Soft Skills Workshop 5

A Panel Discussion

Outcome

You will prepare and present a panel discussion on a topic of your choice.

1 TEAMWORK Choose a discussion topic and assign roles.

Form teams of four. With your teammates, discuss the topics and decide which would be most interesting to prepare. With your teacher, determine how much time you will have to conduct your team's panel discussion.

Assign roles. Choose one team member to be moderator. The other team members will be panelists. Choose a role for each panelist. Give each panelist a fictional name, an employer, and a job title, and invent other details as appropriate.

Research the topic for information, news, and any issues or controversies related to it. Share information to help frame your ideas and plan your points of view. Combine team members' notes.

Research notes
Important to include foods of many colors on the plate.

Tips for TEAMWORK

Support your colleagues' ideas.
Makes total sense! Good thinking!
What a great idea!

Politely offer a different point of view.
I see what you mean. But here's a question ___ .
I get that. But I wonder what you think of this: ___ .
Good point. But here's something to consider: ___ .
True. But on the other hand, ___ .

DISCUSSION TOPICS

A



Does healthy food have to be boring?

Moderator: a medical professional (doctor, nurse, physical therapist, etc.)

Panelist roles:
- a nutritionist
- a chef and restaurant owner
- a home cook with a large family

B



How much discipline do children need?

Moderator: a parent of a teen in a multi-generational household

Panelist roles:
- a child psychologist
- a parent of a child with behavior problems
- a typical teenager

C



What can we do about street crime?

Moderator: a small business owner in a large city

Panelist roles:
- a police officer
- a person recently released from prison
- a crime victim

D



What is the future of English as an international language?

Moderator: a journalist from a business magazine

Panelist roles:
- a CEO of a company with offices around the world
- a student planning on a career in international business
- an English teacher in an adult language program

2 COLLABORATION Work together to plan the panel discussion.

Using the team's notes from Activity 1, the moderator drafts five to ten questions to ask. At the same time, the panelists each think about and write notes about their general point of view of the topic. (For example: A chef might say that healthy food can be very exciting if it's spicy.)

Panelists and the moderator share their notes, giving each other feedback and suggestions.

As the moderator revises the questions, panelists brainstorm the answers they would give in the actual panel discussion, according to the point of view of the roles they will be playing.

Meet together again as a team to draft an introduction to the topic for the moderator to present at the beginning of the panel discussion, as well as brief (two or three sentences only) introductions to each panelist.

Tips for COLLABORATION

Offer suggestions.
Have you thought about ___ ?
What if we ___ ?
Maybe we should give ___ a try.
So what do you think of this? Let's ___ .

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Print out the **Evaluation Chart**.

3 PRESENTATION Rehearse the panel discussion and then present a similar one to the class.

Rehearse: Using the notes and drafts from Activities 1 and 2, the moderator practices introducing the topic and then introduces the panelists in the order in which they are seated. Then he or she asks the questions that were planned, calling on one or more panelists to answer. Each panelist rehearses the answer he or she intends to give, based on the brainstorming in Activity 2. Discuss any last-minute changes you want to make.

Make name cards or tags that include each person's role.



Present: Conduct your panel discussion in front of the class. The moderator and all panelists should look at whoever is speaking, nodding and smiling to indicate they are paying attention.

The moderator can ask unrehearsed follow-up questions but should maintain control of the time any one person takes, in order to complete the discussion on time. Panelists who wish to respond spontaneously to something should raise their hand to be called on by the moderator and should not interrupt.

When time is up, the moderator thanks the panelists for their contributions and thanks the audience for its attention.

Tips for PRESENTATION

Demonstrate respect for what others say.
[Ms. Bank] makes a good point.
That's definitely true.
I know what you meant when you said ___ .
I think [Mark]'s absolutely right.

Ask others to elaborate
Is there a particular reason you say ___ ?
Can you explain what you mean by ___ ?



EVALUATE Improve your presentation skills.

Use the Key to answer the questions and evaluate each panel discussion. Discuss strengths and weakness and make suggestions about how each panel discussion might be improved.

KEY
Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 The moderator introduced the topic in a way that made me want to hear something about it.
- ☐ 2 The panelists were clearly identified both by the moderator and with name cards or badges. They were seated in the order they were introduced.
- ☐ 3 The panelists acknowledged their introductions, waited to be called on, and didn't interrupt.
- ☐ 4 The panelists listened actively and attentively to the other panelists and the moderator.
- ☐ 5 The moderator retained control of the time limits and made sure all panelists had a chance to speak. When time was up, the moderator concluded the session appropriately.

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REFERENCE CHARTS

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
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	/red/ read	/red/
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
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	sprang / 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

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VERBS FOLLOWED BY A GERUND

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

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

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

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

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

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

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

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

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning		without a change in meaning				
forget	remember	begin	continue	like	prefer	try
regret	stop	can't stand	hate	love	start	

ADJECTIVES FOLLOWED BY AN INFINITIVE*

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

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

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	embarrassing	–	embarrassed	paralyzing	–	paralyzed
amazing	–	amazed	enlightening	–	enlightened	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
confusing	–	confused	frightening	–	frightened	startling	–	startled
depressing	–	depressed	horrifying	–	horrified	stimulating	–	stimulated
disappointing	–	disappointed	inspiring	–	inspired	surprising	–	surprised
disgusting	–	disgusted	interesting	–	interested	terrifying	–	terrified
distressing	–	distressed	irritating	–	irritated	tiring	–	tired
disturbing	–	disturbed	moving	–	moved	touching	–	touched

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STATIVE VERBS

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

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

TRANSITIVE PHRASAL VERBS

Some transitive phrasal verbs have more than one meaning. Not all are included here.

Abbreviations
s.o. = someone
sth. = something
e.g. = for example
inf. = informal

SEPARABLE

blow sth. **out** stop a flame by blowing on it
blow sth. **up** **1** make sth. explode **2** fill sth. with air, e.g., a balloon **3** make sth. larger, e.g., a photo
bring sth. **about** make sth. happen
bring sth. **back** **1** return sth. to a store **2** revive or renew sth., e.g., a custom or tradition
bring sth. **out** **1** introduce a new product **2** make a quality more noticeable
bring s.o. **up** raise a child
bring sth. **up** start to talk about an issue
burn sth. **down** burn a structure completely
call s.o. **back** return a phone call
call sth. **off** cancel sth.
call s.o. **up** call s.o. on the phone
carry sth. **out** conduct a plan
check s.o./sth. **out** look at s.o. or sth. more closely
cheer s.o. **up** make s.o. feel happier
clean s.o./sth. **up** clean s.o. or sth. completely
clear sth. **up** clarify sth.
close sth. **down** force a business or institution to close
cover sth. **up** **1** cover sth. completely **2** change facts to avoid responsibility
cross sth. **out** draw a line through sth.
cut sth. **down** make sth. fall by cutting, e.g., a tree
cut sth. **off** **1** remove sth. by cutting **2** stop the supply of sth.
cut s.o. **off** interrupt s.o who is speaking
dream sth. **up** invent or think of a new idea
drink sth. **up** drink a beverage completely
drop s.o./sth. **off** leave s.o. or sth. somewhere
empty sth. **out** empty sth. completely
figure s.o./sth. **out** understand s.o. or sth. after some thought
fill s.o. **in** tell s.o. about recent events
fill sth. **out** complete a form
fill sth. **up** fill a container completely
find sth. **out** learn new information
follow sth. **through** do everything to complete a task
get sth. **across** help s.o. understand an idea
give sth. **away** give sth. you do not need or want
give sth. **back** return sth. to its owner
give sth. **out** distribute sth.
give sth. **up** quit doing sth.
hand sth. **in** submit work, e.g., to a boss or a teacher
hand sth. **out** distribute sth.
hang sth. **up** put sth. on a hanger or hook, e.g., clothes
help s.o. **out** assist s.o.
keep s.o./sth. **away** cause s.o. or sth. to stay at a distance
lay s.o. **off** fire s.o. because of economic conditions
leave sth. **on** **1** not turn sth. off, e.g., an appliance **2** not remove sth. such as clothing or jewelry
leave sth. **out** omit sth.
let s.o. **down** disappoint s.o.
let s.o./sth. **in** allow s.o. or sth. to enter
let s.o. **off** allow s.o. to leave a bus, car, taxi, etc.
let s.o./sth. **out** allow s.o. or sth. to leave
light sth. **up** illuminate sth.
look s.o./sth. **over** examine s.o. or sth.
look s.o./sth. **up** **1** try to find s.o. **2** try to find sth. in a book, the Internet, etc.
make sth. **up** create a fictional story
pass sth. **out** distribute sth.
pass sth. **up** decide not to take an opportunity
pay s.o. **off** bribe s.o.
pay sth. **off** pay back money one owes
pick s.o./sth. **out** identify or choose s.o. or sth.
pick s.o. **up** stop a vehicle so s.o. can get in
pick s.o./sth. **up** lift s.o. or sth.
pick sth. **up** **1** get or buy sth. from somewhere **2** learn sth. new **3** get an infectious disease
point s.o./sth. **out** show s.o or sth. to another person
put sth. **away** put sth. in its appropriate place
put sth. **back** return sth. to its original place
put s.o./sth. **down** **1** stop holding or lifting s.o. or sth. **2** insult s.o.
put sth. **off** delay or postpone sth.
put sth. **on** get dressed or place sth. on one's body
put sth. **together** **1** put sth. on a wall **2** build sth.
put sth. **up** build or erect sth.
set sth. **off** cause sth. to explode
set sth. **up** **1** establish a new business, organization, etc. **2** prepare equipment for use
show s.o./sth. **off** display the best qualities of s.o. or sth.
shut sth. **off** stop a machine or supply
straighten sth. **up** make sth. neat
switch sth. **on** start a machine, turn on a light, etc.
take sth. **away** remove sth.
take sth. **back** **1** return sth. to a store **2** accept sth. returned by another person
take sth. **down** remove sth. that is hanging
take sth. **in** **1** notice and remember sth. **2** make a clothing item smaller
take sth. **off** remove clothing, jewelry, etc.
take s.o. **on** hire s.o.
take sth. **on** agree to do a task
take s.o. **out** invite s.o. somewhere and pay for his/her meal, show, etc.
take sth. **up** start doing an activity habitually
talk sth. **over** discuss sth.
tear sth. **down** destroy sth.
tear sth. **up** tear sth. into small pieces
think sth. **over** consider sth.

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think sth. **up**invent or think of a new idea
throw sth. **away**put sth. in the garbage
throw sth. **out**put sth. in the garbage
touch sth. **up**improve sth. with very small changes
try sth. **on**try clothing to see if it fits
try sth. **out**use sth. to see if one likes it or if it works
turn sth. **around** 1 turn so the front is at the back 2 cause things to get better
turn s.o./sth. **down**reject s.o. or sth.
turn sth. **down**lower the volume, heat, etc.
turn sth. **in**submit a paper, application, etc.
turn sth. **off**stop a machine, light, etc.
turn s.o. **off**cause s.o. to lose interest (inf.)
turn sth. **on**start a machine, light, etc.
turn sth. **out**make or manufacture sth.
turn sth. **over**turn sth. so the bottom is at the top
turn sth. **up**raise the volume, heat, etc.
use sth. **up**use sth. completely
wake s.o. **up**cause s.o. to stop sleeping
wipe sth. **out**remove or destroy sth.
work sth. **out** 1 resolve a problem 2 calculate a math problem
write sth. **down**write sth. to have a record of it

ALWAYS SEPARATED

ask s.o. **over**invite s.o. to one's home
bring s.o./sth. **down**remove a ruler or government from power
do sth. **over**do sth. again
keep sth. **on**not remove sth. such as clothing or jewelry
see sth. **through**complete a task
start sth. **over**begin sth. again
talk s.o. **into** sth.persuade s.o. to do sth.

INSEPARABLE

cater to s.o. provide what s.o. wants or needs
carry on sth.continue sth. another person has started
come across s.o./sth.find s.o. or sth. unexpectedly
count on s.o./sth.depend on s.o. or sth.
do without s.o./sth.live without s.o. or sth. one needs or wants
go after s.o./sth.pursue s.o. or sth.
go over sth.examine sth. carefully
go without sth.live without sth. one needs or wants
run into s.o.meet s.o. unexpectedly
run into sth.accidentally hit or crash into sth.
stick with s.o.stay close to s.o.
stick with sth.continue doing sth. as before

INTRANSITIVE PHRASAL VERBS

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

blow up 1 explode 2 suddenly become very angry
break downstop functioning
break outstart suddenly, e.g., a war, disease, or fire
burn downburn completely
call backreturn a phone call
carry on 1 continue doing sth. 2 behave in a silly or emotional way
catch on become popular
check inreport one's arrival at an airport or hotel
check outpay one's bill and leave a hotel
cheer up become happier
clear upbecome better, e.g., a rash or the weather
close downstop operating, e.g., a factory or a school
come alongaccompany s.o.
come back return
come in enter
come offbecome unattached
come out 1 appear, e.g., the sun 2 be removed, e.g., a stain
dress upwear more formal clothes or a costume
drop invisit unexpectedly
drop outquit a class, school, or program
eat outeat in a restaurant
empty outempty completely
fall offbecome unattached
fill out become bigger
fill upbecome completely full
find outlearn new information
follow throughcontinue working on sth. until it is completed
fool aroundhave fun or not be serious
get aheadmake progress or succeed
get alongto not argue
get backreturn from a place
get togethermeet somewhere with a friend or acquaintance
get upget out of bed
give up quit
go along 1 accompany s.o. 2 agree
go back return
go offexplode; make a sudden noise
go oncontinue to talk about or describe sth.
go out 1 leave a building 2 leave one's home to meet people, enjoy entertainment, etc.
go up be built
grow up become an adult
help outdo sth. helpful
hang up end a phone call
hold onwait during a phone call
keep awaystay at a distance
keep on continue
keep upgo or think as fast as another person
lie downrest on a bed
light up 1 begin to shine brightly 2 look pleased or happy
make upend an argument and reestablish a friendly relationship
pass out become unconscious
pay offbe worthwhile
pick upimprove, e.g., the economy
play aroundhave fun or not be serious
run out no longer in supply
show up appear
sign up register
sit down sit
slip upmake a mistake
stand uprise to one's feet
start over begin again
stay upnot go to bed
straighten upmake neat
take offdepart by plane
turn ingo to bed (inf.)
turn outhave a particular result
turn up appear
wake upstop sleeping
watch out be careful
work out 1 exercise 2 be resolved; end successfully

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THREE-WORD PHRASAL VERBS

Some three-word phrasal verbs have more than one meaning. Not all are included here.

catch up on sth. **1** do sth. one didn't have time to do earlier **2** get the most recent information
catch up with s.o.exchange information about recent activities
check up on s.o. make sure s.o. is OK
come away with sth.learn sth. useful from s.o. or sth.
come down to sth.be the most important point or idea
come down with sth.get an illness
come up against s.o./sth. be faced with a difficult person or situation
come up with sth.think of an idea, plan, or solution
face up to sth.accept an unpleasant truth
fall back on sth.use an old idea because new ideas have failed
follow through on sth.continue doing sth. until it is completed
get around to sth.finally do sth.
get away with sth.avoid the consequences of a wrong act
get back at s.o.harm s.o. because he / she harmed you
give up on s.o.stop hoping that s.o. will change
give up on sth.stop trying to make sth. happen
go along with sth.agree to do sth.
go through with sth.do sth. difficult or painful
grow out of sth.stop doing sth. as one becomes an adult
keep up with s.o.stay in regular contact
look down on s.o.think one is better than another person
look out for s.o.protect s.o.
look up to s.o. admire or respect s.o.
make up for sth.do sth. to apologize
put up with s.o./sth.accept s.o. or sth. without complaining
run out of sth.no longer have enough of sth.
stand up for sth.support an idea or a principle
stand up to s.o.refuse to let s.o. treat anyone badly
team up with s.o.do a task together
think back on s.o./sth.think about and remember s.o. or sth.
walk out on s.o.end a relationship with a wife, boyfriend, etc.
watch out for s.o./sth.protect s.o. or sth.

