

Mid-Term CBT Exam – Semester 1 Science/Medical – November 2017

This paper contains grammar that is featured in the Q Skills books, and is listed in the mid-term specification (as shown below). Special thanks to Teacher Alia for the idea behind this document. All the best, T. Fateha.

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Word forms: nouns and verbs

Vocabulary Skill Word forms

Some words are both **nouns** and **verbs**. They look the same, but they work differently in a sentence. A noun refers to a person, place, object, or idea. A verb refers to an action. Learning to use the same word in different forms helps build your vocabulary.

These words from Reading 1 and Reading 2 can be nouns or verbs.

Word	Noun	Verb
match	This job is a match for you.	My skills and interests match my career.
pay	I like my job, but the pay isn't very good.	They pay you every month.
plan	His plan is to go on vacation next month.	I plan activities for people in my office.
result	The result of his hard work is a good website.	Hard work results in success.
travel	I enjoy travel .	I travel a lot for my job.
work	There are many different kinds of work .	I work in a large hospital in the city.

Verbs + infinitives (like, want, need) / Noun phrases + infinitives

Grammar Verbs + infinitives (*like, want, and need*)

Like, want, and need are common verbs. A noun or noun phrase or an infinitive form of a verb (*to* + the base form of the verb) often follows *like, want, or need*.

Noun Phrase	Infinitive
I like my career .	I like to help people.
I want a career .	I want to be a doctor.
I need a good job .	I need to work .

A. Underline the noun phrases and circle the infinitives after the verbs like, want, and need.

1. I want (to be) a chef in a restaurant. I like (to work) with people. I like good food. I am creative.
2. I want to be an accountant. I like to solve problems in math. I like to work with details. I need good pay.
3. I want to be a truck driver. I like big trucks. I like to work alone. I want to see the country. I need to move around.
4. I want to be an office worker. I like regular hours. I like people. I need a job in an office.

B. Complete each sentence with your own ideas about jobs. Use a noun or a noun phrase and/or an infinitive with each verb.

1. I like _____.
2. I like _____.
3. I don't like _____.
4. I don't like _____.
5. I want _____.
6. I don't want _____.
7. I need _____.
8. I don't need _____.

GRAMMAR

Activity A, p. 18

1. Underline: good food
Circle: to be, to work
2. Underline: good pay
Circle: to be, to solve, to work
3. Underline: big trucks
Circle: to be, to work, to see, to move
4. Underline: regular hours, people, a job
Circle: to be

Activity B, p. 18

Answers will vary. Possible answers:

1. I like to work on sunny days.
2. I like to see hard-working people.
3. I don't like to work for mean bosses.
4. I don't like to work for little money.
5. I want a better job.
6. I don't want to visit my boss's big house.
7. I need more hours at work.
8. I don't need to help my hard-working boss much.

Writing compound sentences with *but* and *so*

Writing Skill

Writing compound sentences with *but* and *so*

You can connect two simple sentences with *but* to give opposite or different information. Use a comma before *but*.

She is happy, but she misses home.

She likes the English language, but she doesn't like English weather.

You can connect two simple sentences with *so* when the second sentence is a result of the first sentence. Use a comma before *so*.

There were no jobs in his country, so he immigrated to the United States.

He doesn't speak English well, so he goes to English classes.

Word roots: *lone, fac, migra, nat, pop*

Vocabulary Skill Word roots

The **root** of a word is the part of a word with the basic meaning.

lone **alone** **lonely** **loneliness**

The root is *lone*, which means “without another person.” The meaning of each of the words relates to this basic meaning. Learning roots can increase your vocabulary and help you guess the meaning of a new word in a text.

A. These words from the unit have word roots (in bold). Match each word root with its definition.

factory **immigrate** **international** **population**

Word Roots	Definitions
___ 1. nat	a. people
___ 2. pop	b. to do or make
___ 3. fac	c. to be born or come from
___ 4. migra	d. to move

B. Here are more words with the same roots. Match each word with its definition.

Words	Definitions
___ 1. emigrate	a. belonging to a place from birth
___ 2. native	b. to fill an area with people
___ 3. populate	c. to make things using machines
___ 4. manufacture	d. to leave your country for another country

VOCABULARY SKILL

Activity A, p. 33

1. c
2. a
3. b
4. d

Activity B, p. 33

1. d
2. a
3. b
4. c

Simple past with regular and irregular verbs / Negative forms of the simple past

Grammar Simple past with regular and irregular verbs

Regular verbs

Use the **simple past** to talk about actions that happened in the past.

- To form the simple past of regular verbs, add **-ed** to the base form of the verb.

He worked in a factory.

- For verbs ending in **-e**, just add **-d**.

They moved to London in 2013.

- For verbs ending in **-y**, drop the **y** and add **-ied**.

She studied English in school.

Irregular verbs

Past of *be*

- The verb *be* is irregular in the simple past. It has two forms: *was* and *were*. Use *was* with *I*, *he*, *she*, and *it*. Use *were* with *we*, *you*, and *they*.

I was in London.

You were in the neighborhood.

She was new to the country.

He was a good student.

It was cold.

We were at the museum.

