO had crashed.
  We asked to be interviewed to explain what happened.
  The people who were listening to the program **called to get advice**.

B PRACTICE | Underline the sentence fragments in this paragraph. Then, on a separate sheet of paper, rewrite the paragraph correctly.

When John Tyler did not appear at his wedding. His bride and the wedding guests were worried. They called the police for help. The police used helicopters. To search for John's car. An hour later, John called his bride by phone. She was so surprised. Because John told her that he had been carjacked. According to his story. The carjackers had locked him in the trunk in the back of his car. Meanwhile, the police had found John's car. In the parking lot of a hotel. Furthermore, John was found in a hotel room. Speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. Two weeks later. He and his bride were finally married.

C UNIT 9 WRITING TASK | Write a short news report about one of these topics:

Topics
- An imaginary attack on your city or town by aliens from Mars
- An imaginary new discovery that finally explains one of the mysteries from Lesson 2 on page 94
- An imaginary update on the U.S. military's 2020 release of videos of UFOs

SELF-CHECK
- ☐ Do all my sentences express complete thoughts?
- ☐ Did I avoid sentence fragments?
- ☐ Did I avoid run-on sentences and comma splices?

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UNIT 10 Presenting and supporting opinions clearly

A WRITING SKILL | Study the rules.

When you write to critique or comment on another person's ideas, it is important to present and support your own opinions clearly. Use connecting words and phrases to present your ideas logically and to support your ideas with reasons.

Present your ideas logically

First of all, I agree with the writer's main point.
In addition, the article makes some good points about the effects of not being active.
Furthermore, I think the writer offers some good ideas for changing bad habits.
Finally, I believe the writer is right not to ignore the problem.

Support your ideas with reasons

Since risk-takers like to live dangerously, they sometimes get hurt.
Because of the Internet, you can find places to practice extreme sports all over the world.
Actually, risk-avoiders can find safe ways to be adventurous. **That's why** I think being a risk-taker is overrated.
Due to the fact that everyone posts on social media, more and more people are attracted to extreme sports.

Citing the writer's words

Use direct speech to quote short statements. For example:

Cardiologist Ana Laghari says, "I recommend 150 minutes of moderate cardiovascular exercise every week." However, I think that's too much!

For longer statements, use indirect speech to paraphrase what the writer says in a shorter form. For example:

Dr. Laghari makes it clear that a sedentary lifestyle can be a danger to one's health.

B PRACTICE | On a separate sheet of paper, write statements that use the connecting words.

1 Simple changes to your lifestyle will have a big impact on your health. It's a good idea to start right away. (since)
2 The author makes some good points in the article. I agree with his opinions. (that is why)
3 The psychologist points out that not all people who ride on roller coasters are risk-takers. She says that most of us are a bit of both. (first of all / in addition)
4 I'm definitely not a risk-taker. I don't really understand why anyone would choose to be one. (furthermore)

C PRACTICE | Rewrite this paragraph by adding connecting words and phrases. Use a comma where necessary.

..... (1) I completely agree with the article on page 106 about the importance of being active. ..... (2) the author's point that there are a number of downsides to having a sedentary lifestyle really makes sense. ..... (3) I'm trying to change my own habits right now, I totally understand the points the author makes and appreciate the suggestions in the article. The author is so right when he or she says, "Many of us may be too laid back for our own good." ..... (4) I agree with the idea that one can make small changes that have a big impact on one's health. ..... (5) the dependence we all have on technology today, the problems the article describes are global in scale. ..... (6) I'm committed to changing my own bad habits.

D UNIT 10 WRITING TASK | Write a critique of the article in Lesson 3 or the interview about risk-takers and risk-avoiders in Lesson 4. Begin by stating your opinion. To comment on the writer's or speaker's point of view and to support yours, use quotes or paraphrase what the person says. Write at least two paragraphs.

SELF-CHECK

- ☐ Did I use connecting words and phrases to present and support my opinions?
- ☐ Did I use quotation marks correctly when citing the writer's own words?
- ☐ Did I paraphrase the writer's words when I didn't use direct speech?