VERB FORMS: OVERVIEW

SUMMARY OF VERB FORMS

	Present time	Past time	Future time
Simple	**Simple present** walk / walks	**Simple past** walked	**Simple future** will walk
Continuous	**Present continuous** am walking / is walking / are walking	**Past continuous** was walking / were walking	**Future continuous** will be walking
Perfect	**Present perfect** have walked / has walked	**Past perfect** had walked	**Future perfect** will have walked
Perfect continuous	**Present perfect continuous** have been walking / has been walking	**Past perfect continuous** had been walking	**Future perfect continuous** will have been walking

SIMPLE VERB FORMS: USAGE

	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	**Simple present**[1] **Habitual action** *The department **meets** once a month to review the status of projects.* **Facts and generalizations** *The Earth **rotates** around the sun every 365 days.*	**Simple past** **Completed action that occurred at a definite time in the past** *Last year researchers **discovered** a new cancer treatment.* **Habitual action in the past**[2] *When I was young we **visited** my grandparents every week.*	**Simple future**[3] **Action that will occur at a definite time in the future** *Next year they **will offer** a course on global trade.* **Habitual action in the future** *Next month I'**ll go** to the gym three times a week.*

[1] The simple present tense can also express a future action: *Her flight arrives this evening at eight.*
[2] Used to and would also express habitual actions in the past: *When I was a child, we used to spend the summer in the mountains. In the mornings we would go hiking and in the afternoons we would swim in a nearby lake.*
[3] Be going to can also express a future action: *Next year they are going to offer a course on global trade.*

CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Continuous verb forms describe continuous actions or events that occur at a definite time.	**Present continuous*** **Action in progress now** *The business managers **are discussing** next year's budget right now.*	**Past continuous** **Action in progress at a definite time in the past** *None of the computers **were working** when I came in this morning.*	**Future continuous** **Action that will be in progress during a definite time in the future** *We'**ll be listening** to the speech when you arrive.*

*The present continuous can also express a future plan: *They're getting married next month.*

PERFECT VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect verb forms describe actions or events in relation to other time frames.	**Present perfect*** **Completed action that occurred at an indefinite time before the present** *She **has made** many contributions to the field.* **Recently completed action** *He **has** just **published** an article about his findings.* **Uncompleted action (action that began in the past, continues into the present, and may continue into the future)** *They **have studied** ancient cultures for many years.*	**Past perfect** **Action that occurred at some point before a definite time in the past** *By 2021, he **had started** a new business.* **Action that occurred before another past action** *They **had** already **finished** medical school when the war broke out.*	**Future perfect** **Action that will be completed by some point at a definite time in the future** *By this time next year, I **will have completed** my research.*

*Many statements in the present perfect can also be stated correctly in the simple past tense, depending on the speaker's perspective: *She made many contributions to the field.*

PERFECT CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect continuous verb forms describe continuous actions or events in relation to other time frames.	**Present perfect continuous** **Uncompleted continuous action (action that began in the past, continues into the present, and may continue into the future)** *She **has been lecturing** about that topic since 2020.* **Very recently completed action** *The workers **have been protesting**. They're finished now.*	**Past perfect continuous** **Continuous action that occurred before another past action or time** *By 2020, researchers **had been seeking** a cure for this disease for more than 35 years.*	**Future perfect continuous** **Continuous action that occurred before another action or time in the future** *When the new director takes over, I **will have been working** at this company for ten years.*

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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 also includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional *Connectivity* Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Describing past actions and events: review

The past of be and the simple past tense

Use for completed actions and states that occurred at a specific time in the past.

He **was** here at 10:00 and **left** this message.

The past continuous

Use for one or more recurring actions or actions in progress at a specific time in the past.

Steven **was** always **talking** in class.

The baby **was sleeping** and the older children **were eating** dinner when we arrived.

The present perfect

Use for actions completed at an unspecified time in the past.

She **has** already **informed** her manager about the problem.

New York **has been called** the capital of the world.

The past perfect

Use for an action that occurred before another past action.

They **had** already **made** a decision when we called.

The past perfect continuous

Use for a continuing action that was occurring before another past action.

We **had been working** for two hours when the storm began.

Used to / would

Use used to for past situations and habits that no longer exist. Use would or used to for actions that were repeated regularly in the past.

When she was younger, she never **used to be** afraid of anything.

In those days, we **would** (or **used to**) **take** a long walk every evening.

The future as seen from the past

Use was / were going to + the base form of a verb to express future plans someone had in the past.

He **was going to start** his own business, but he couldn't get a loan.

Would + the base form of the verb can also express the future as seen from the past, but only after statements of knowledge or belief.

We always thought that she **would become** an actor, but she decided to study law.

A Correct the errors with past forms.

1 Florence has been walking for several hours before she realized that her wallet was missing.
2 As a child, he was practicing the piano for hours every day. Then he stopped taking lessons.
3 "I have seen that movie last year, and I thought it was great," Frank exclaimed.
4 Before this morning, I never took a yoga class.
5 He was working on the problem all morning when he finally found the solution.
6 My husband believed he will never get married, but then he met me.

Stative verbs: non-action and action meanings

Stative (non-action) verbs express mental states, emotions, perceptions, descriptions, relationships, possession, measurements, and other conditions, rather than actions. They are not usually used in continuous verb forms, even when they describe a situation in progress.

Many people **believe** the environment should be our top priority. NOT Many people ~~are believing~~ the environment should be our top priority.

She **has** always **known** that job satisfaction was important. NOT She ~~has always been knowing~~ that job satisfaction was important.

Some stative verbs have both non-action and action meanings. A stative verb that has an action meaning may be used in the continuous.

Non-action meaning	Action meaning
That**'s** ridiculous! (description)	You**'re being** ridiculous! (act in a ridiculous way)
She **has** two children. (possession)	She**'s having** another baby soon. (act of giving birth)
We **think** these laws are unfair. (mental state: opinion)	We**'re thinking** of organizing a protest. (act of planning)
How does the soup **taste**? (perception)	**I'm tasting** the soup to see if it needs salt. (act of tasting)
This garden **looks** neglected. (description)	The child **is looking** at the flowers. (act of looking)

Note: To express a sense of immediacy, the use of the continuous with certain stative verbs (especially want, need, and like) is becoming more common in informal spoken English.

I'm really **wanting** a cup of good coffee. Let's go into that coffee bar.

For a complete list of stative verbs, see the Reference Charts, page 114.

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B **Decide if each stative verb in parentheses has an action or a non-action meaning. Then complete each sentence with the simple present tense or the present continuous.**

	action	non-action	
1	☐	☐	Sara ..... (doubt) that she'll get a promotion at her job.
2	☐	☐	Our skills are excellent, and we ..... (have) experience in the field.
3	☐	☐	Philip ..... (think) about moving abroad to teach for a year, so he has quit his job at the university.
4	☐	☐	We ..... (have) dinner at 6:00 today so we can go to the lecture on climate change.
5	☐	☐	Michael ..... (not remember) where the meeting will take place.
6	☐	☐	The book ..... (include) some diagrams to support the hypothesis.
7	☐	☐	The doctor ..... (see) another patient now.

UNIT 2

Adjective clauses: overview

Purpose	Examples
To identify or give additional information about a person • relative pronoun can be subject or object of clause	The physicist { who / that } made that discovery teaches at my university. The psychologist { (whom)* / (that)* / (who / whom)* } he interviewed did a study about lying.
To identify or give additional information about a place or thing • relative pronoun can be subject or object of clause	The building { that / which } is on your left was formerly a bank. The article { (that)* / (which)* } I read yesterday is fascinating.
To show possession	The woman **whose house you admired** is a famous author. Paris, **whose museums hold so many treasures**, is a favorite destination for tourists.
To modify a noun of place	The town { where they live / in which they live / that they live in / which they live in } has many beautiful parks and squares.
To modify a noun of time	I can't remember the year { (when)* / (that)* / (in which)* } we visited them for the first time.

*__Note:__ When a relative pronoun is the object of an adjective clause, it may be omitted. The ones with asterisks in parentheses may be omitted because they are objects.

A **Underline the best word or words to complete each sentence.**

1 Parents (who / which) spend time with their children give them a sense of security.
2 The city (that / in which) my father grew up was destroyed during the war.
3 The Miller family, (whose / who) house is for sale, hopes to find a buyer soon.
4 The star of the film, (whom / which) we had hoped to meet, didn't come to the reception.
5 I will never forget the time (when / who) I told the truth and was punished for it.
6 The woman (who / which) used to teach English at my school is now the director there.
7 The *Sun Times*, (whose / which) is the best newspaper in town, recently published an article about the social uses of lying.

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GRAMMAR FOR WRITING: adjective clauses with quantifiers

Some adjective clauses may include a quantifier that refers to a previously mentioned noun or noun phrase. These clauses are constructed as follows: quantifier + of + relative pronoun (whom, which, or whose).

He consulted three doctors, **all of whom** confirmed the original diagnosis.
I can think of several possible explanations, **none of which** justifies their behavior.
The reporters questioned the president, **one of whose** strengths is his ability to remain calm under pressure.

Adjective clauses that include quantifiers appear more often in written than spoken English.

Some expressions of quantity used with of

a few of	half of	none of
all of	little of	one of
a number of	many of	several of
both of	most of	some of
each of	neither of	

B Complete each sentence with a quantifier from the box and the correct relative pronoun. Use each quantifier only once.

all of | each of | neither of | one of | both of

1 I've bought several of the company's products, only ..... works.
2 He's upset with all three of his children, ... makes up a different excuse to avoid sharing chores at home.
3 The teacher sent six of her students to speak with the director, ... were caught cheating on the test.
4 The two articles, ... deal with the issue of honesty in the workplace, should be required reading for everyone in the company.
5 My parents, ... has ever told a lie, are the most honest people I know.

GRAMMAR FOR WRITING: reduced adjective clauses

Adjective clauses can be reduced to adjective phrases.

clause: Hawaii, **which is known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.
phrase: Hawaii, **known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.

There are two ways to reduce an adjective clause to an adjective phrase:

1 **When the adjective clause contains a form of the verb be, drop the relative pronoun and the verb be.**
Herodotus, **who was the first Greek historian**, wrote about the wars between ancient Greece and Persia. →
Herodotus, **the first Greek historian**, wrote about the wars between ancient Greece and Persia.

2 **When the adjective clause does not contain a form of the verb be, drop the relative pronoun and use the present participle of the verb.**
The human skeleton, **which contains** 206 separate bones, is a strong and flexible structure. →
The human skeleton, **containing** 206 separate bones, is a strong and flexible structure.

Those **who tamper** with the smoke detector will be prosecuted. →
Those **tampering** with the smoke detector will be prosecuted.

Remember
A clause is a group of words that has both a subject and a verb.
A phrase is a group of words that doesn't have both a subject and a verb.

Adjective phrases often begin with an article or one, a type of, or a kind of.

My grandmother, **a very practical and hardworking woman**, made clothes for the entire family.
The largest city in Turkey, Istanbul is at the point where Europe joins Asia.
They're looking for a quiet place to live, preferably **one in the suburbs**.
Chanterelles, **a type of edible mushroom with a rich yellow color**, are very expensive.
The llama and alpaca are camelids, **a kind of mammal native to South America**.

The use of commas in reduced adjective clauses follows the same rules as those for non-restrictive clauses. See page 16 for the use of commas in comment clauses.

C Reduce the adjective clause in each sentence to an adjective phrase.

1 Daniel Craig and Rachel Weisz, who are two of the U.K.'s best-known movie actors, do charity work to aid underprivileged teens.
2 Philanthropy, which is the act of giving time and money to help others, can be very time-consuming.
3 Executives who fail to accept responsibility for their mistakes risk losing the trust of their employees.
4 The United Nations, which hosts a number of humanitarian organizations, invited Angelina Jolie to be a goodwill ambassador to countries in need of assistance.
5 Truthfulness, which is believed to be taught to us by our parents, develops in children from a very young age.

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D On a separate sheet of paper, combine each pair of sentences. Use the second sentence as an adjective phrase.

1 Amal Hijazi is also known for her humanitarian work. (Hijazi is a Lebanese pop singer currently living in Beirut.)

Amal Hijazi, a Lebanese pop singer currently living in Beirut, is also known for her humanitarian work.

2 Telling a white lie can still get us into big trouble. (A white lie is the type of lie we tell to avoid hurting someone's feelings.)
3 My mother taught me a lot about how to be honest. (My mother is the only person I know who is unable to tell a lie.)
4 My brother frequently volunteers in a hospital. (My brother is a man of great compassion.)
5 A lot of money was raised at last night's concert. (Last night's concert was the biggest charity event of the year.)

UNIT 3

Count and non-count nouns: review and expansion

Non-count nouns made countable

A non-count noun is neither singular nor plural. Except in certain circumstances, it is not preceded by an article.
A non-count noun can be preceded by certain quantifiers such as much, a lot of, a little, and some.

I always like **a little** sugar in my oatmeal. NOT I like ~~a sugar~~ in my oatmeal. OR Sugar ~~are~~ good in oatmeal.

Many non-count nouns can be made countable by using a phrase to limit them or give them a form.

If you want to serve fruit for dessert, serve each person **two pieces of** fruit instead of one. One piece might not be enough.
They got scared when they heard **a clap of** thunder.

Phrases that make non-count nouns countable

The following phrases are used to make non-count nouns countable. The non-count nouns include abstract ideas, natural phenomena, foods, drinks and other liquids, and household products. Many phrases are used in more than one category. Some phrases are used for many nouns.

an article of (clothing)
a bar of (chocolate / soap)
a bottle of (water)
a bowl of (rice / soup / cereal)
a box of (rice / pasta)
a carton of (milk / juice)
a cloud of (smoke)
a cup of (sugar / rice / coffee / tea)
a drop of (rain / water)
a game of (tennis / soccer / chess)
a glass of (juice / milk)
a grain of (sand / salt / rice)
a liter of (gasoline / oil)
a loaf of (bread)
a piece of (fruit / paper / wood / metal / advice)
a teaspoon of (salt / sugar)
a type (or kind) of (energy / behavior / music)

a piece of: advice, equipment, furniture, gossip, information, news, paper
a sense of: achievement, community, confidence, control, humor, heroism, identity
an act of: anger, defiance, generosity, insanity, justice, kindness
a state of: confusion, disrepair, emergency, mind, war

Nouns that are used in both a countable and an uncountable sense

Some nouns can be used in both a countable and an uncountable sense.

a chance	=	a possibility	**a coffee**	=	a cup of coffee
chance	=	luck	**coffee**	=	a type of beverage
a light	=	a light source, such as a light bulb, lamp, etc.	**a hair**	=	a single hair
light	=	a type of energy	**hair**	=	all the hair on one's head
a metal	=	a specific substance, such as gold or steel	**a shampoo**	=	a brand of shampoo
metal	=	a type of substance	**shampoo**	=	soap for your hair

A On a separate sheet of paper, rewrite the statements, using a phrase to make each underlined non-count noun countable.

1 If you're going to play <u>tennis</u> tomorrow morning, give me a call.
2 When I plant my garden in April, I wait eagerly for the first <u>rain</u> to make sure the plants grow.
3 If you sew or repair <u>clothing</u> yourself instead of taking it to someone else, you will save a lot of money in the long run.
4 They say that turning <u>bread</u> upside down after a slice has been cut from it will keep it fresh.
5 When I make chicken soup, I like to serve <u>rice</u> on the side.

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B Choose the best word from the box to complete each sentence.

act bar glass piece sense state

1 The group's donation was a true ..... of generosity.
2 My sister has an amazing ..... of humor.
3 The man slipped on a ..... of soap in the shower.
4 Our town has been in a ..... of emergency since the hurricane.
5 The park just installed a new ..... of equipment in the playground.
6 I asked the server for a ..... of orange juice.