They were from China.

- Here are some common irregular verbs with their simple past forms.

<i>buy</i>	<i>bought</i>	<i>know</i>	<i>knew</i>
<i>come</i>	<i>came</i>	<i>make</i>	<i>made</i>
<i>do</i>	<i>did</i>	<i>say</i>	<i>said</i>
<i>get</i>	<i>got</i>	<i>speak</i>	<i>spoke</i>
<i>go</i>	<i>went</i>	<i>take</i>	<i>took</i>
<i>have</i>	<i>had</i>		

Negative forms of the simple past

- To form a negative statement, use *did + not* (or *didn't*) + the base form of the verb.

We didn't work nights. We worked days.

I didn't go home for dinner. I went to a restaurant.

She didn't speak English. She spoke Tagalog.

Modifying nouns

Vocabulary Skill Modifying nouns

We often put two nouns together to form a **modifying noun**. The first noun describes the second noun. It acts like an adjective.

- classroom time = time in a classroom
- family needs = needs of a family
- summer vacation = vacation during the summer

Knowing how to use modifying nouns correctly increases your vocabulary and helps you sound more natural.

When a noun acts like an adjective, it cannot be plural.

- ✓ classroom time
- ✗ classrooms time
- ✓ family needs
- ✗ families needs

A. Change each phrase into a modifying noun.

1. experiences in life = life experiences
2. experience in work = _____
3. time for relaxation = _____
4. time for work = _____
5. stress in a job = _____
6. stress in families = _____
7. vacation in the summer = _____
8. policy for vacations = _____
9. year of school = _____
10. schedule for work = _____
11. president of a company = _____
12. email from work = _____

VOCABULARY SKILL

Activity A, p. 55

1. life experiences
2. work experience
3. relaxation time
4. work time
5. job stress
6. family stress
7. summer vacation
8. vacation policy
9. school year
10. work schedule
11. company president
12. work email

B. Order the words and phrases. Write a question.

1. your / How long / year / is / school

How long is your school year?

2. do you / vacation / How many / get / days of

_____?

3. your / What / vacation / do you / on / summer / do

_____?

4. your / What are / vacation / this year / plans

_____?

5. How often / from home / your / do you / check / email / work

_____?

6. What / vacation / your / is / policy / employer's

_____?

7. your / What time / you / do / take / break / lunch

_____?

8. favorite / your / is / spot / What / vacation

_____?

Activity B, p. 56

1. How long is your school year?
2. How many days of vacation do you get?
3. What do you do on your summer vacation?
4. What are your vacation plans this year?
5. How often do you check your work email from home?
6. What is your employer's vacation policy?
7. What time do you take your lunch break?
8. What is your favorite vacation spot?

Sentences with *because*

Grammar Sentences with *because*

You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

Bob is a doctor. (reason) → He cannot take long vacations. (situation)
Bob cannot take long vacations **because** he is a doctor.
Because Bob is a doctor, he cannot take long vacations.

I worked many hours yesterday. (reason) → I am tired. (state)
I am tired **because** I worked many hours yesterday.
Because I worked many hours yesterday, I am tired.

- There is no comma when *because* is in the middle of the sentence. There is a comma when the sentence begins with *because*.
- When the subject in both parts of the sentence is the same, use a pronoun in the second part of the sentence.

✓ **Lucy** is tired because **she** worked many hours yesterday.
✗ **Lucy** is tired because **Lucy** worked many hours yesterday.

Parts of speech: noun, verb, adjective, adverb

Vocabulary Skill Parts of speech

When you see a word you don't know in a text, it helps to **identify the part of speech** of the word. Nouns, verbs, adjectives, and adverbs are examples of parts of speech. Knowing the part of speech helps you better understand the meaning and use of the word. If you aren't sure, you can find the part of speech for the vocabulary words in this book on the last page of each unit (in *Track Your Success*). You can also find the part of speech in a dictionary.

noun (*n.*) a person, place, object, or idea *Ali tells funny jokes at dinner.*
verb (*v.*) an action *Ali tells funny jokes at dinner.*
adjective (*adj.*) describes a noun *Ali tells funny jokes at dinner.*
adverb (*adv.*) describes an action *We all laugh loudly at his jokes.*

When you know the part of speech, you can use the word correctly in a sentence.

✓ *She laughs at my jokes.*
✗ *She laughter at my jokes.*

Sentences with *when*

Grammar Sentences with *when*

You can combine two sentences with *when*.

- There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of the sentence.
- When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

They are nervous.	→	They laugh.	Khalid laughs.	→	He feels less stress.
When they are nervous,		they laugh.	When Khalid laughs,		he feels less stress.
They laugh when		they are nervous.	Khalid feels less stress when		he laughs.

The prefix *un-*

Vocabulary Skill The prefix *un-*

A **prefix** is a letter or group of letters at the beginning of a word. A prefix changes the meaning of a word. You can build your vocabulary by using prefixes.

The prefix *un-* means “not.” It gives an adjective the opposite meaning.

☐ familiar → **unfamiliar** (not familiar)

Only some adjectives can use the prefix *un-*.