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SOFT SKILLS BOOSTER (Optional)

The Soft Skills Booster helps develop the soft skills increasingly valued and required by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in work settings. The target skills in the *Connectivity 4* Soft Skills Booster also contribute to students' success in academic settings and in everyday life. Each Soft Skills Booster unit focuses on one soft skill which is then practiced with a partner. Finally, students are directed to apply the soft skill in a Communication Activator exercise from the unit in the Student's Book. As students become proficient with each soft skill, they should be encouraged to use it in all speaking activities in order to maximize the quality of their relationships with others.

UNIT 1 Soft skill: COMMUNICATION

Ask for clarification and repetition to avoid misunderstandings

(For Exercise B, page 9)

A Use these expressions to ask for clarification or repetition. Listen and repeat each one.

TIP: Asking for clarification or repetition can head off misunderstandings that interfere with good communication on the job and in other settings.

Asking for clarification	Asking for repetition
I'm afraid I don't quite understand.	Sorry, what was that?
What do you mean by ___ ?	Sorry, I missed that.
Sorry, but are you saying ___ ?	Could you say that again?
Let me make sure I understand. Do you mean ___ ?	Could you run that by me one more time?
	Sorry, I missed the (first / last) part.

B PAIR WORK | Take turns reading a prompt aloud. Your partner practices asking for clarification or repetition. Use expressions from Exercise A.

People have no respect for the environment.	A lot of people are mean to animals.	I don't think it's anyone's business how someone else treats his or her pet.
I think it would be better if all drugs were legal.	I don't know why it's a problem if parents let their little children run around in a restaurant.	Most people spend way too much time in front of screens.
If people carpooled, there would be less air pollution in the cities.	Too many people don't wear masks when a contagious disease is going around.	Education used to be better when our parents were in school.
People should speak up if they see teenagers misbehaving.	Family members should talk through their problems.	If someone cheats on a test, that's not my problem.

C Now practice asking for clarification and repetition as you do Exercise B on page 9.

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UNIT 2 Soft skill: ACTIVE LISTENING — Ask for examples to show interest

(For Exercise B, page 15)

TIP: Ask for examples when you listen to someone in order to show your interest in what he or she is saying. This builds mutual respect.

A Use these expressions to ask for and provide examples during a discussion. Listen and repeat each one.

Asking for examples	Providing examples
For example?	For example, . . .
Which ones, for example?	Such as . . .
Such as?	For instance, . . .
For instance?	Like . . .
Like who? / what? / where?	

B PAIR WORK | Take turns reading a statement. Your partner asks for examples and you provide some. Use expressions from Exercise A.

I've been listening to a lot of great new music lately.	There are some really annoying shows on TV these days.	There are a lot of musicians I'd love to see in concert someday.
I've seen some wonderful performers at the street markets on the weekends.	I've seen some fantastic movies recently.	There are some great museums and art galleries in this town.
There are some very funny shows on TV this year.	I would love to be able to play an instrument in my free time.	The only performing I do is singing my favorite songs in the shower.
I've read some really good books lately.	There are so many musicals and plays I'd like to see.	Your own idea:

C Now practice asking for and giving examples as you do Exercise B on page 15.

UNIT 3 Soft skill: RESPECTFULNESS

Ask for and provide reasons when discussing opinions

(For Exercise C, page 33)

A **Use these expressions to ask for and provide reasons for opinions in a discussion. Listen and repeat each one.**

TIP: When you ask people to explain the reasons behind their opinions, you demonstrate respect for their thinking. This helps build good relationships with others.

Asking for reasons	Providing reasons
Why do you say that?	I say that because . . .
What makes you say that?	From what I can see . . .
What are you basing that on?	Well, in my experience . . .
How come you think that?	

B **PAIR WORK | Take turns using one or more of the choices in each prompt to express your opinion. Your partner asks for your reasons and you respond. Use expressions from Exercise A.**

I think that . . .
- ☐ charity begins at home.
- ☐ it's important to help people all over the world.
- ☐ [another idea]

I think that the environment . . .
- ☐ is the most important cause to donate to now.
- ☐ is one of many important causes.
- ☐ should be supported by the government, not by individuals like me.
- ☐ [another idea]

In general, I think deep down most people are basically . . .
- ☐ selfish and greedy.
- ☐ giving and generous.
- ☐ [another idea]

Generally, I believe most charities . . .
- ☐ do an excellent job.
- ☐ spend too much money on advertising and administration.
- ☐ [another idea]