Embedded questions: review and common errors

Remember: A question can be embedded in a noun clause. Use if or whether to begin an embedded yes / no question. If and whether have the same meaning.

Yes / no questions	Embedded yes / no questions
Does she get fed up when she's frustrated?	Let's ask **whether she gets fed up when she's frustrated**.
Do you know what I mean?	I'd like to know **if you know what I mean**.
Have you ever asked your boss for a raise?	Could you tell me **if you've ever asked your boss for a raise**?

Phrases that are often followed by embedded questions

Ask . . .	I'd like to know . . .
Tell me . . .	Don't tell them . . .
I wonder . . .	I can't remember . . .
Let's ask . . .	Do you know . . . ?
Don't say . . .	Can you tell me . . . ?
I don't know . . .	Can you remember . . . ?
Let me know . . .	Could you explain . . . ?

Use a question word to begin embedded information questions.

Information questions	Embedded information questions
What's she afraid of?	I can't remember **what she's afraid of**.
Why have you decided to stay home?	I don't understand **why you've decided to stay home**.
When was it found?	Do you know **when it was found**?

Question words and phrases

how	what color	which
how many	what day	who
how much	when	whom
what	where	why

Punctuation of embedded questions

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. **Would you mind telling me** who is singing?

Social use of embedded questions

You can use an embedded question to soften a direct question.

Why isn't this printer working? → Can you tell me **why this printer isn't working**?
Where's the bathroom? → Do you know **where the bathroom is**?

Embedded questions: common errors

Remember: Use regular statement word order, not inverted (question) word order, in embedded questions.

Do you know **why your parents won't** fly? NOT Do you know why ~~won't they~~ fly?
Can you tell me **whether this bus runs** express? NOT Can you tell me ~~does this bus run~~ express?

C On a separate sheet of paper, combine the two parts of each item to write an embedded question, using if or whether, as indicated. Punctuate each sentence correctly.

1 I can't remember (Is there going to be a late show?) [whether]
2 We're not sure (Was it John or Bill who found the wallet?) [whether]
3 Could you tell me (Is the movie going to start soon?) [if]
4 I wonder (Will the traffic be bad at this hour?) [if]
5 Would she like to know (Is there a possibility of getting a seat on the plane?) [if]
6 Do you know (Does this movie have a good cast?) [whether]

D On a separate sheet of paper, combine the two parts of each item to write an embedded question. Punctuate each sentence correctly.

1 Please let me know (When do you expect to arrive?)
2 I wonder (Where were your parents when the earthquake occurred?)
3 Can you tell me (How do you know that?)
4 We're not sure (Where can we buy flowers to take to the hostess of the dinner party?)
5 They'd like to understand (Why don't you just call the restaurant for reservations?)
6 Please tell us (What time does the performance begin?)

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E On a separate sheet of paper, rewrite the sentences, correcting errors, including punctuation errors.

1 Please tell me what do you usually say when you feel frustrated.
2 Can you remind me what day is the party?
3 Could you explain how did you make this omelet?
4 Tell me what is your favorite color?
5 I wonder what should they do.
6 Do you think is something wrong?

UNIT 4

Cleft sentences: more on meaning and use

Cleft sentences with What

Cleft sentences with What are often used to clarify what someone said, thought, or meant.

A: Do you think Gail would like to go somewhere for her birthday?
B: Actually, **what she'd really like is** for us to take her out to a nice restaurant.

A: Were you surprised that Rob called you after your argument?
B: Actually, **what surprised me was** that he was even willing to talk to me!

Cleft sentences with It

Cleft sentences with It are used to clarify who, what, when, where, or why.

A: Did you try calling me a few minutes ago? Your number popped up in my missed calls.
B: Actually, **it was my sister** who called you. She was using my phone. (clarifies who)

A: Our neighbor had a great party last night. But I have to say, the noise really got to me.
B: Well, **it was not getting an invitation** that really bugged me. (clarifies what)

A: Don't I see you in the computer lab on Mondays?
B: I doubt it. **It's usually on Tuesdays and Thursdays** that I go to the lab. (clarifies when)

A: Did you hear about the bus accident this morning?
B: Yeah. And **it was just down the street from me** where it happened! (clarifies where)

A: Thanks for helping me with the homework.
B: Well, **it's because you're always so nice** that I did it. (clarifies why)

A Clarify what B said, thought, or meant. Complete a cleft sentence with what, using the underlined information.

1 **A:** Are you excited about going on vacation next week?
B: Actually, ... getting to see my aunt and uncle again.
2 **A:** Did you think your boss was going to lose her temper?
B: On the contrary. ..... that she was going to give me a promotion.
3 **A:** It's 6:15. I thought you said you'd be here at 6:00.
B: ..... we should plan to meet at 6:00, but that I might be a little late.
4 **A:** What did Gary mean when he said his tablet cost an arm and a leg?
B: ..... it was a lot more expensive than he thought it would be.
5 **A:** Should you be eating that cake?
B: According to my doctor, ... nothing but healthy food. But I don't care!

B Write cleft sentences with It to clarify who, what, when, where, or why. Use the prompts.

1 **A:** Is feeding a parrot a lot of work?
B: Are you kidding? ..... (clean the cage)
2 **A:** Did Gina write that song?
B: No. ..... (her sister)
3 **A:** Will the traffic be really bad at this time?
B: I don't think so. ..... (at 5:00)
4 **A:** These cookies are so good!
B: Thanks. ..... (because / I add / nuts)
5 **A:** Aren't we supposed to meet Jason at the coffee shop?
B: No. ..... (at the bus stop)

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GRAMMAR FOR WRITING: more conjunctions and transitions

Purpose	Coordinating conjunctions	Subordinating conjunctions	Transitions
To add information *Marc is working as a photographer, **and** he has experience in graphic design.* *__In addition to__ working as a photographer, Marc has experience in graphic design.*	and	in addition to besides	In addition, Furthermore, Moreover, Besides, More importantly,
To clarify information *Smaller cars are more efficient; __in other words,__ they use less fuel.*			That is, In other words, In fact,
To illustrate or exemplify information *Many European cities are found along waterways. __For example,__ London, Paris, Vienna, and Budapest all lie on major rivers.*			For instance, For example, To illustrate,
To show contrast *Tim does not usually perform well under pressure, __but__ he gave a brilliant recital.* *Tim does not usually perform well under pressure. __Despite this,__ he gave a brilliant recital.*	but yet	even though although though while whereas despite the fact that	However, Nevertheless, Nonetheless, In contrast, Even so, Still, Despite [this / that], In spite of [this / that], All the same, On the other hand,
To express cause or result *They have a new baby, __so__ they rarely get a good night's sleep!* *__Now that__ they have a new baby, they rarely get a good night's sleep!*	so for	because since due to the fact that now that so that	Therefore, Consequently, Accordingly, As a consequence, As a result,
To express a condition *Pollution can be reduced __provided that__ car manufacturers mass-produce cars with greater fuel efficiency.* *Car manufacturers should mass-produce cars with greater fuel efficiency. __Otherwise,__ pollution will not be reduced.*	or (else)	(only) if provided that as long as unless even if whether (or not)	Otherwise,
To show similarity *Water is necessary for life. __Similarly,__ oxygen is required by all living things.*			Similarly, Likewise,

Remember

- A coordinating conjunction links two independent clauses in a sentence. It is preceded by a comma.
- A subordinating conjunction introduces a dependent clause in a sentence. When a dependent clause starts a sentence, the clause is followed by a comma.
- A transition links ideas between sentences or paragraphs. It usually begins a sentence and is followed by a comma. A transition can also be preceded by a semicolon.

C **On a separate sheet of paper, combine each pair of sentences two ways: once with the connecting word(s) in a and once with the connecting words in b. Use a semicolon before a transition. Change the wording as necessary to retain the meaning.**

1 John is a bit of a perfectionist. His sisters are pretty easygoing. (**a** while **b** in contrast)
2 Nicole has always struggled with being disorganized. She's made a lot of progress recently. (**a** although **b** despite that)
3 My boss tends to be very negative. She gets angry too quickly. (**a** in addition to **b** furthermore)
4 I need to stop procrastinating. I won't ever finish the class assignment on time. (**a** unless **b** otherwise)
5 Carl has been trying not to be so controlling at work. He gets along better with his colleagues. (**a** now that **b** as a result)

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UNIT 5

Indirect speech: review and expansion

Remember
Indirect questions end with a period, not a question mark. Like in embedded questions, verbs in indirect questions follow the same changes as the verbs in indirect statements.

Imperatives in indirect speech

When imperatives are used to report commands, requests, instructions, and invitations, the imperative form changes to the infinitive. The negative infinitive is used for negative commands, requests, and instructions.

Direct speech	Indirect speech
"Could you please **go** to the store?"	She asked me **to go** to the store.
The chef said, "**Add** two eggs and stir the mixture."	The chef said **to add** two eggs and stir the mixture.
"Please **have** dinner with us," he said.	He invited me **to have** dinner with them.
She told the child, "**Don't cross** the street."	She told the child **not to cross** the street.

Changes to pronouns and possessives

Remember: In indirect speech, pronouns and possessives change to reflect the point of view of the reporter rather than the original speaker.

My manager said, "**You** have to finish **your** report and give it to **me** as soon as possible."	→	My manager said (that) **I** had to finish **my** report and give it to **her** as soon as possible.
I told her, "**You**'ll have **this** report on **your** desk by noon."	→	I told her (that) **she** would have **that** report on **her** desk by noon.
Peter asked them, "Are **these** coats **yours**?"	→	Peter asked them if **those** coats were **theirs**.

A Write each sentence in indirect speech.

1 Marian advised Claire, "Turn on the TV at 9:00 because there's a funny show on."

.....

2 Dr. Baker advised his patient, "Don't let emotional tension make you sick."

.....

3 She told me, "Be a good sport and laugh about it."

.....

4 "Don't laugh at that joke," Fred instructed his son. "It's disgusting."

.....

5 "Laugh first, cry later," an old saying advises us.

.....

6 Lucas told us, "Never touch the green button on the printer."

.....

7 "Are you taking the kids to the zoo tomorrow?" Mr. Franklin's wife asked him.

.....

8 Diane said, "Please don't ask how the meeting went."

.....

B On a separate sheet of paper, write these conversations in indirect speech, using correct pronouns and possessives.

1 **MARIA:** Your cartoon is great. Your drawing is so funny.
JACK: Yours is hilarious, too! It really cracked me up!

Maria said Jack's cartoon was great and that ...
Jack answered that...

2 **KATHERINE:** Allison, I'm not sure if this tablet is yours.
ALLISON: It's definitely mine. Thanks!

3 **RICHARD:** My paper on the health benefits of humor has just been published in a medical journal.
ME: I'm happy for you! I'd appreciate it if you could send me a link.

4 **KIM:** I bought a new car last week.
BEN: I know. I saw it in the parking garage. It looks much nicer than your old one.

5 **SAM:** I found some great old joke magazines at the bookstore downtown. They're a hoot.
PIRI: That's great. Would you let me borrow them when you've finished them?

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Say, tell, and ask

Remember: Use tell when you mention the listener. You can use say in indirect speech when you mention the listener, but you must use the preposition to and introduce the indirect speech with that.

Ms. Kerr **told Dr. Barton** she had to change the time of her appointment. (listener mentioned)
Dr. Barton **said** that wouldn't be a problem. (listener not mentioned)
Dr. Barton **said to the nurse** that it wouldn't be a problem. (listener mentioned)

Use ask either with or without mentioning the listener. Don't use to after ask when you mention the listener.

Ms. Kerr **asked** if she could make an appointment later in the week. OR
Ms. Kerr **asked Dr. Barton** if she could make an appointment later in the week.

Be careful!

DON'T SAY: He ~~said the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~told~~ that he completely disagreed with the manager.
DON'T SAY: He ~~told to the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~asked to the manager~~ if she agreed.

C Complete the sentences with a form of say, tell, or ask.

1 She ..... the server if she could pay with a credit card.
2 We ..... that we would come back later when they were less busy.
3 He ..... his friends that he would be a few minutes late.
4 She ..... to her teacher that she needed a bit more time.
5 They ..... the reporter that they were ready to provide information about the case.
6 I ..... them if they enjoyed the movie.

GRAMMAR FOR WRITING: other reporting verbs

Writers use a variety of reporting verbs to describe actions more specifically and accurately.

claim
"Things are definitely getting better," **claims** Charles Wilder, a patient trying out laughter therapy for the first time.
Charles Wilder, a patient trying out laughter therapy for the first time, **claims** that things are definitely getting better.

declare
"The nursing staff has been doing a terrific job!" **declared** the head doctor on Tuesday.
On Tuesday, the head doctor **declared** that the nursing staff had been doing a terrific job.

explain
"You should always discuss dieting with your doctor," Dr. Fish **explained**.
Dr. Fish **explained** that people should always discuss dieting with their doctors.

report
The *New York Times* **reports**, "Obesity is a growing problem in Asia."
Last year, the *New York Times* **reported** that obesity was a growing problem in Asia.

state
The new CEO **stated**, "Things are going to change around here."
The new CEO **stated** that things were going to change around there.

More reporting verbs

add	maintain
announce	mention
answer	promise
comment	remark
complain	reply
exclaim	reveal
imply	write

D Write each sentence with a different reporting verb. Use a dictionary if necessary.

1 The *Bangkok Post* says that the president of Chile will be visiting Thailand next month.
.....
2 The minister of education said yesterday that major improvements had been made in schools across the country.
.....
3 The secretary general of the United Nations says that more could be done to alleviate world hunger.
.....
4 The scientists who conducted the study said that more research would have to be conducted.
.....
5 The children who wrote on the walls said that they wouldn't do it again.
.....
6 The BBC said that it would increase its coverage of the news in the Middle East.
.....

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UNIT 6

Real and unreal conditionals: summary and expansion

Type	Use	If clause (states the condition)	Result clause (states the result)	Examples
Factual conditional	To express a general or scientific fact	**simple present** Note: In this type of conditional, if can be replaced by when or whenever.	**simple present**	*If it **rains**, the gardens **close** early.* *Water **freezes** if the temperature **falls** below zero degrees Celsius.* *Babies **cry** when they **need** to eat.*
	To talk about what will happen in the future under certain conditions	**simple present** Note: Don't use a future form in the if clause.	**will / be going to + base form of the verb** Note: Use can, may, might, or should if the result is not certain.	*If you **plan** your trip carefully, things **will go** smoothly.* *If we **arrive** late, they**'re going to start** without us.* *If we **hurry**, we **may be able to catch** the train.*
Present unreal conditional	To talk about present unreal or untrue conditions	**simple past or were** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had** the time, I **would explain** the problem to you.* *If he **were** here, he **might make** a lot of changes.*
Past unreal conditional	To talk about past unreal or untrue conditions	**past perfect** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If they **had known** about the storm, they **would have taken** a different flight.* *If you **had told** us about the delay, we **could have made** other arrangements.*
Mixed time frames	To talk about past unreal or untrue conditions in relation to the present	**past perfect** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had prepared** for the interview, I **wouldn't be** so nervous.* *If we **had left** earlier, we **might be** on time now.*
	To talk about present unreal or untrue conditions in relation to the past	**simple past or were** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If she **were** honest, she **would have told** us the truth.* *If I **spoke** Russian, I **might have understood** the guide.*

Extension: other uses

Use should, happen to, or should happen to in the if clause in factual conditionals when the condition is less likely.

If you { **should** / **happen to** / **should happen to** } see Peter, tell him to call me.

To express inferences in conditional sentences, different combinations of tenses can be used.

If Julie **went** to the party last night, she definitely **saw** what happened.
If you **don't know** the answer to this question, you **didn't do** your homework.
If the results **didn't come out** yesterday, they**'ll** definitely **come out** today.
If you still **haven't finished** packing by now, you**'re not going to catch** your flight.

A Circle the correct word or words to complete each sentence.