I prefer to help others by . . .
- ☐ fundraising and donating money.
- ☐ volunteering my time.
- ☐ [another idea]

I think the medical clinics in our city are . . .
- ☐ excellent.
- ☐ getting better.
- ☐ in need of major donations.
- ☐ [another idea]

I think that children . . .
- ☐ should learn about giving back to others from a young age.
- ☐ should not worry about the world's problems.
- ☐ [another idea]

In general, I think museums are . . .
- ☐ an important part of the community that we need to support.
- ☐ not a top priority for charitable giving.
- ☐ [another idea]

If a friend asks me to donate to a charity they support . . .
- ☐ I try to chip in as much as I can.
- ☐ I learn more about the charity before deciding whether to donate.
- ☐ I usually don't have money in my budget to donate to charity.
- ☐ [another idea]

Your own idea:

C **Now practice asking for and giving reasons as you do Exercise C on page 33.**

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UNIT 4 Soft skill: TEAMWORK

Encourage a positive exchange of opinions

(For Exercise B, page 41)

A **Use these expressions to agree strongly or disagree politely with your partner. Listen and repeat each one.**

TIP: When you are honest and polite in agreeing or disagreeing with someone's opinion, it builds a positive tone within a team.

Agreeing strongly	Disagreeing politely
I totally agree.	I actually disagree with that.
I couldn't agree more.	I don't actually see it that way.
You're so right about that.	Do you really think so?
You're absolutely right.	Hmm. I'll have to think about that.

B **PAIR WORK | Take turns reading the prompts below to your partner and agreeing or disagreeing. Use the expressions from Exercise A.**

I think that extreme diets are dangerous and unhealthy.	I worry about the sterilization of tools in beauty salons. It's too easy to get an infection from dirty tools!	It's fun to experiment with new beauty treatments like vampire facials. Why not?
I wouldn't get a fish pedicure if you paid me! It seems cruel to the fish!	Tooth whitening looks great but I think it can be harmful to your teeth.	Dyeing your hair at home is too risky. If you damage your hair it can be a disaster!
I think that most skin care products don't do anything. They're just a waste of money.	Face yoga seems like the safest way to keep your face young-looking.	I think tanning salons are dangerous and dumb.
Parents should get cosmetic surgery for their kids if it'll make them look more attractive.	I would only try beauty treatments that are temporary—never anything permanent!	Your own idea:

C **Now practice agreeing and disagreeing as you do Exercise B on page 41.**

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UNIT 5 Soft skill: PROBLEM SOLVING

Work together to identify and solve problems

(For Exercise B, page 53)

A Use these expressions to complain about a situation and respond during a discussion. These expressions will encourage agreement or disagreement and contribute to solving the problem. Listen and repeat each one.

TIP: It's important to identify a problem in order to collaborate on a solution.

Stating a problem	Suggesting a solution
It's awful how . . .	I really wish they would . . .
I just can't believe how . . .	Why can't / don't they . . . ?
It's inexcusable that . . .	I don't see why they can't / don't . . .
I think it's shocking that . . .	The thing they need to do is . . .

B PAIR WORK | Take turns using the prompts below to practice stating a problem and suggesting solutions. Use expressions from Exercise A.

A: ..... there are so few green spaces in our neighborhood.
B: I agree. ..... build a park with some trees and grass so we can escape from city life a little bit?

B: ..... the traffic seems to be getting worse and worse.
A: I totally agree. ..... attract more high-tech companies to move to town.

A: ..... this city has become so polluted.
B: I totally agree. ..... put more bike lanes on the streets so more people will get around by bike.

B: ..... the buses are never on time.
A: You're right. ..... plan the bus schedules more carefully.

A: ..... the streets are so unsafe for pedestrians. It feels dangerous to walk anywhere around here.
B: I couldn't agree more. ..... add more sidewalks or a pedestrian overpass.

B: ..... there is nowhere around here for young children to play.
A: You're right about that. ..... find more places for playgrounds.

A: ..... we don't have anywhere to socialize with our neighbors. I feel like I don't know anyone else who lives here.
B: I agree. ..... add some public benches on the sidewalks where people can sit and talk.

B: ..... housing has become so expensive.
A: Yeah. ..... build more affordable housing?

A: ..... crime has gotten to be such a big problem.
B: You're absolutely right. ..... get more streetlights and security cameras on the streets.