1 If Sam (does / will do) well this year, he'll apply to medical school.
2 Water (boils / is going to boil) when the temperature reaches 100 degrees Celsius.
3 If you (will / should) find my scarf, please hold it for me.
4 If you (happen / happen to) see a good camera at the market, please buy it for me.

(Continued on next page)

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5 If it (wouldn't have been / hadn't been) for her savings, Anna wouldn't have been able to attend university.
6 If we (would have known / had known) that car insurance was so expensive, we wouldn't have bought a car.
7 If you didn't get a reply today, you (would definitely hear / will definitely hear) from us tomorrow.
8 If I (had / would have) a garden, I'd grow several types of flowers.
9 If I (would have practiced / had practiced) my speech a bit more, I might not be so worried now.
10 If I (should happen to / will) see John, I'll tell him you went home.

UNIT 7

Article usage: summary

Note where indefinite or definite articles are used or omitted.

	Indefinite article	Definite article	No article
General statement	Use with singular count nouns: *A cat may symbolize good fortune.*	Use with singular count nouns: *The cat may symbolize good fortune.* Use with non-count nouns: *Freud called attention to the importance of dreams.*	With plural count nouns: *Cats may symbolize good fortune.* With non-count nouns: *Misfortune may strike at any time.*
First mention	Use with singular count nouns: *I found a lottery ticket.*		With plural count nouns: *I have (some) lottery tickets.* With non-count nouns: *I bought (some) shampoo.*
Second mention		Use with singular count nouns: *The lottery ticket was in my wallet.* Use with plural count nouns: *The lottery tickets were in my wallet.* Use with non-count nouns: *The shampoo is in the closet.*	

A Rewrite the paragraph, correcting eleven errors and making any necessary changes.

The homes are expensive these days, but Peter got lucky and bought small house last week. A house has two bedrooms and one bathroom. It also has large kitchen and the living room. Peter will use a living room as his home office. Bedrooms are in bad condition, and Peter will need a help painting them. Then he wants to have the party so his friends can admire a house. Later Peter will buy a furniture—when he saves some money!

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Definite article: additional uses

When a noun represents a unique thing	Use with singular count nouns: *The sun rises in the east.*		
With a comparative or superlative adjective to make a noun unique (or with right, wrong, first, only, or same)	Use with singular count nouns: *Telling the truth is the best course of action. It's always the right thing to do.* *The robin is the first sign of spring.*	Use with plural count nouns: *People in different places often have the same cultural traditions.*	Use with non-count nouns: *That's the only information I was able to find on the Internet.*
When context makes a noun specific	Use with singular count nouns: *The hospital in this town has an excellent emergency room.*	Use with plural count nouns: *The buildings in this town are no higher than ten stories.*	Use with non-count nouns: *The air in this city is polluted.*
When an adjective clause makes a noun specific	Use with singular count nouns: *The scam that he fell for is very well known.*	Use with plural count nouns: *The scams that people fall for can end up costing a lot of money.*	Use with non-count nouns: *The progress that she made was due not to good luck but to hard work.*
When an adjective represents a certain group of people	Use with a noun derived from an adjective, such as: the blind, the deaf, the dead, the living, the young, the old, the poor, the rich, the unemployed, the privileged, the underprivileged: *The unemployed must often learn new job skills.*		

B Complete the paragraphs with words from the box. Use a definite article when appropriate.

tourists | gas | views | sport | world | wealthy | hot air | ballooning | first men

On March 20, 1999, Bertrand Piccard of Switzerland and Brian Jones of Britain became ..... (1) to travel around ..... (2) in a balloon. The numerous balloonists who had been attempting this journey for decades beforehand ran into various problems with weather and equipment.

In the past several years though, ... (3) has become a popular adventure sport. Due to the high cost of ..... (4), which is required to create ..... (5) that lifts the balloon, ballooning tends to be a sport reserved for ..... (6). However, ... (7) can get a taste of ..... (8) by paying for a balloonist to take them on a breathtaking ride to enjoy ..... (9) that they see from the sky during their travels.

Non-count nouns with both a countable and an uncountable sense

With some non-count nouns, the change in meaning is subtle: The countable meaning refers to something specific and the uncountable meaning refers to something general.

countable meaning	uncountable meaning
a fear = the anticipation of a specific danger; a phobia He had **two fears**: heights and open spaces.	**fear** = a general anticipation of danger Irrational **fear** can lead to anxiety.
a victory = a specific event in which mastery or success is achieved The battle of Waterloo was **a** great **victory** for the English.	**victory** = the phenomenon of winning She led her party to **victory**.
a time = a specific moment in the past or future; a specific occasion There was **a time** when food was much cheaper. How **many times** did you read it?	**time** = the general concept; clock time **Time** passes so quickly! What **time** did you arrange to meet?
a belief = something accepted on faith, not knowledge common **belief** is that cold weather can cause a cold.	**belief** = general or religious faith Is **belief** more common in older or younger people?

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C Write a before a noun where necessary. Write X if a noun should not have an article.

1 a Will people ever learn to control their spending? Only ..... time can tell.
  b There has never been ..... time when people didn't try to understand their dreams.
2 a If you have ..... fear of flying, you shouldn't take a job that requires overseas travel.
  b Psychologists agree that ..... fear is a universal emotion.
3 a Ignorance and fear may sometimes lead to ..... conflict.
  b For the last few years, there has been ..... serious conflict between local landowners and business owners.
4 a The coach's tactics helped the team win ..... major victory in last night's game.
  b Everyone cannot always experience the joy of ..... victory; someone has to lose.

GRAMMAR FOR WRITING: passive reporting verbs with an infinitive phrase

A passive reporting verb can be followed by an infinitive phrase.

Many insects **are believed to be** good for the garden.

The infinitive phrase can be simple, continuous, perfect, or perfect continuous.

This book is **said to be** excellent.
The robber **was reported to be running** away from the scene of the crime.
The car is believed **never to have been** in an accident before.
She was thought **to have been preparing** dinner when she got sick.

D Change each of the following sentences from the active voice to the passive voice.

1 Many people believe that flying isn't as safe as driving.
.....
2 They reported that the driver was talking on his phone when he crashed into the back of that van.
.....
3 Many people say the tour was overpriced, but others think the price was very fair.
.....
4 People said the article was a lie, but it turned out to be perfectly true.
.....

UNIT 8

GRAMMAR FOR WRITING: emphatic stress

In informal writing, you can underline the verb be, a modal, or other auxiliary verb to indicate emphatic stress. The addition of do for emphatic stress does not require underlining. In more formal writing, with the exception of adding the auxiliary do, underlining for emphatic stress is avoided.

She is good at math, isn't she?
Even though it was getting late, I would have liked to stay longer.
I suddenly realized that I had been there before.
BUT She didn't answer her phone, but she did text me.

Be careful! In the modal-like expression had better, underline better, not had.
He'd better pay attention in class!

If you want to indicate emphatic stress, don't contract the verb be, a modal, or an auxiliary verb.

I will tell her. NOT ~~I'll~~ tell her.

A Use the prompts to write B's response with emphatic stress. Add the auxiliary do if possible, and underline the stressed verb be, modal, or other auxiliary verb.

1 **A:** Do you worry much about global warming?
  B: ..... (I think about it) from time to time.
2 **A:** Would you say you have a way with words?
  B: ..... (I express myself) clearly.
3 **A:** I'm thinking of applying to medical school, but I haven't made up my mind yet.
  B: Well, ... (you should apply).
4 **A:** Do you have to pass any kind of tests to get a job at the Mason Corporation?
  B: ..... (you have to take) an EQ test.

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5 **A:** Shouldn't Jamie hurry if she wants to catch the 3:00 bus?
B: ..... (She'd better hurry). That's the last bus.

6 **A:** Would you like me to introduce you to my brother?
B: ..... (I'd like to meet) him.

7 **A:** Would you like to grab dinner somewhere together?
B: ..... (I've already had) dinner.

Infinitives and gerunds in place of the subjunctive

Certain statements in the subjunctive can be rephrased less formally by changing that to for and using an infinitive.
It's essential **for** John **to find** the time each day to relax. (= It's essential that John **find** the time each day to relax.)

An infinitive can also be used without a for phrase. It usually refers to "people in general."
It's essential **to find** the time each day to relax.

Certain statements in the subjunctive can be rephrased using a gerund if they refer to "people in general."
Dr. Sharpe recommends **spending** a few moments relaxing. (= Dr. Sharpe recommends that people **spend** a few moments relaxing.)

B Rewrite each sentence less formally, using infinitives and gerunds. Make any necessary changes.

1 It's crucial that you practice feng shui.
2 The article suggests that you carry lucky charms.
3 The manager recommended that they finish the project fast.
4 It's important that we get enough sleep every night.
5 The directions advise that you add salt.
6 It's necessary that she arrive at the theater by 4:00 P.M.

UNIT 9

GRAMMAR FOR WRITING: when to use the passive voice

Passive sentences focus attention on the result of an action rather than on the performer (agent) of the action. Writers prefer the passive voice in the following situations:

1 **To emphasize the result of an action, or if the agent is unimportant or unknown. This use is common in academic writing, scientific articles, and news reports.**
Some sophisticated treatments **have been developed**. (emphasizes the treatments, not the people who developed them)
Hundreds of people **were made** homeless by yesterday's floods. (emphasizes the result, not the floods themselves)

2 **To describe a process. This use is found in technical and scientific writing.**
There are four basic steps in the commercial production of orange juice. First the oranges **are unloaded** from trucks and **placed** on a conveyor belt. Then they **are washed** and **sorted**. Next they **are put** into machines that remove the juice and put it into cartons.

3 **To use an impersonal or indirect tone, which suggests formality, impartiality, or objectivity. This use is favored in official documents, formal announcements, and signs, or to avoid placing blame.**
Walking on the grass **is prohibited**.
An error **has been made** in your account. It **will be corrected** on next month's statement. (The writer avoids mentioning who made the mistake and emphasizes the fact that it will be corrected, rather than who will do the correcting.)

4 **To keep the reader's attention focused on a previously mentioned noun, because it is the central topic of the paragraph.**
They caught the thief later that evening. He **was placed** in jail and **was allowed** to call a lawyer. (The topic is the thief. By using the passive voice in the second sentence, the writer shifts the reader's attention to what happened to the thief.)

5 **To avoid using a "general subject." General subjects include the impersonal you, we, and they; people; one; someone / somebody; anyone / anybody. This use is common in formal documents, in official signs, and in newspaper editorials and other texts that express an opinion.**
People must show their IDs before boarding. PREFERRED: IDs **must be shown** before boarding.
Someone should inform consumers of their rights. PREFERRED: Consumers **should be informed** of their rights.

6 **To avoid awkward sentence constructions. This is a common solution when the agent has a long or complex modifier.**
The Tigers, whose new strategy of offense and defense seemed to be working, defeated the Lions.
PREFERRED: The Lions **were defeated** by the Tigers, whose new strategy of offense and defense seemed to be working.

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A **Write each sentence in the passive voice. Don't include a by phrase unless you think it is required.**

1 Construction workers built the museum in less than six months.

.....

2 People must present their passports at the border.

.....

3 First, engineers perfect the design for the new product. Then, workers build a prototype. Next, engineers test the prototype. After engineers approve the design, the factory begins production.

.....

4 We have credited the sum of eighty-five dollars to your VISTA account.

.....

5 The reporter, whose investigation uncovered many shocking details, exposed the mayor's pattern of corrupt behavior.

.....

UNIT 10

Phrasal verbs: expansion

Remember
Intransitive phrasal verbs are always inseparable. They can't be used in the passive voice since they don't have direct objects.

The passive form of phrasal verbs

Transitive phrasal verbs are always inseparable in the passive voice, even when they are separable or always separated in the active voice.

I couldn't **turn on** the TV (OR **turn** the TV **on**). → The TV couldn't be **turned on**.
They **turned** the empty lot **into** a beautiful garden. → The empty lot was **turned into** a beautiful garden.

Transitive and intransitive meanings of phrasal verbs

Some phrasal verbs have both a transitive and an intransitive meaning.

He went to bed without **taking off** his clothes. (transitive meaning: remove)
What time does your plane **take off**? (intransitive meaning: leave)
She **broke in** the new employees by showing them the procedures. (transitive meaning: train someone)
Thieves **broke in** and stole her jewelry. (intransitive meaning: enter by force)

For a complete list of transitive and intransitive phrasal verbs, see the Reference Charts, pages 114–115.

Three-word phrasal verbs

A three-word phrasal verb consists of a verb, a particle, and a preposition that together have a specific meaning. The verb, the particle, and the preposition in three-word phrasal verbs are inseparable.

As a result of his controversial ideas, the senator **came up against** members of his own party, who opposed him vigorously.
Does society have an obligation to **look out for** people who are disadvantaged?
Temper tantrums are not uncommon in young children. As children mature, they **grow out of** this behavior.
I'm going to close my door and not take any calls today; I've just got to **catch up on** my work.

For a complete list of three-word phrasal verbs, see the Reference Charts, page 116.

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A **Rewrite each sentence in the passive voice. Do not include a by phrase.**

1 We have to call the meeting off.

.....

2 She talked the client into a better deal.

.....

3 They covered the mistake up.

.....

4 He dropped the children off in front of the school.

.....

5 One of the applicants filled the form out incorrectly.

.....

6 I paid the balance off last month.

.....

7 Someone threw the document away.

.....

8 The speaker handed pamphlets out at the end of the presentation.

.....

B **Underline the phrasal verb in each sentence. Then decide if it has a transitive or an intransitive meaning.**

	transitive	intransitive	
1	☐	☐	The photographer blew up the photo 200 percent so we could use it for the poster.
2	☐	☐	The plane blew up shortly before it was supposed to land.
3	☐	☐	The workers won't give up until they're paid fair wages.
4	☐	☐	She has tried to give up smoking several times, without success.
5	☐	☐	Phil has to wake up at 5:00 A.M. every day to get to work on time.
6	☐	☐	The children played quietly in order not to wake up their parents.
7	☐	☐	He works out three or four times a week in order to stay healthy.
8	☐	☐	World leaders are meeting to work out a plan to eradicate poverty.

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PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity 5*.

Vowels

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

Consonants

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

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

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've **ALWAYS DREAMED** about **BEING** a **PHOTOGRAPHER**.
You've been **TALKING** about **DOING** that for **YEARS**!
Have you **EVER THOUGHT** about a **CAREER** in **LAW**?

Content words

nouns	photographer, Robert, career
verbs	think, study, discuss
adjectives	important, young, successful
adverbs	carefully, ever, recently
possessive pronouns	ours, yours, theirs
demonstrative pronouns	this, that, these
reflexive pronouns	myself, yourself, ourselves
interrogative pronouns	who, what, why

In compound nouns, stress only the first word.

She has just been accepted to a top **BUSINESS school**.
Have you made any progress with your **JOB search**?

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in yes/no questions.

I love the outdoors, so I've decided to become a naturalist. ↘ What's stopping you? ↘

Tell me something about your experience. ↘ BUT Have you made plans to get married? ↗

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In yes/no questions, lengthen the vowel and raise pitch.

I just gave notice at the bank. → Have you decided on a career? ↗

(Continued on page 135)

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A Listen and practice.

1 I've always dreamed about being a photographer.
2 You've been talking about doing that for years!
3 Have you ever thought about a career in law?

B Listen and practice.

1 I love the outdoors, so I've decided to become a naturalist.
2 Tell me something about your experience.
3 What's stopping you?
4 Have you made plans to get married?
5 I just gave notice at the bank.
6 Have you decided on a career?

C Circle the content words.

1 It was very difficult for Dan to hide his disappointment.
2 He was rejected by two law schools.
3 What does he plan to do now?
4 He just accepted a position teaching math at the university.
5 MediLabs has an opening for a junior lab specialist.

Now practice reading each sentence aloud. Listen to compare.*

D Circle the last stressed content word in each sentence.

1 He wants to start his own travel agency.
2 I don't really know how to get started.
3 Do I need to have experience in the tourism industry?
4 Why are you looking for a change?
5 Tell me about your plans for the coming year.
6 Do you want to become a flight attendant?
7 Have you applied for that job?

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

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

UNIT 2

Emphatic stress and pitch to express emotion

Use emphatic stress and higher pitch on content words to indicate intensity of emotion.

I'm **SO SORRY**!
I'm **REALLY UPSET**!
What do you **MEAN**?
How could you **DO** that?
What **GREAT NEWS**!
Thank you **SO MUCH**!

A Listen and practice.

1 I'm so sorry!
2 I'm really upset!
3 What do you mean?
4 How could you do that?
5 What great news!
6 Thank you so much!

B Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.*

1 **JOHN**, what **HAPPENED**?
2 You look **WORRIED**.
3 I feel **JUST TERRIBLE**!
4 How did **THAT** happen?
5 Why didn't you slow **DOWN**?
6 We could have been **KILLED**!
7 How could you **SAY** that?

(End of lesson)

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UNIT 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word to is often reduced to /ə/ in spoken English.

We tried **to** cheer him up. /tə/
They were scared **to** death. /tə/
It was starting **to** get me down. /tə/
You just need **to** give it a little more time. /tə/

Do not reduce the /u/ sound when to comes before another /ə/ sound.

/tə/ /tu/
She was trying **to email** a message **to a** friend.

When to occurs before her or him, you can say it two ways (Note the change in syllable stress, too):

Use /tə/ and pronounce /h/ → I sent it **to her** yesterday. /tə'hər/
Use /tu/ and drop /h/ → I sent it **to her** yesterday. /'tuər/

In the phrases have to, ought to, and be going to, /u/ generally reduces to /ə/, and there are often other sound changes.

I didn't **have to** walk very far. /hæftə/
You really **ought to** be careful next time. /ɔɾə/
We're definitely **going to** take a cell phone on our next trip. /gʌnə/

Function words

prepositions	of, from, at, to
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.**

A Listen and practice.

1 We tried to cheer him up.
2 They were scared to death.
3 It was starting to get me down.
4 You just need to give it a little more time.
5 She was trying to email a message to a friend.
6 I sent it to her yesterday.
7 I sent it to her yesterday.
8 I didn't have to walk very far.
9 You really ought to be careful next time.
10 We're definitely going to take a cell phone on our next trip.

B Circle the words in the following sentences that you think contain sounds that will be reduced, according to what you have learned about vowel reduction.

1 I'm learning to sail my ship.
2 They had sent an SOS text message from a cell phone to a friend in London.
3 They got several messages telling them to be strong.
4 The helicopters had been unable to take off because of the severe weather.
5 You ought to tell your brother that you can't talk to him right now.
6 Don't let it get to you.
7 I'm going to refuse to give up.
8 We have to keep trying, no matter how tired we are.

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

(End of lesson)

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UNIT 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

A: I think I'm too critical of other people.
B: Really? I don't think I'm critical **ENOUGH**.

A: I don't think I'm critical enough.
B: Really? I think I'm **TOO** critical.

A: I think I'm too critical of other people.
B: I don't see you that way at all. **I'M** too critical.

A: I think I'm too critical of other people.
B: Really? Not me . . . At least I don't **THINK** I'm too critical.

A Listen and practice.

1 I don't think I'm critical **ENOUGH**.
2 I think I'm **TOO** critical.
3 **I'M** too critical.
4 I don't **THINK** I'm too critical.

B Study each conversation, paying attention to emphatic stress.

1 "You know what my problem is? I'm a perfectionist."
RESPONSE: Well, **I'M** just the opposite.
2 "You know what my problem is? I'm a perfectionist."
RESPONSE: Not **ME**. I'm just the **OPPOSITE**.
3 "What set Sam off this morning?"
RESPONSE: I have **NO** idea. But he's **ALWAYS** angry about **SOMETHING**.
4 "Why did Sam tell Paul off in front of everyone?"
RESPONSE: It's **JUST** the way he is. He's always **ANGRY** about something.
5 "Why was Judy so angry this morning?"
RESPONSE: I don't know. I've **NEVER** seen her lose her **COOL** like that.
6 "Can you believe how angry Judy was this morning?"
RESPONSE: Not **REALLY**. I've **NEVER** seen her lose her cool like **THAT**.

Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.*

(End of lesson)

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UNIT 5

Intonation of sarcasm

Saying the opposite of what you mean in order to show that you don't think a joke is funny is a type of sarcasm. When someone thinks a joke is funny, the response is usually said with raised pitch. The same response can convey sarcasm if it is said with flattened pitch and at a slower pace.

Pleasure	Sarcasm
How funny! (= It's funny.)	How funny. (= It's not funny.)
That's hysterical! (= It's funny.)	That's hysterical. (= It's not funny.)
That's terrific! (= It's great.)	That's terrific. (= It's not great.)
I love it! (= It's great.)	I love it. (= It's not great.)

A **Listen and practice.**

1 How funny! / How funny.
2 That's hysterical! / That's hysterical
3 That's terrific! / That's terrific.
4 I love it! / I love it.

B **Practice saying each statement two ways, first with intonation showing pleasure and then sarcasm. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 That's hilarious! / That's hilarious.
2 That's so funny! / That's so funny.
3 What a funny story! / What a funny story.
4 That's great! / That's great.
5 That's too much! / That's too much.
6 That really made me laugh! / That really made me laugh.

(End of lesson)

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UNIT 6

Regular past participle endings

There are three pronunciations of the past participle ending -ed, depending on the final sound of the base form of the verb.

With voiced sounds (except /d/)

When the base form ends with a voiced sound, pronounce the -ed ending as /d/.

moved canceled described stayed agreed

With voiceless sounds (except /t/)

When the base form ends with a voiceless sound, pronounce the -ed ending as /t/.

helped asked crushed watched

HOWEVER: When the base form ends with the sound /t/ or /d/, pronounce the -ed ending as a new syllable: /ɪd/ or /əd/. In American English, the final sound before the -ed ending is always /ɾ/, no matter whether the base form ended in the sound /t/ or /d/. Link /ɾ/ with the -ed ending.

wai ted → /weiɾɪd/ nee ded → /niɾɪd/
re por ted → /rɪpɔrɾɪd/ in clud ed → /ɪnkluɾɪd/

Voiced sounds		Voiceless sounds
/b/	/i/	/p/
/g/	/ɪ/	/k/
/ð/	/eɪ/	/θ/
/v/	/ɛ/	/f/
/z/	/æ/	/s/
/ʒ/	/ɑ/	/ʃ/
/ʤ/	/ɔ/	/ʧ/
/m/	/oʊ/	/t/
/n/	/ʊ/	
/ŋ/	/u/	
/r/	/ʌ/	
/l/	/d/	

Reduction in perfect modals

The auxiliary have in perfect modals is generally reduced. The /h/ is dropped and /æ/ is reduced to /ə/.

/wʊɾəv/
If I'd looked at the expiration date, I **would have** renewed my passport.
/maɪɾəv/
If I weren't Japanese, I **might have** needed a visa to enter the country.
/wʊɾənəv/
If we'd left on time, we **wouldn't have** missed our flight.

Perfect modals
would have
could have
should have
might have
may have
} + [past participle]

A Listen and practice.

1 moved	5 agreed	9 watched	12 needed
2 canceled	6 helped	10 waited	13 included
3 described	7 asked	11 reported	
4 stayed	8 crushed		

B Listen and practice.

1 If I'd looked at the expiration date, I would have renewed my passport.
2 If I weren't Japanese, I might have needed a visa to enter the country.
3 If we'd left on time, we wouldn't have missed our flight.

C Circle the correct pronunciation of each -ed ending.

1 avoided	/ɪd/	/t/	/d/	9 promised	/ɪd/	/t/	/d/
2 looked	/ɪd/	/t/	/d/	10 covered	/ɪd/	/t/	/d/
3 summarized	/ɪd/	/t/	/d/	11 added	/ɪd/	/t/	/d/
4 arrived	/ɪd/	/t/	/d/	12 changed	/ɪd/	/t/	/d/
5 owed	/ɪd/	/t/	/d/	13 reported	/ɪd/	/t/	/d/
6 ruined	/ɪd/	/t/	/d/	14 discussed	/ɪd/	/t/	/d/
7 kicked	/ɪd/	/t/	/d/	15 investigated	/ɪd/	/t/	/d/
8 refunded	/ɪd/	/t/	/d/	16 enjoyed	/ɪd/	/t/	/d/

Now practice saying each word aloud and listen to compare.*

(Continued on page 140)

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D Practice saying each sentence aloud, paying attention to reductions. Listen to compare.*

1 If I'd put my passport in my briefcase, it wouldn't have gotten lost.
2 If you'd checked the luggage limits, you might have avoided extra charges.
3 If my friend's luggage hadn't gotten stolen, he could have gone on the sightseeing tour.
4 I probably wouldn't have missed my flight if I had come on time.
5 If they'd taken a few simple precautions, their luggage might not have gotten stolen.

UNIT 7

Linking sounds

Link plural noun endings to the first sound in the word that follows.

Superstitions about animals are very common. /supər'stɪʃənzəbəʊt/
Some say rats leaving a ship will cause it to sink. /ræt̬'sliviŋ/

Link third-person singular endings to the first sound in the word that follows.

A belief in a superstition often results in fear. /rɪ'zʌltsɪn/

Remember: There are three different sounds for the endings of plural nouns and third-person singular verbs.

/z/	/s/	/ɪz/
diamonds	results	promises
superstitions	sharks	noises
bottles	types	matches
believes	beliefs	wishes
dreams	sleeps	judges

A Listen and practice.

1 Superstitions about animals are very common.
2 Some say rats leaving a ship will cause it to sink.
3 A belief in a superstition often results in fear.

B Practice reading each sentence aloud, paying attention to the linking sounds you have learned. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)

1 A frog brings good luck to the house it enters.
2 Babies born with teeth become extremely selfish.
3 An itchy nose means you'll have a fight.
4 A lucky charm protects against the evil eye.
5 She keeps a large bowl of water near the front door.
6 Superstitions can be found in every culture.
7 A company claims to have invented a machine that allows people to talk with their pets.
8 Some fears are hard to overcome.
9 My sister believes in ghosts, avoids black cats, and carries a lucky charm in her pocket.

(End of lesson)

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UNIT 8

Emphatic stress with auxiliary verbs

Use emphatic stress on an auxiliary verb to confirm or contradict.

A: Do you think Jennifer Lawrence has a successful acting career?
B: I think so. She **IS** getting a lot of lead roles these days.

A: I wonder if I should take French lessons.
B: Great idea! I think you **SHOULD** learn French.

A: Have you eaten at the Blue Moon Café before?
B: Actually, I think I **HAVE** eaten there before.

A: Jan says you love coffee. Is that true?
B: Not at all. I really **DON'T** like coffee.

Remember: The auxiliary <u>do</u> needs to be added for emphatic stress in affirmative statements in the simple present or past tense.

A: Jan says you love coffee. Is that true?
B: Yes, it is. I really **DO** like coffee.

A Listen and practice.

1 She **IS** getting a lot of lead roles these days.
2 I think you **SHOULD** learn French.
3 Actually, I think I **HAVE** eaten there before.
4 I really **DON'T** like coffee.
5 I really **DO** like coffee.

B Practice responding to each speaker, using emphatic stress on the auxiliary verb. Listen to compare.*

1 "I think Olivia's a great cook."
RESPONSE: I agree. She does make great food.

2 "Your husband doesn't dance very well."
RESPONSE: That's true. He really doesn't dance well.

3 "Can you eat seafood?"
RESPONSE: Actually, I can't eat seafood. I'm allergic to it.

4 "Your cousins are hysterical!"
RESPONSE: I agree. They really do tell a lot of funny jokes.

5 "Ana's report is late again."
RESPONSE: Well, she does tend to procrastinate.

6 "Does Gary have a head for figures?"
RESPONSE: No. But he is taking a math class on Tuesday evenings.

7 "I think it's time to tell everyone you're going to quit."
RESPONSE: You're right. I should tell them sooner rather than later.

8 "Have you made up your mind yet?"
RESPONSE: No. But I have been thinking about it.

(End of lesson)

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UNIT 9

Reading aloud

Because it's more difficult to understand language when it's read rather than spoken in conversation, read with a regular rhythm and use fewer sound reductions. If there's a title, state it separately with falling intonation. Pause at all punctuation. Separate sentences into "thought groups," pausing after each one. Pause slightly longer between sentences.

Envisioning the Future

In the 1960s, / only large institutions, / such as banks, / corporations, / and the military, / had computers. // They were expensive, / slow, / and very large— / requiring a special air-conditioned room— / and access to them was limited / to only a few people. // In the 1970s, / computer prices came down / and then small businesses began to use them. // Nevertheless, / in 1977, / the CEO and founder of Digital Equipment, / Kenneth Olsen, / predicted that computers would never be used in the home.

A **Listen to the selection. Then practice reading it aloud.**

Envisioning the Future

In the 1960s, only large institutions, such as banks, corporations, and the military, had computers. They were expensive, slow, and very large—requiring a special air-conditioned room—and access to them was limited to only a few people. In the 1970s, computer prices came down and then small businesses began to use them. Nevertheless, in 1977, the CEO and founder of Digital Equipment, Kenneth Olsen, predicted that computers would never be used in the home.

B **Practice reading each selection aloud. Then listen to compare.* (Note that thought groups can vary, so your choices may differ from what you hear on the audio.)**

1 **Birth of the Personal Computer**

In the early 80s, Steve Jobs and Bill Gates introduced the personal computer—the Macintosh and the IBM PC, respectively—which made computing at home possible. In 1983, Jobs gave a speech about the future, in which he predicted that, for most people, a great deal of time would be spent interacting with personal computers. He also predicted that, within ten years, computers in the office and at home would be connected so people would be able to use them to communicate.

2 **Predicting Social Media**

In 1999, Gates predicted that small devices would be carried around by everyone so that they could get instant information and stay in touch with others. He also claimed that, by the early twenty-first century, Internet communities would have been formed, based on one's interests or to connect with friends and family.

(End of lesson)

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UNIT 10

Intonation of tag questions

When a tag question follows a statement to which a speaker anticipates agreement, both the statement and the tag question are said with falling intonation. The main stress in the tag question falls on the auxiliary verb and not on the pronoun. Note that there is generally no pause at the comma.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

When the tag question represents a genuine question to which the speaker expects an answer, the statement is said with falling intonation, but the tag question is said with rising intonation.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

A **Listen and practice. (Each sentence is said two ways.)**

1 It's really shocking, isn't it?
2 It's not really surprising, is it?
3 It really makes you feel angry, doesn't it?
4 They'll come up with a solution, won't they?
5 She didn't speak out against that project, did she?

B **Listen to the following tag questions. Check to indicate if each one anticipates agreement or expects an answer.**

	Anticipates agreement	Expects an answer
1 That's really appalling, isn't it?	☐	☐
2 He's worried about his children, isn't he?	☐	☐
3 It really makes you feel good, doesn't it?	☐	☐
4 It wasn't really true, was it?	☐	☐
5 They're going to do something about that problem, aren't they?	☐	☐
6 It's not really important, is it?	☐	☐
7 You heard that on TV, didn't you?	☐	☐
8 You'll support us, won't you?	☐	☐

Now practice saying each tag question aloud and listen to compare.*

C **Practice saying each tag question two ways, first to express anticipated agreement and then to express a genuine question. Listen to compare.***

1 It really makes you stop and think, doesn't it?
2 They're concerned about global warming, aren't they?
3 The president's economic policy is effective, isn't it?
4 The benefits of globalization are very clear, aren't they?
5 The benefits of globalization aren't very clear, are they?
6 There's no turning back, is there?

(End of Pronunciation Lessons)

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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 A formal cover letter

A WRITING SKILL | Study the rules.