B: ..... there is no local grocery store in our neighborhood.
A: I totally agree. ..... start a community garden.

C Now practice stating problems and responding as you do Exercise B on page 53.

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UNIT 6 Soft skill: CRITICAL THINKING

Provide reasons for positive and negative opinions

(For Exercise B, page 65)

A **Use these expressions in a discussion to state a positive or negative opinion. Follow each opinion with reasons. Listen and repeat each one.**

TIP: When opinions are supported by logical reasons, they are more easily accepted by others.

Stating a positive opinion	Stating a negative opinion
I strongly support ___ because . . .	I strongly oppose ___ because . . .
I'm very much in favor of ___ for the following reason(s): . . .	I'm very much against ___ for the following reason(s): . . .
I'm all for ___ .	I'm totally against ___ .
I think ___ is only right.	I think ___ is just plain wrong.
I believe ___ is the right thing to do.	I just don't think ___ is right.

B **PAIR WORK | Take turns stating opinions for or against the issues below and providing a reason or reasons for your opinion. Respond to your partner by agreeing or disagreeing and providing *your* reasons. Use expressions from Exercise A.**

> "I strongly oppose spending tax money to protect species from extinction because there are other things more important to invest in."

spending tax money to protect species from extinction	giving tax breaks to people who use renewable energy resources	getting rid of invasive species that are not native to a habitat
protecting animals by putting endangered species in zoos	allowing animals that are dangerous to humans to go extinct	letting people poach animals for their skins or ivory
setting aside natural wildlife areas where animals can be protected	banning the use of plastic packaging that ends up in the ocean	limiting how much people can fish or hunt certain animals
letting farmers clear forests	taxing companies when they pollute	Your own idea:

C **Now practice supporting positive and negative opinions with reasons as you do Exercise B on page 65.**

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UNIT 7 Soft skill: LEADERSHIP

Invite others to express their agreement with your ideas

(For Exercise C, page 75)

A Use these expressions to ask others to agree with you in a discussion. Listen and repeat each one.

TIP: Build consensus by inviting people to agree with your reasonable ideas.

Asking for agreement		
Don't you agree (that) ___ ?	Wouldn't you agree (that) ___ ?	___ , wouldn't you say?
Don't you think (that) ___ ?	Wouldn't you say (that) ___ ?	___ , don't you think?
Don't you feel (that) ___ ?	___ , don't you agree?	

B PAIR WORK | Take turns using the prompts below to ask for agreement, using expressions from Exercise A. Respond to your partner by agreeing or disagreeing.

shopping with a list helps you make sure you only buy things you need	it's silly to spend a lot of money on clothing	shopping can be an addiction
you should always pay your credit card bills in full every month so you don't go into debt	it's OK to splurge on luxury items once in a while	it's smart to comparison shop before you make a purchase
window shopping is the best kind of shopping because you don't spend any money	it's better to spend money on restaurants and travel than on clothes and jewelry	it's OK to buy things on impulse as long as they aren't very expensive
stores have sales and special offers just to get you to come into the store and buy something	it's always worth looking for bargains when there's a sale	Your own idea:

C Now practice asking for agreement as you do Exercise C on page 75.

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UNIT 8 Soft skill: OPEN-MINDEDNESS

Paraphrase another person's opinion to confirm your understanding

(For Exercise B, page 87)

A **Confirm your understanding by using the expressions on the left to paraphrase or summarize another's opinions during a discussion. Use the expressions on the right to confirm the accuracy of the paraphrasing. Listen and repeat each one.**

TIP: When you paraphrase what people say, it reassures them that you are sincerely trying to understand their point of view. This makes them feel you are "on their side" even if you ultimately don't agree.

Paraphrasing an opinion	Responding
So what you're saying is . . .	That's right.
In other words, . . .	That's exactly what I'm saying.
So what you mean is . . .	
To put it another way, . . .	That's not quite what I meant.
So you're saying . . .	Not exactly. What I'm saying is . . .
If I understand what you're saying, you think . . .	

B **PAIR WORK | Take turns asking the questions below. Listen to your partner's answer and then paraphrase his or her opinion. Your partner will tell you if your paraphrasing was accurate or not. Use expressions from Exercise A.**

Who do you think should take care of young children when both parents work outside the home?	What do you think might be the pros and cons of living with your elderly parents?
What do you think might be the advantages and disadvantages of one parent staying home to take care of young children?	What do you think might be the benefits and difficulties of having many generations of the family living together in one house?
What do you think might be the pros and cons of being cared for by your children when you are elderly?	Who do you think should be responsible for tasks like making dinner and supervising homework?
What do you think might be the pros and cons of the government providing care for the elderly if they don't live with their children?	Your own idea:

C **Now practice paraphrasing your partner's opinions as you do Exercise B on page 87.**

UNIT 9 Soft skill: EMPATHY

Show support for others when they express frustration

(For Exercise B, page 99)

A Use the expressions on the left to show frustration with a person, thing, or situation. Use the expressions on the right to respond. Expressing frustration and responding will make your discussion richer and more interesting. Listen and repeat each one.

Expressing frustration	Responding with empathy when you feel the same way
I've had it with . . .	I know what you mean.
I'm fed up with . . .	You can say that again.
I've given up on . . .	Isn't that the truth!
I'm so sick of . . .	**Responding with empathy when you don't feel the same way**
I'm really tired of . . .	I'm not so sure I agree with that.
I'm sick and tired of . . .	I'm not so sure I'm with you on that.
	I'm not sure I understand.

TIP: Showing concern for others' frustration makes them feel supported whether or not you share the same frustration.

B GROUP WORK | Complete the sentences below with an expression of frustration and the name of a person or thing indicated in parentheses. Then work in a small group. Take turns expressing frustration and responding. Use expressions from Exercise A.

..... (express frustration) ..... (name of TV news show / journalist) . .....'s really annoying.

..... (express frustration) ..... (name of newspaper / website) . You can't believe anything they write.

..... (express frustration) ..... (name of politician) . You can't trust anything ..... says.

..... (express frustration) ..... (product type / brand name) ads / commercials. They're ridiculous.

Your own idea:

..... (express frustration) ..... (name) ..... (reason) .

C Now practice expressing frustration and responding with empathy as you do Exercise B on page 99.

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UNIT 10 Soft skill: ENTHUSIASM

Respond emphatically to what others say

(For Exercise B, page 109)

A **Use short emphatic questions and statements such as these to respond enthusiastically to what someone says. Listen and repeat each one.**

TIP: Responding emphatically to what others say makes them feel you are interested and involved in what they are saying.

To show interest	To express surprise	To express shock
Use short-form questions with rising intonation and emphatic stress, such as:	Use short-form questions with rising intonation and emphatic stress, such as:	Use negative short-form statements with falling intonation and emphatic stress, such as:
IS she?	You DO?	He DOESn't!
DID they?	They COULDn't?	You DIDn't!
IS it?	It WAS?	It DID'nt!

B **PAIR WORK | Take turns reading the prompts and using short-form questions and statements to show interest and surprise.**

Student A begins

A: I'm not the adventurous type, but I watch a lot of scary movies.
B: (Express surprise.)
A: Yes. I love them!

A: My brother loves doing extreme skiing.
B: (Express shock.)
A: Yes, and he goes incredibly fast.

A: I went rock climbing, and when I reached the top of the cliff, they couldn't get me down!
B: (Express surprise.)
A: No! They didn't know what to do!

A: The biggest risk I took was going mountain biking.
B: (Express surprise.) I've never thought mountain biking was particularly dangerous.
A: Me neither. But the path was slippery and rocky.

A: One time I went hiking alone, and I forgot to tell anyone where I was going.
B: (Express shock.)
A: Yeah, it was really dumb!

Student B begins

B: My brothers went bungee jumping last year.
A: (Show interest.)
B: Yeah, they had a great time. But it sounded terrifying!

B: It's a popular place for surfers in Hawaii.
A: (Show interest.)
B: Yeah, the waves can be very exciting.

B: At the amusement park there was a ride that went upside down.
A: (Express shock.)
B: Yeah, it was scary.

B: My friend drove on our roadtrip, and she's actually a pretty safe driver.
A: (Show interest.)
B: Yes, but she got a couple of parking tickets.

B: I went swimming with sharks once, and a shark swam right toward me!
A: (Express shock.)
B: Yes! I started to panic!