The purpose of a cover letter is to express your interest in a position and to acquaint the employer with you. If a job ad provides instructions about what to include in your cover letter, be sure to follow the directions carefully. If you don't, you may not receive a response. Your cover letter can be sent in traditional paper form by mail, or as an email.

As an email

Use a formal email style, addressing the recipient in a salutation by his or her title and last name followed by a colon. Make paragraphs easy to read by separating them with a blank line space. If you already wrote a cover letter in traditional paper format, do not attach that document to your email. Instead, paste the digital version of the cover letter into the email so the recipient can see the information upon opening the email. However, do not include your résumé with the email message. Attach your résumé to your email as a separate file.

As a traditional paper letter

Follow the style used for other formal letters, as in the Writing Model. Use good quality paper and be neat. Proofread your letter carefully to be sure there are no spelling mistakes or typographical errors. Try to limit the letter to one page. With your cover letter on top, include your résumé on a separate sheet of paper in the same envelope.

Suggestions for an effective cover letter:

- Tell the employer why you are writing (in response to an ad, your interest in working at that particular company or institution, etc.).
- Say why you think you would be a good candidate (i.e., briefly state your qualifications.)
- Tell the employer how to contact you for follow-up or to schedule an interview.
- Do not include too much information about your life.

WRITING MODEL

your address — Celina Ingram
95 River Road
Newtown, FL 32791

other contact info — +1 555 887 7930
celina.ingram@blue.net

date — March 30, 2022

Mr. Ian Howe
Human Resources
Clermont Greeting Cards
7200 Bay Blvd
Seattle, WA 32555 — recipient's address

Dear Mr. Howe: — salutation

I am writing in response to your advertisement on giantjob.com for the executive administrative assistant position at the Clermont Card Company in Seattle.

a blank line space

I have often bought Clermont greeting cards because of their positive messages and nice graphics, which is why I would be proud to work there. In addition, I believe I would be a good candidate because of my successful experience as an administrative assistant at Pinkerton Greeting Cards.

I have attached my résumé and the names and contact information of two managers here at Pinkerton who have offered to provide a recommendation.

If you agree that my experience and other qualifications make me a good candidate, please contact me at the address or email address above. As I will be moving to Seattle in two weeks, please contact me at my email address after April 15.

I look forward to hearing from you.

Cordially, — complimentary close

Celina Ingram — signature

Celina Ingram — typewritten name

attachment — indicates another document included in the same envelope or email

B PRACTICE | Read the email cover letter. On a separate sheet of paper, rewrite it, correcting errors in style and formality.

To: From: Re:

Hi, Bill—Just wanted u 2 know Im intersted in that great advertising copy writer job I saw listed in the want ads ☺. I think I'm the rite person 4 u. Here's why: I am 26 years old and graduated from Meecham College with a major in english. I have been working at Poco Cola in the advertising department for five years I am ready to move to a new company. My résumé is attached so you can see my qualifications. If you are interested in discussing the job, please email me at the address above to set up an interview. –Jon

C UNIT 1 WRITING TASK | On a separate sheet of paper, write a formal email or a traditional paper cover letter to an employer, expressing interest in a job. Create a job title that interests you and use the name of a real or a fictitious employer. Use real or invented information.

SELF-CHECK

- ☐ Does my letter have any spelling, punctuation, or typographical errors?
- ☐ Did I use formal letter writing conventions?
- ☐ Did I tell the employer the purpose of my letter?
- ☐ Did I say why I think I would be a good candidate?
- ☐ Did I tell the employer how to contact me for follow-up?

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UNIT 2 Restrictive and non-restrictive adjective clauses

A WRITING SKILL | Study the rules.

Restrictive adjective clauses

A restrictive adjective clause provides *essential information* necessary to identify the noun or pronoun it modifies. Do not use commas.

The colleague **who borrowed my tablet yesterday** admitted that she had lost it.
The people in the town **where I went to high school** had a big impact on my life.
The man **whose parents were both doctors** grew up wanting to help people.
Ethan offered to pay for the damage **that he had caused**.

Non-restrictive adjective clauses

A non-restrictive adjective clause provides *additional information* that is not necessary to identify the noun or pronoun it modifies. Use a comma both before and after a non-restrictive adjective clause, unless it's at the end of a sentence.

My colleague, Sherri, **who borrowed my tablet yesterday,** admitted that she had lost it.
The people of Bensonville, **where I went to high school,** had a big impact on my life.
Pete, **whose parents were both doctors,** grew up with a strong desire to help people.
Ethan offered to pay for the damage to Brenda's car, **which he agreed he had caused**.

Be careful!

Use punctuation that supports your intended meaning.

The laptop **which I bought last week** is great. (Essential information: Distinguishes this laptop from other laptops)
The laptop, **which I bought last week,** is great. (Non-essential information: "By the way, I bought it last week.")

B ERROR CORRECTION | Read the college essay, in which the writer describes a life lesson. Correct any punctuation errors in the adjective clauses. Add five commas and delete two.

ERROR CORRECTION

What I Learned from My First Job

During the first week at my first job which was at an electronics store, something happened that ended up teaching me a valuable lesson ten years later. At the end of the day, when the manager counted the money in the cash register, it had come up short. A co-worker apparently had taken some of the cash, but she lied and blamed me. I insisted that I wasn't responsible, but the manager who didn't know me fired me immediately. I was very upset about it at the time, but I got another job and eventually forgot all about it.

Ten years later, though, I got a phone call, that really surprised me. It was from the co-worker, who had accused me of taking the money. She called me to apologize for what she had done. Apparently, it had been bothering her for a long time.

This incident taught me something important. Sometimes when people tell a lie, they hurt themselves the most. While I had completely forgotten about it, my former co-worker who'd told the lie remembered the incident and felt bad about it all those years.

C PRACTICE | Decide if each adjective clause provides essential or additional information. Write a checkmark if the punctuation is correct.

..... **1** My grandparents are the ones, who taught me the most about right and wrong.
..... **2** Our sister-in-law who is always truthful about everything told our brother that he was wrong.
..... **3** I told a lie that I have regretted for more than twenty years.
..... **4** Her favorite vase which had been given to her by her aunt fell on the floor and broke.
..... **5** He told his neighbor that he would pay for the damages to her car which was the right thing to do.

D UNIT 2 WRITING TASK | Write a college application essay in which you describe an experience that taught you a life lesson or that shaped your values. Provide details by including at least three adjective clauses that add essential and additional information.

SELF-CHECK

- ☐ Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential or additional information?
- ☐ Did I use commas correctly in non-restrictive adjective clauses?

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UNIT 3 Reducing adverbial clauses

A WRITING SKILL | Study the rules.

Reducing adverbial clauses to adverbial phrases

Adverbial clauses can be reduced to adverbial phrases when the subject of the independent clause and the subject of the adverbial clause are the same. Reduced adverbial phrases are more common in writing than in speaking.

adverbial clauses		reduced to adverbial phrases
When I saw the damage, I was shocked.	→	**Seeing the damaged car,** I was shocked.
When we were eating, we got a call.	→	**When eating** (or **Eating**), we got a call.
We saw a bear **while we were hiking**.	→	We saw a bear **while hiking**.
Before I left, I sent my parents a letter.	→	**Before leaving**, I sent my parents a letter.
After I had shared my news, I felt better.	→	**After having shared my news**, I felt better.

Be careful!

When the subjects of the adverbial clause and the independent clause are different, the clause cannot be reduced.

Before **she** saw the crocodile, **it** attacked.

DON'T SAY ~~Before seeing the crocodile~~, it attacked.

Punctuation

Use a comma after a clause or phrase when it comes first.

Before I left, I sent my parents a letter. / I sent my parents a letter **before I left.**

B PRACTICE | **Read the Writing Model. Underline the reduced adverbial phrases and, on a separate sheet of paper, rewrite the sentences with them, changing the phrases to clauses.**

C PRACTICE | **On a separate sheet of paper, rewrite each of the following sentences, reducing adverbial clauses to adverbial phrases when possible. If the sentence can't be reduced, explain why not.**

1. When she was waking up, Alicia Sorohan heard a scream.
2. While Joy Booth was preparing a presentation for the next day, she had palpitations and intense feelings of anxiety.
3. After she decided the only way to save Ryan was to go for help, Jessica began a three-hour hike on the trails and through the river.
4. Before the helicopter could land, the weather had taken a turn for the worse.
5. After she had delivered the talk, Glennie told the group that she was completely deaf.

D UNIT 3 WRITING TASK | **Write a short news report about a dangerous or frightening event, using the Writing Model for support. Write at least two paragraphs and tell the story in the order that the events occurred. The event can be real or fictional. Use at least three adverbial clauses or phrases to clarify time relationships.**

SELF-CHECK

- ☐ Did I write two or more paragraphs?
- ☐ Does my report tell the story in the order that the events occurred?
- ☐ Did I use at least three adverbial clauses or reduced adverbial phrases to clarify time relationships?

WRITING MODEL

May 5 —While camping yesterday, the Evans family was surprised by some frightening neighbors: a bear cub and its mother. Twin 5-year-olds Paul and Marcy were delighted because the young animal reminded them of the cute creatures in their picture books and on TV. Their father, on the other hand, wasn't as charmed because he knew that approaching a bear cub was dangerous since an adult bear is usually nearby.

Luckily for the family, Mr. Evans was already awake and getting breakfast ready when he heard the bear. As he posted later on Facebook: "While getting the milk out of our camping bag, I heard a rustling noise behind me. I turned around and saw a bear cub trying to open the garbage can. I knew I had to think fast."

Hearing his kids coming out of the tent, Mr. Evans quickly pushed them back inside to prevent them from approaching the bear to play with it. At that moment, a large adult female, probably the cub's mother, came by and led the cub away. The Evanses' camping day continued peacefully after that.

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UNIT 4 Transitional topic sentences

A WRITING SKILL | Study the rules.

Remember: Transition words and subordinating conjunctions link ideas within and between sentences.

They can also be used in a paragraph's topic sentence to connect the paragraph to the one that precedes it.

The following words and phrases can be used as transitions to announce the content of a new paragraph:

To add information

Furthermore, it's very convenient.
Moreover, it's very convenient.
More importantly, it's very convenient.

To contrast information

Even though it's convenient, it's not for everyone.
Although it's convenient, it's not for everyone.
Despite the fact that it's convenient, it's not for everyone.
Nevertheless, it's not for everyone.
On the other hand, it's not for everyone.
However, it's not for everyone.

WRITING MODEL

For an effective solution to procrastination, I suggest using the daily calendar on your phone. It can be used to break up the steps essential to completing a larger task into smaller tasks. That way it's easier to keep things moving forward. It also allows you to check off the smaller tasks as they're finished, which motivates you by providing a feeling of accomplishment.

Furthermore, using a phone calendar is not really all that difficult. You can use the calendar that's already installed on your phone, or you can download an app for that purpose if you prefer one with a different format. Instructions are easily available online, and they're usually very clear.

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper date book or traditional agenda. It may require some time to learn how to use it, but the calendar will make your work easier. Without a calendar, it's far too easy to simply forget about what needs to be done. With one, it's easy to keep track of your progress. If your teacher or manager asks questions, you have a record you can refer to. This increases your confidence. I believe the calendar is one of the best ways to convert procrastination into effective organization.

B PRACTICE | Read the Writing Model. Then rewrite the two topic sentences, using these transition words and phrases. (Note: You may have to make other changes in the sentences.)

Furthermore, using a phone calendar is not really all that difficult.

1 More importantly, ...
2 Moreover, ...

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper datebook or traditional agenda.

3 Even though .....
4 Although .....
5 Despit the fact that .....
6 On the other hand, ...
7 However, ...

C UNIT 4 WRITING TASK | Write a three-paragraph essay presenting a solution to a common shortcoming. In paragraph one, introduce the solution. Use transitional topic sentences to link the content of the second and third paragraphs.

Some common shortcomings
being . . .
- disorganized
- oversensitive
- hot-tempered
- controlling
- negative
- a perfectionist

SELF-CHECK

- ☐ Does the first paragraph have a topic sentence?
- ☐ Do the paragraphs that follow have transitional topic sentences?
- ☐ Does each transitional topic sentence clearly link to previous content?

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UNIT 5 Writing dialogue

A WRITING SKILL | Study the rules.

Paragraphing a story with dialogue

With direct speech, begin a new paragraph each time you introduce a new speaker. Remember that paragraphs should be indented or should have a space above them so the reader can see where new paragraphs begin. See one paragraphing style in the Writing Model.

Punctuation of direct speech

- When the reporting verb comes before a quotation, put a comma after the reporting verb. Put the end punctuation inside the quotation marks.
  Mr. Mann **said**, "That's not at all funny."
- When the reporting verb comes after a quotation, put a comma, question mark, or an exclamation point at the end of the quoted sentence, inside the quotation marks. Put the speaker's name before or after the reporting verb.
  "Please don't do anything cruel," **Ms. Kane said**.
  "Didn't anyone object to that mean practical joke?" **asked Carlson**.
- A reporting verb can also come between two parts of a quotation. Put quotation marks around each part of the quotation. Don't begin the second part of the quotation with a capital letter unless it begins a new sentence.
  "Melanie and Elaine," said Mr. Sargent, "please apologize for hurting Morgan."
- If the reporting verb comes between complete sentences, put a period after the reporting verb. Begin the new sentence with a capital letter.
  "Peter, please apologize to Morgan," Mr. Sargent continued. "You participated in that practical joke, too."

WRITING MODEL

About a year ago, my grandmother was walking down the street, stopping from time to time to look in shop windows. At one store, she stopped to admire a dress in the window. Just as she turned to enter the store, a businessman who wasn't looking where he was going bumped into her and knocked her down.

"Oh, I'm so sorry!" said the man. "Are you OK?"

My grandmother was too stunned to reply. But then after a moment she said she was fine.

"Look!" she heard someone say from across the street. "An old woman just fell down!"

She quickly sat up and looked around with great concern and said, "Where?"

When she told us this story, we all laughed. But, it really wasn't that funny, and it could have been serious.

B PRACTICE | On a separate sheet of paper, rewrite the sentences, correcting the errors in punctuation and capitalization.

1 Norman Cousins said, "That he had cured himself with laughter."
2 "The Superiority Theory" our professor explained. "Is exemplified by finding people's errors funny."
3 "The joke was really cruel," said Claire. "they shouldn't have played it."
4 "Does that example illustrate the Incongruity Theory" asked John?
5 "I learned about all kinds of humor in my psychology class", said my sister.

C PRACTICE | On a separate sheet of paper, write the following indirect speech statements in direct speech, using correct punctuation for dialogue.

1 Dr. Summers stated that positive emotions can have a direct effect on emotional and physical health.
2 A psychologist told me many people believed that Norman Cousins's book popularized the idea that laughter therapy could be helpful in treating illness.
3 She said that practical jokes come from our need to feel superior to others.
4 Ms. Blake insisted that traditional medicine is more effective than laughter therapy.
5 Our professor asked whether there is any scientific evidence that laughter can treat the illness.

D UNIT 5 WRITING TASK | Write a true or imaginary story telling what happened and what people said, using dialogue. Use the Writing Model for support.

SELF-CHECK

- ☐ Did I use direct speech in my story?
- ☐ Did I punctuate direct speech correctly?
- ☐ Did I correctly paragraph the dialogue?

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UNIT 6 A comparison and contrast essay

A WRITING SKILL | Study the rules.

Choose one of these formats for organizing your supporting paragraphs when you want to compare and contrast places, objects, people, ideas, etc., in an essay. (Be sure to include expressions of comparison and contrast.)

I. Introductory paragraph
Begin with an explanation of what you are going to compare and contrast.

WRITING MODEL

Public and private transportation both have upsides and downsides, so it is fortunate that we have options. To help us choose, we can take into account convenience, cost, destination, and the needs and preferences of the people with whom we are traveling. Other factors we might consider are the length of the trip and the environmental impact of the means of transportation we choose.

II. Supporting paragraphs
Choose Format A or B to present and support your ideas.

Format A: Discuss the similarities in one paragraph and the differences in another.