C **Now practice using short-form questions and statements as you do Exercise B on page 109.**

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Unit 6 Page 56 (pigeon): Panaiotidi/Shutterstock; 56 (cat): Vlue/Shutterstock; 56 (parakeets): Africa Studio/Shutterstock; 57 (monkey): FiledIMAGE/Shutterstock; 57 (dog): Joop Snijder Photography/Shutterstock; 57 (rabbit): Eric Isselee/Shutterstock; 57 (sheep): Randy Rimland/Shutterstock; 57 (parrot): Sherrod Photography/Shutterstock; 57 (mouse): Tony Wear/Shutterstock; 57 (pig): Eric Isselee/Shutterstock; 57 (insect, L): Eileen Kumpf/Shutterstock; 57 (insect, R): Tomas Indrak/Shutterstock; 57 (horse):MuroPhotographer/Shutterstock; 57 (frog): Tom Reichner/Shutterstock; 57 (bull): Alberto clemares exposito/Shutterstock; 57 (rooster): PCHT/Shutterstock; 57 (cow): Alena Demidyuk/Shutterstock; 57 (fox): Michal Ninger/Shutterstock; 57 (crocodile):Nattanan726/Shutterstock; 57 (seal): Eric Isselee/Shutterstock; 57 (elephant): Richard Peterson/Shutterstock; 57 (lion): Jean-Edouard Rozey/123RF; 57 (dolphin): FineShine/Shutterstock; 58 (T): Christian Mueller/Shutterstock; 58 (B): Alex Marakhovets/Shutterstock; 59 (woman and man): Mangostar/Shutterstock; 59 (parrot): Srinuan Hiranwat/123RF; 59 (guinea pig): Malcolm Harris. Pearson Education Ltd; 59 (goldfish): Dien/Shutterstock; 59 (turtle): Belikart/Shutterstock; 60 (Larry): MkIrnt/123RF; 60 (Valerie): PathDoc/Shutterstock; 60 (Conor): Dragon Images/Shutterstock; 60 (Ellen): Fizkes/Shutterstock; 61 (race horses): Lukas Gojda/123RF; 61 (bear): Oleg Kopyov/Shutterstock; 61 (dog): Brezhneva.od/Shutterstock; 61 (lab mouse): Egoreichenkov Evgenii/Shutterstock; 61 (animal hide): Stacey Newman; 61 (cow): Opsorman/Shutterstock; 62 (paw): LittlePigPower/Shutterstock; 62 (claw): Okyela/Shutterstock; 62 (hooves): Tarakanbix/Shutterstock; 62 (fin): Tatiana Shepeleva/123RF; 62 (wing): Al Mueller/Shutterstock; 62 (beak): Pablo Caridad/Shutterstock; 62 (tail): Schankz/Shutterstock; 62 (horn): Anderson Matos/Shutterstock; 62 (fangs): Andamanec/Shutterstock; 62 (scales): Gunay Abbas/Shutterstock; 62 (feathers): Pernsanitfoto/Shutterstock; 62 (fur): Vera Larina/Shutterstock; 62 (sheep): Daniel Reiner/Shutterstock; 62 (bids): Feng Yu/123RF; 62 (fish): Rich Carey/Shutterstock; 62 (wolves): Michael Roeder/Shutterstock; 62 (ants): Elvira Tursynbayeva/Shutterstock; 63 (L): Dariush M/Shutterstock; 63 (R): Lee O'Dell/123RF;64 (frog): Worldswildlifewonders/Shutterstock; 64 (salamander): Matt Jeppson/Shutterstock; 64 (snake): Dwi putra stock/Shutterstock; 64 (deer): Moosehenderson/Shutterstock; 64 (elephant): Chris Fourie/123RF; 64 (bird): Silentwings_M_Ghosh/Shutterstock; 65 (T): Rich Carey/Shutterstock; 65 (B): Margus Vilbas/Shutterstock.

Extend It 3 Page 66-67 (map background): Martin Barraud/Stone/Getty Images; 66 (Concord, MA): Wangkun Jia/Shutterstock; 66 (group of people): Sun Shock/Shutterstock; 67 (Bondi Beach): Mariematata/123RF; 67 (students): Shutterstock; 67 (Les Baux-de-Provence): Frank11/Shutterstock; 67 (classroom): Prostock studio/Shutterstock; 67 (BL): Iriana Shiyan/123RF; 67 (BR): Anna Andersson Fotografi/Shutterstock.

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