Format B: In each paragraph, focus on one specific aspect of the topic and discuss the similarities and differences within the paragraph

(Format A)

Both public and private means of transportation provide clear advantages. **They are similar in certain ways**. Both are convenient and cut travel time, allowing people to travel farther than traveling on foot. In addition, they are capable of providing comforts such as air-conditioning and heating.

Nevertheless, public and private means of transportation are different in more ways than they are similar. Private cars offer a level of security, comfort, and convenience not necessarily available in public transportation. You can make your own schedule, take a different route, and avoid paying fares. Plus, you don't have to travel with strangers. However, only on public transportation can you sit back and relax, or even move around, and not have to pay attention to your driving or to traffic and weather conditions.

OR

(Format B)

Regarding scheduling, private and public means of transportation are very different. When you travel by car, you can make your own schedule and stop anywhere and anytime you want. On the other hand, when you travel by public bus or train, you know exactly when you are going to arrive, making planning easy.

In terms of comfort, private transportation has the clear advantage. Public transportation is often crowded and . . .

III. Concluding paragraph
Summarize your main ideas.

Most people choose to use a mix of private and public transportation, depending on their circumstances. However, if I could choose only one means of transportation, I'd go with the car. It has its downsides, but I enjoy the privacy of traveling alone, or only with my family, and the convenience of being able to make my own schedule. All in all, driving in my own car is the way to go.

B UNIT 6 WRITING TASK | Write an essay comparing and contrasting two means of transportation. Use Format A or Format B, depending on what you want to communicate. Use expressions of comparison and contrast.

Comparison	Contrast
Similarly,	While / Whereas . . .
Likewise,	Unlike [buses],
In similar fashion,	Nonetheless, / Nevertheless,
In the same way,	In contrast,
. . . as well.	On the other hand,
. . . don't either.	However,

SELF-CHECK

- ☐ Does my essay have an introductory and a concluding paragraph?
- ☐ Did I use one of the two formats for organizing the supporting paragraphs?
- ☐ Did I use expressions of comparison and contrast?

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UNIT 7 Subject-verb agreement: expansion

A WRITING SKILL | Study the rules.

When the subject and verb are separated by other words, the subject and verb must still agree.
Beliefs in bad omens and curses **are** common in many cultures.
The smart thing to do when someone tells you something is unlucky **is** to just listen.

When two subjects are connected with and in a sentence, the verb must be plural.
A black cat and **a broken mirror are** symbols of bad luck in several cultures.

When verbs occur in a sequence, all the verbs must agree with the subject.
My sister **has** a lucky horseshoe, **avoids** the number 13, and **wears** a good luck charm on a chain around her neck.

When the subject is an indefinite pronoun like each, everyone, anyone, somebody, or no one, use a singular verb.
Nobody I know **worries** about sweeping a house in which a funeral has taken place.

When the subject is all, some, or none and refers to a singular count noun or a non-count noun, use a singular verb. Otherwise use a plural verb.
If salt is spilled by accident, **some is** immediately thrown over the shoulder.
Some superstitions are old-fashioned, but **some are** not.

Remember: Subjects and verbs must always agree in number.
A superstition is a belief many people think is irrational.
Many people believe certain objects can bring good luck.

B PRACTICE | Read the paragraph and rewrite it on a separate sheet of paper, correcting the errors in subject-verb agreement.

ERROR CORRECTION

One common superstition in Western countries concern the number 13. Because they are considered unlucky, many situations involving the number 13 is frequently avoided. For example, in the past, the thirteenth floor of tall apartment buildings were often labeled "fourteen." While that is rare today, there are still many people who are uncomfortable renting an apartment on the thirteenth floor. In addition, there is a general belief that Friday the thirteenth brings bad luck, increases the chance of mishaps, and make it more difficult to get things done effectively.

C UNIT 7 WRITING TASK | On a separate sheet of paper, write a four-paragraph essay. In your first paragraph, introduce the topic of superstitions in general, explaining what they are and why people might believe them. Then write two supporting paragraphs, each with a topic sentence about a different superstition. End with a concluding paragraph that summarizes your main points. Be sure all your verbs and subjects agree in number.

SELF-CHECK

- ☐ Did I introduce the topic of superstitions in general in my first paragraph?
- ☐ Did my second and third paragraphs each include a clear topic sentence?
- ☐ Did I summarize my main points in a concluding paragraph?
- ☐ Did all my subjects and verbs agree?

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UNIT 8 Explaining cause and result

A WRITING SKILL | Study the rules.

In formal writing, connecting words and phrases are commonly used to clarify relationships between ideas. Use the following to focus on causes or results.

Causes

Use one of these phrases to focus on a cause.

Due to ___ ,	Because of ___ ,
As a result of ___ ,	As a consequence of ___ ,

cause

As a result of my lack of organization, I can never find things on my desk when I need them.

cause

It may be diffcult to stay on task **due to constant interruptions by colleagues**.

Results

Begin a sentence with one of these words or phrases to focus on a result.

As a result,	Consequently,
As a consequence,	Therefore,

result

Colleagues may constantly interrupt your work. **Consequently**, it may be difficult to stay focused.

B PRACTICE | **In the Writing Model, underline four sentences with connecting words or phrases that clarify causes and results. Then, on a separate sheet of paper, rewrite each sentence twice, using a different connecting word or phrase.**

C UNIT 8 WRITING TASK | **Write a three-paragraph essay about the challenges of staying focused while trying to study or complete a task at work or at home. Use the "outline" below as a guide. Be sure to include connecting words and phrases to signal causes and results.**

Paragraph 1
Describe the things that make staying focused difficult.

Paragraph 2
Describe the results of not being able to stay focused.

Paragraph 3
Suggest some ways one might overcome the challenges and become more focused on completing a task.

SELF-CHECK

- ☐ Did my paragraphs follow the content and sequence suggested in Exercise C?
- ☐ Did I use connecting phrases to focus on causes?
- ☐ Did I introduce sentences with connecting words or phrases to focus on results?

WRITING MODEL

When trying to focus on a task at work, you may discover numerous distractions that can keep you from completing what you planned to do. You may find it difficult to stay focused due to your staying up late the night before. Or, as a consequence of frequent interruptions by colleagues, you may feel like you are always starting the task all over again. Many other things can distract you from a task, and the results can be significant.

Not being able to stay focused can have serious consequences. You may not be able to produce a report for your manager by the time it's due. As a result, your manager may wonder whether he or she can count on you to achieve your commitments. Your colleagues may depend on you to finish your part of a collaborative task, but you are unable to. Consequently, when these things happen, your reputation at work can suffer.

If you are having difficulty completing a task, it is important that you take action to help you stay on task. If you are frequently interrupted, you may have to close your office door or ask your colleagues not to disturb you. If you are suffering from a lack of sleep, you may have to take a break or grab a cup of coffee for a burst of energy. It's useful to have a strategy to cope with distraction and fatigue because those will probably always occur.

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UNIT 9 The thesis statement in a formal essay

A WRITING SKILL | Study the rules.

A **thesis statement** presents the main idea of an essay, for example, by making an argument or stating a point of view. A formal essay should include a thesis statement somewhere in the **introductory paragraph**. The **supporting paragraphs** that follow should be organized to provide reasons, facts, or examples to support your thesis. A **concluding paragraph** should restate your thesis and summarize the main points of the supporting paragraphs. The outline below shows an effective way to organize a formal essay to support a thesis.

I. Introductory paragraph
- Include a thesis statement.
- Provide a hint of the topics the essay will include.

II. Supporting paragraphs
- In each paragraph, include a topic sentence that supports your thesis statement.
- Provide examples that support your topic sentence.

III. Concluding paragraph
- Summarize the main points of your essay.
- Restate your thesis.

To write a thesis statement . . .
- Narrow the topic to one or two main ideas.
- Make sure it expresses a point of view.

WRITING MODEL

There are good reasons to be optimistic about the future of the automobile. Manufacturers are already increasing their focus on providing alternative energy sources and technologies for self-driving vehicles. **Gas-powered engines and human drivers will almost certainly be replaced over the next few decades.**

Most experts today are confident that, in the future, the majority of cars will be powered by electricity. Unlike today's electric cars, which are not as popular as gas-powered vehicles, the cars of the future will be affordable and easier to maintain. For example, . . .

Recent advances in artificial intelligence will soon make human drivers obsolete. Tomorrow's electric cars will have advanced technological features that will dramatically increase safety on the road. First of all, cars will all be able to drive themselves. In addition, . . .

Based on the direction the auto industry is heading in today, we can predict these advances will come sooner rather than later. Manufacturers already offer both electric and hybrid choices that include a number of driverless features, so it's only a matter of time before gas-powered vehicles, and knowing how to drive them, become a memory.

B PRACTICE | Essay tests often suggest topics in the form of a question. On a separate sheet of paper, write a thesis statement for each topic. Be sure to apply the guidelines above.

1 How can we end poverty?
Poverty will be ended only if world leaders make finding a solution a top priority.
2 What are the best ways to learn about other cultures?
3 How can urban crime rates be improved?
4 What can be done to prepare for the next pandemic?
5 How can jobs be automated without causing massive unemployment?
6 Is the population shift from rural to urban areas a problem?

C UNIT 9 WRITING TASK | Write a four- or five-paragraph essay on one of the suggested topics. State your argument in the introductory paragraph with a thesis statement. Support your argument with two or three supporting paragraphs, each with a topic sentence. In a concluding paragraph, restate your argument and summarize the main points.

Suggested topics
- How will transportation in the next century differ from today's?
- What technological developments do you predict will change the way people communicate with each other?
- What do you think will be the greatest improvements in medical care over the next fifty years?
- What are the most important issues educators need to pay attention to in order to ensure quality education for all in the future?
- In what ways do the world's leaders need to cooperate in order to ensure a future for our planet and the people living on it?
- Your own idea: .....

SELF-CHECK
- ☐ Did I include a thesis statement that clearly states my argument?
- ☐ Does each of my supporting paragraphs have a topic sentence that supports my point of view?
- ☐ Does my conclusion summarize my main points and restate my thesis?

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UNIT 10 Rebutting an opposing point of view

A WRITING SKILL | Study the rules

When writing a rebuttal to an opposing argument or point of view, support your ideas by presenting them one by one. Following is an outline to organize your essay effectively.

I. Introductory paragraph
First, explain the issue and summarize the opposing point of view. Then include a thesis statement that states your own point of view.

II. Supporting paragraphs
In each paragraph, state one argument supporting the point of view you are rebutting. Use details and examples to support your own point of view.

III. Concluding paragraph
Summarize your point of view.

Expressions for introducing others' arguments:
According to [Dr. Kuhn], . . .
Some people [say / think / feel] that . . .
Many experts [argue / believe] that . . .
It may be true that . . .
It has been [argued / said / pointed out] that . . .

Transitions and subordinating conjunctions for your rebuttal:
However, . . .
Nevertheless, . . .
Even so, . . .
All the same, . . .
In spite of this, . . .

WRITING MODEL

There are many people who feel that globalization is causing more problems than it is solving. **Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.** We need to accept it as the reality of today's world and do what we can to make it work for everyone.

Critics argue that many countries have not benefitted as much as others. **All the same**, we shouldn't assume that all countries will benefit at the same speed or time. It is a fact that free trade has greatly benefitted nations in East and Southeast Asia. Their economies have grown substantially in this century and their standard of living has greatly improved. There's no reason to believe this won't happen elsewhere, for example in West Africa.

It has been argued that globalization has caused an increase in the spread of disease, worsened pollution, and made it easier for criminals to cross borders. **In spite of this**, I believe that free trade and increased international cooperation have also made it easier for nations to fight these problems more effectively. With attention, these are problems that can be solved.

Clearly, globalization has created problems that need to be overcome. **Even so, I believe the advantages of globalization far outweigh the problems.**

B PRACTICE | Look at the interview with Angela Kuhn on page 108. Find five arguments that support or argue against the idea that globalization has been a positive force for change. On a separate sheet of paper, paraphrase each argument in your own words and introduce each with the expressions from Exercise A.

It has been argued that globalization has improved the quality of life in many places.

C PRACTICE | Now write statements to rebut each of the arguments that you introduced in Exercise B. Use the suggested transitions and subordinating conjunctions.

Even so, the outsourcing of manufacturing has reduced job opportunities in some countries.

D UNIT 10 WRITING TASK | Write an essay of at least four paragraphs in which you present your point of view about globalization and rebut the opposing point of view. Or summarize and rebut Kuhn's arguments for or against globalization in the interview on page 108.

SELF-CHECK

- ☐ Did I summarize the point of view I want to rebut in my introduction?
- ☐ Did I rebut each argument by providing details and examples to support my own?
- ☐ Did I use the suggested expressions and transitions or subordinating conjunctions to link my ideas clearly?
- ☐ Did I summarize my point of view in my conclusion?

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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 5* 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: POSITIVE ATTITUDE

Encourage and offer suggestions to support others

(For Exercise B, page 11)

A Use these expressions to encourage and offer suggestions to your partner. Listen and repeat each one.

TIP: Maintaining a positive attitude in response to others' ideas encourages creativity and innovation, which are important to a company's success.

Encourage someone	Offer suggestions
That's an excellent idea.	Have you thought about ___ ?
I think you should go for it.	What about ___ ?
I bet you can make it happen.	You may want to consider ___ .
You should give it your best shot.	I'd suggest you ___ .

B PAIR WORK | Take turns reading and completing the prompts below. Your partner will encourage you or offer a suggestion. Use expressions from Exercise A.

Student A	Student B
I'd really like to visit ..... someday. (country name)	I've always dreamed of living in ..... . (place name)
I've always wanted to study ..... . (name of subject)	I've always wanted to study in ..... . (country name)
I'd love to buy a house or apartment in ..... . (city or neighborhood name)	I think it would be interesting work for a / an ..... company. (foreign nationality)
I think it would be interesting to be a / an ..... . (job title)	I think it would be great to do volunteer work with ..... . (type of people needing help)
I've always wanted to learn how to play ..... . (sport name)	I would love to take up ..... . (name of a hobby)
Your own idea:	Your own idea:

C Now practice encouraging and offering suggestions as you do Exercise B on page 11.

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UNIT 2 Soft skill: INTEGRITY — Indicate when your values are similar or different

(For Exercise C, page 21)

TIP: Letting your colleagues know how your values align or differ builds trust and establishes you as someone with integrity.

A Use these expressions to state when your values are similar to or different from those of your colleagues. Listen and repeat each one.

When your ideas are similar . . .	When your ideas differ . . .
You and I think alike.	That's where we differ.
I feel the same way you do.	I guess I don't see things the same way.
I like what you're saying.	That's not how I see things.
You're so much like me.	That's so not me.

B PAIR WORK | Take turns reading the prompts below. Your partner will indicate if his or her values are similar or different. Use expressions from Exercise A.

Student A	Student B
One of my core values is patience. I'm not naturally patient . . . I have to work at it. That's why I've made it one of my goals.	Loyalty is very important to me. I mean, if your family or friends don't stand by you through thick and thin, what's the point?
I find it important to think about gratitude every day, especially when I wake up in the morning. I start the day by thinking about the people and things I'm thankful for.	Frankly, I'm sick of seeing homeless people on the street. I mean, responsibility is an important core value in my life. Those people should just get jobs. If you work hard enough, you'll have everything you ever need.
One of my most important life goals is wealth. I want to become financially independent and have enough money to buy any of the things I want. Only then can I think about other values that may also be important to me.	I have to say, all this talk about values just sounds silly to me. Who has time to think about such things? I sure don't. I have more important things to think about.
For me, kindness is the most important thing. I need to practice kindness with people I like as well as people I don't like. Just because some people say unkind things to me doesn't mean I have to do the same to them.	My core value? That's easy: fun. Life should be fun, and the people I hang out with should be fun, too. That's what makes life worth living, in my opinion.
Your own idea:	Your own idea:

C Now practice indicating when you and your partner's values are similar or different as you do Exercise C on page 21.

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UNIT 3 Soft skill: EFFECTIVE COMMUNICATION

Use self-correction to repair errors or slips of the tongue.

(For Exercise B, page 33)

A Use these expressions to correct yourself when you make a slip of the tongue or an error during a discussion. Listen and repeat each one.

TIP: Self-correction shows that you are willing to admit your mistakes in order to communicate effectively.

Self-correcting
I mean ___ .
Not (X), (Y).
I didn't mean (X). I meant (Y).
What I meant to say was ___ .
What I was trying to say was ___ .
Let me try that again.

Remember: To acknowledge you've made an error, say . . .
Sorry.
Oops.
Excuse me.

B PAIR WORK | Take turns reading the prompts. Practice self-correcting with expressions from Exercise A.

Example: YOU SAY: I'm really terrified of high spaces.
BUT YOU MEANT TO SAY: high *places*

"I'm really terrified of high spaces. Sorry . . . I didn't mean high spaces. I meant high places."

Student A	Student B
YOU SAY: Stevie Wonder lost his hearing shortly after birth. (**BUT YOU MEANT TO SAY:** his *sight*)	**YOU SAY:** Evelyn Glennie's hearing began to deteriorate when she was eight years old. (**BUT YOU MEANT TO SAY:** *ten* years old)
YOU SAY: What was amazing was that he was a childhood policy. (**BUT YOU MEANT TO SAY:** a childhood *prodigy*	**YOU SAY:** Glennie wrote her autobiography and collaborated on a film called "Touch the Sky." (**BUT YOU MEANT TO SAY:** "Touch the *Sound*")
YOU SAY: When his mother worried about their hardships, Stevie Wonder told him that he was happy with his life. (**BUT YOU MEANT TO SAY:** told *her*)	**YOU SAY:** As a public speaker, Glennie teaches her audiences how to listen, even though she have lost her ability to hear. (**BUT YOU MEANT TO SAY:** even though she *lost*)
YOU SAY: I wonder if Joy Booth gets petty swans when someone . . ." (**BUT YOU MEANT TO SAY:** *sweaty palms*)	**YOU SAY:** Joy Booth said that he learned how to deal with her fear from her sister, who has a PhD in neuroscience. (**BUT YOU MEANT TO SAY:** *she* learned)
YOU SAY: Gabe was feeling blue because of something an intern said to him at work. (**BUT YOU MEANT TO SAY:** of something he said to an intern at work.)	**YOU SAY:** Luz advised her husband to call her intern up and face the music. (**BUT YOU MEANT TO SAY:** *his* intern)

C Now practice correcting yourself, if necessary, as you do Exercise B on page 33.

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SOFT SKILLS BOOSTER

UNIT 4 Soft skill: ADAPTABILITY

Use hesitation expressions to buy time to prepare yourself to answer unanticipated questions.

(For Exercise B, page 41)

A Use these hesitation expressions to give yourself more time to respond to an unanticipated or unexpected question during a discussion. Listen and repeat each one.

Hesitation expressions
Hmm . . . That's a good question.
Let's see . . . That's a tough one.
You know, I'd have to think about that.
Um, I'm not sure. Let me think about that for a second.

TIP: Being able to "think on your feet" in order to adapt to an unanticipated question builds your self-confidence and improves the quality of social interaction.

B PAIR WORK | Take turns asking the questions below. Buy time with hesitation expressions from Exercise A before answering each question.

Student A	Student B
When was the last time you lost your temper?	
	Do you usually keep your feelings in or say what's on your mind?
When was the last time you wanted to express your feelings but held yourself back?	
	Can you remember a time you told someone off?
Have you ever made an issue of something and regretted it later?	
	Can you remember a time when someone was upset about something and took it out on you instead?
When was the last time you decided to shrug something off instead of worrying about it?	
	How do you let off steam when you're worried or upset about something?

C Now practice buying time with hesitation phrases as you do Exercise B on page 41.

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UNIT 5 Soft skill: DECISIVENESS

Offer a strong or weak hypothesis

(For Exercise C, page 53)

TIP: Being able to emphatically state an opinion as well as confidently admit when you're not sure is crucial to developing good leadership skills.

A **Use these expressions to offer a strong or weak hypothesis during a discussion. Listen and repeat each one.**

Offering a strong hypothesis	Offering a weak hypothesis
It's obviously . . .	I might be wrong about this, but I think . . .
This is a perfect example of . . .	It seems to me like this could be . . .
It sure sounds to me like . . .	This may sound crazy, but it might be . . .

> **This is a perfect example of** the Superiority Theory. We laugh because we feel smarter than someone else.

> **I might be wrong about this, but I think** this is funny because of both the Relief Theory *and* the Incongruity Theory.

B **PAIR WORK | Take turns reading the jokes aloud and offer a strong or weak hypothesis about which theory best explains the intended humor of each joke — the Superiority, Incongruity, or Relief Theory. Use expressions from Exercise A.**

1
A man complained to his wife, "Today was so depressing! It rained all day. I had a ton of work to do. And my boss told me I need work harder. I hate Thursdays!" She replied, "You think today's bad? Just wait two days." "What happens in two days?" he asked. She replied, "It's a sadder day!"

2
What's the difference between a cat and a sentence? A cat has claws at the end of its paws. And a sentence has a pause at the end of its clause.

3
Seeing one of the students sleeping in class, the teacher became very angry. "Wake up!" the teacher yelled. "You can't sleep in my class!"
"I know," the student said. "But if you were just a bit quieter, I *could*!"

4
One day, I was walking in the park and I sat down on a bench and started singing. An elderly man was sitting on a bench nearby. After a few minutes, he got up and walked over and said, "You know, I've always wanted to sing. But now I wish YOU could!"

5
A young woman was working on her laptop at the local coffee shop when she suddenly exclaimed, "Oh no!"
"What's wrong?" asked the server.
"What's wrong? Someone hacked my password. This is the third time I've had to rename my cat!"

6
An English teacher explained to her class how a double negative in English forms a positive. She wrote on the board, "For example: He's not unhappy," and she said, "This actually means he's happy." One student asked, "What about a double *positive*? Would that form a negative?" "There's no such thing as a double positive in English," the teacher replied confidently. But then she heard a voice from the back of the room, "Yeah, right!"

7
A customer was returning a computer to the store: "This computer's broken!"
"What's wrong?" the clerk asked.
"When I try to print, it says: Can't find the printer."
The clerk said, "I'm so sorry. How frustrating!"
The customer replied, "It sure is. I even tried turning the screen around to face the printer, but the computer *still* couldn't find it!"

8
Hal and Sal meet for coffee in the company break room. Hal says, "Hey, I just bought a wooden car!"
Sal says, "A wooden car? Never heard of such a thing!"
"Me neither," says Hal. "But it's a beauty. It's got wooden wheels."
Sal says, "How unusual!"
"And it's got a wooden engine," says Hal.
Sal says, "A wooden engine? No way!"
"Anyway, I'm trying to get my money back," says Hal.
Sal asks, "How come?"
Hal answers, "It wooden start!"

C **Now practice offering strong or weak hypotheses as you do Exercise C on page 53.**

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UNIT 6 Soft skill: PROBLEM SOLVING Give constructive feedback non-judgmentally

(For Exercise B, page 63)

A **Use the expressions on the left to give constructive feedback and advice non-judgmentally. Use the expressions on the right to respond. Listen and repeat each one.**

TIP: Not judging someone else's previous error or misfortune makes it easier for him or her to accept constructive feedback.

Giving advice	Responding to advice
Next time, you might want to think about (not) . . .	You're absolutely right.
Did you consider (not) . . . ?	Yeah, you're right.
Well, if I were you, next time I would (not) . . .	Yeah, you may be right.
If you ask me, it probably would have been better (not) to have . . .	Maybe, but . . .
The way I see it, you probably should (not) have . . .	

B **PAIR WORK | Take turns reading each problem aloud. Your partner gives you constructive feedback and you respond. Use expressions from Exercise A.**

Student A (Student B gives feedback)	Student B (Student A gives feedback)
I got to the airport at 6:45 for a 7:30 flight, but I got bumped. They said the flight was full, and I'd have to wait ten hours for the next one!	I made a reservation by phone, but when I got to the hotel they didn't have any record of it. It took me hours to find a hotel that had a room.
Someone stole my camera and wallet out of my backpack. I'd left my backpack on the beach while I was swimming.	We had some drinks and snacks from the little fridge in our hotel room. When we checked out, we were shocked at how much we were charged for them!
The taxi driver was going so fast! I was terrified, and I was holding onto my seat. Suddenly the car swerved. I hit the door and got a bad bruise on my arm.	When I returned the rental car, they noticed a broken taillight. I knew it hadn't been my fault—it must have already been there when I rented the car. But they charged me for it anyway.
The food at the street market had a funny taste—I thought it was a spice I hadn't tried before. But then after I got back to the hotel, I started throwing up and was terribly ill for three days.	I had my wallet in my back pocket. When I got off the subway, a couple of guys bumped into me. Next time I checked, my wallet was gone! They got away with all my cash!
When I got to the hotel, they couldn't find my reservation. I got angry at the clerk and started yelling. He called security and they grabbed me and led me outside.	I took a six-day tour of Europe. We saw London, Paris, Madrid, Rome, Vienna, and Berlin. But by the fourth day of the trip I was totally exhausted and got totally confused about which city I was in!

C **Now practice giving feedback about the past as you do Exercise B on page 63.**

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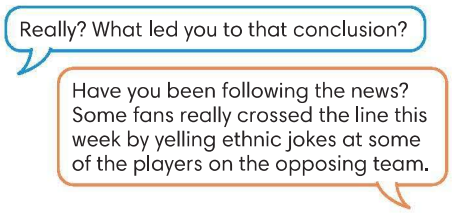
UNIT 7 Soft skill: LEADERSHIP — Encourage others to support their ideas

(For Exercise B, page 75)

TIP: Asking others to elaborate on their ideas helps build mutual respect and a habit of critical thinking among people who work together.

A Use these expressions to encourage others to provide examples that explain or support their ideas. Listen and repeat each one.

Asking for examples
What led you to that conclusion?
Can you explain what led you to that?
What are some examples of that?
For example? / For instance? / Such as?



B PAIR WORK | Take turns reading a statement as a conversation starter. Using expressions from Exercise A, ask your partner to explain or support his or her statement.

Student A	Student B
Advertisements use various strategies to persuade people to buy a product.	Unfortunately, racism still influences people's behavior.
Movies can affect people in profound ways.	The news doesn't always report a story in an objective way.
What celebrities do has a huge effect on popular culture.	A person's family and friends probably have the most influence on his/her belief system.
Many people depend on expert opinions to help them make decisions on difficult or complicated issues.	Schools, companies, or other institutions also shape people's values.
Although not as widespread as in the past, sexism still exists in the workplace.	Hypnosis can be used to affect people's behavior.
Your own idea:	Your own idea:

C Now practice asking for and giving examples as you do Exercise B on page 75.

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UNIT 8 Soft skill: RESPECTFULNESS — Interrupt and delay an interruption

(For Exercise B, page 83)

TIP: In a lively group discussion, knowing how to interrupt and how to delay someone's interruption enables others to fully complete their thoughts and cuts down on frustration.

A Use these expressions to politely interrupt, or to delay an interruption, during a discussion. Listen and repeat each one.

Interrupting	Delaying an interruption
Sorry / Excuse me, but . . .	Let me just finish this thought.
I hate to interrupt, but . . .	First let me say . . .
Yes, but let me just say that . . .	Just one second.
I don't mean to butt in, but . . .	I'm almost finished.

B PAIR WORK | Read your script aloud. Your partner tries to interrupt you as you read, and you try to delay each interruption. Use expressions from Exercise A.

Script 1

Student A

A: I work in an office where I have to do a lot of paperwork, but I also get a lot of phone calls—I can't stand getting all those calls—I lose my concentration and I can't focus on the paperwork . . . But I've got to answer the phone because no one else will—my co-workers are all really lazy—so I get very frustrated and hardly get any work done . . . Though I've tried to talk to my boss about it, she says I should be able to get the paperwork done AND answer the phone—but she's quite wrong—and I just don't think there's anything I can do about it! I think I'm just going to have to quit!

Student B tries to interrupt

B: ___ I work in an office where I have to do a lot of paperwork and answer the phone, too. And there's a pretty simple solution.

B: ___ I really think there's probably a simple solution. I would suggest not answering the calls but instead listening to them later on voicemail.

B: ___ If you can just answer the voicemail once every hour or so, you could get an hour's worth of paperwork done uninterrupted.

Script 2

Student B

B: I sit at a desk all day, and I've got this terrible chair—it's very cheap and old, and it's hard on my back—lower back pain—you can imagine how terrible that must feel . . . And I also get pain in my shoulders—so I have this awful pain all day long, even after work . . . And I've gone to see a doctor about it and he gave me some medication, but it makes me sleepy—so I can't take it at work—but my back hurts so much that the pain interferes with the quality of my work—and my boss is too cheap to get me a good chair! He gets angry when I complain, which I do a lot, but I don't know what else to do!

Student A tries to interrupt

A: ___ I used to have a bad chair in my office, too, and I had some back pain. So let me tell you what I did about it.

A: ___ There are some good chairs that are designed to support your lower back.

A: ___ A better chair might be a bit expensive, but if you're in so much pain, I'd recommend going ahead and buying one with your own money.

A: ___ You really should get a better chair.

C Now practice interrupting and delaying interruptions as you do Exercise B on page 83.

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UNIT 9 Soft skill: CONFLICT RESOLUTION

Respectfully acknowledge that others may disagree with you

(For Exercise B, page 99)

TIP: Acknowledging that your colleagues may have different points of view from your own enables them to hear yours with an open mind.

A **Use these expressions to respond to complex or controversial questions. Listen and repeat each one.**

Responding to complex or controversial questions
You may disagree, but I believe . . .
It's a complicated issue, but I guess . . .
It's a controversial subject, but I think . . .
There's not a simple answer, but I suppose . . .

B **PAIR WORK | Take turns asking the questions below. Use expressions from Exercise A when responding.**

Student A	Student B
What do you think is the most serious problem the world is facing?	
	What do you think is the biggest problem in our country?
What do you think the biggest problem with the news media is?	
	What do you think the most serious problem with our education system is?
What do you think the most serious problem with our government is?	
	What do you think is the biggest threat families are facing today?
Your own idea:	
	Your own idea:

C **Now practice using these phrases for responding to complex or controversial questions as you do Exercise B on page 99.**

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UNIT 10 Soft skill: NEGOTIATION

Attempt to come to agreement by respectfully acknowledging an opposing point of view

(For Exercise B, page 109)

TIP: It's easier to negotiate differences of opinion when you show acceptance of an opposing view and provide reasons for your own point of view.

A Use these expressions to politely disagree with others but to indicate that you are open to their ideas as well.

Disagreeing politely
Maybe, but don't you think . . .?
I hear what you're saying, but the way I see it . . .
That's one way to look at it, but from my point of view . . .
I understand what you're saying, but if you ask me, I think . . .
I understand where you're coming from, but I tend to think that . . .

B PAIR WORK | Take turns reading the prompts and politely disagreeing with your partner. Use expressions from Exercise A to acknowledge your partner's opinion and introduce your own.

Student A	Student B
I believe globalization is helping raise wages and living standards for everybody all over the world.	(globalization has hurt all the people who live in developing countries)
(globalization has generated most of the jobs we have in this country)	(the large multinational corporations only bring in low-wage jobs)
(the large multinationals are investing a lot in our country and helping our economy)	(the large multinationals are taking all the money they make here out of the country)
(globalization is spreading money around the globe and helping poor people become rich)	(globalization is bankrupting all the small shops and family-owned businesses in this country)
(globalization is letting us export more and more — and bringing in new imports that we can't make in our own country)	(globalization is totally destroying our culture and way of life)

C Now practice disagreeing politely as you do Exercise B on page 109.

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