☐ ✓ unlucky
☐ ✗ unfast

If you are unsure, check a dictionary before adding *un-* to an adjective.

A. Only some of these words can use *un-*. Look in the dictionary and find the words that use *un-*. Write the word with its prefix on the line. Write *not + word* for the other words.

- | | | | |
|--------------|-------------------|--------------|-------|
| 1. bored | <u>not bored</u> | 6. natural | _____ |
| 2. friendly | <u>unfriendly</u> | 7. quiet | _____ |
| 3. happy | _____ | 8. popular | _____ |
| 4. important | _____ | 9. similar | _____ |
| 5. exciting | _____ | 10. familiar | _____ |

VOCABULARY SKILL

Activity A, p. 98

1. not bored
2. unfriendly
3. unhappy
4. unimportant
5. unexciting
6. unnatural
7. not quiet
8. unpopular
9. not similar
10. unfamiliar

Prepositions of location: *in, an, on*

Grammar Prepositions of location

The prepositions *on, in,* and *at* are **prepositions of location**. They describe where something or someone is.

- Use *in* with large areas such as continents and countries.

in Europe in China in Australia

- Use *in* with the meaning of “inside.”

in a store in a box in a car

- Use *at* with these places.

at work at home at school

- Use *at* when talking about activities at places or businesses with names.

We went to a game **at** the new stadium.
 Let's play tennis **at** the Royal Racket Club.

- Use *on* with roads.

on the street on the highway on Main Street

- Use *on* with most large forms of transportation.

on a plane on a ship on a train on a bus

A. Complete each sentence with the preposition *in, at, or on*.

1. Most people don't listen to live sports while they're _____ work.
2. He plays soccer with his friends at the park _____ Rose Street.
3. Many children play sports _____ school during their break time.
4. A lot of people play soccer _____ the street.
5. Jeff is taking a two-week vacation _____ Dubai.
6. Coming home from work, my father listens to soccer _____ the car.
7. I watch sports on TV all the time _____ home.
8. We went to a soccer match _____ the King Abdullah International Stadium.

GRAMMAR

Activity A, p. 104

1. at
2. on
3. at
4. on
5. in
6. in
7. at
8. at

Simple present / Simple present statements with regular verbs / Simple present statements with *be* / Simple present statements with *have*

Grammar Part 1 Simple present

- Use the simple present to talk about facts or general truths.
Gradberry **helps** people find jobs. I **enjoy** working with people.

Simple present statements with regular verbs

Affirmative	Negative
I / You like working on a team.	I / You do not like this job.
He / She / It wants to change careers.	He / She / It does not want to be a manager.
We / You / They sell computers.	We / You / They do not sell advertising.

- Use the simple present to describe habits and routines.
We **take** the train to the office. I **do not work** on Fridays.

Simple present statements with *be*

Affirmative	Negative
I am friendly.	I am not a server.
You are organized.	You are not organized.
He / She / It is on time.	He / She / It is not on time.
We / You / They are college students.	We / You / They are not employees.

- Use the simple present to describe states and feelings.
You **are** very friendly. I **want** a career as a Web designer.

Simple present statements with *have*

Affirmative	Negative
I / You have a college degree.	I / You do not have a résumé.
He / She / It has a few questions.	He / She / It does not have the application.
We / You / They have 600 employees.	We / You / They do not have an office in Jeddah.

Simple past

Grammar Part 2 Simple past

Use the **simple past** to talk about actions that happened in the past.

Regular verbs

- To form the simple past, add **-ed** to the base form of the verb.

[I **worked** at a clothing store last summer. I **helped** customers.

- For verbs ending in *e*, add **-d**.

[I **served** dinner at a busy restaurant. I also **prepared** takeout orders.

- For verbs ending in *y*, drop the *y* and add **-ied**.

[Thamer **applied** for a position as a Web designer. He **studied** Web design in college.

Irregular verbs

The verb *be* is irregular in the simple past. It has two forms: **was** and **were**.

[My internship **was** a good experience. The people I worked with **were** great.

Here are some other verbs with irregular simple past forms.

say	said	have	had	come	came
make	made	know	knew	see	saw
go	went	take	took	get	got
do	did				

Negative statements

- To form a negative statement, use **didn't** + the base form of the verb.

[I **didn't graduate** from high school last year. It was two years ago.

A. Complete each sentence with the simple past form of the verb.

Mark: Well, let's get started. Please sit down, Tom. . . . OK. Can you tell me a little about yourself?

Tom: Sure. I _____^{1. (come)} to New York a few months ago from Chicago. I _____^{2. (go)} to Chicago School of Design.

Mark: Yes, I _____^{3. (see)} that on your résumé. Yes, here it is. You _____^{4. (graduate)} last May. What did you study there?

Tom: I'm sorry. I didn't catch that. Could you say that again, please?

Mark: Sure. What _____^{5. (be)} your major in college?

Tom: Well, I _____^{6. (get)} my degree in design. I _____^{7. (take)} a lot of computer classes, too. I _____^{8. (want)} to use my design and computer skills. That's why I want a career in Web design.

GRAMMAR PART 2

Activity A, p. 17

1. came
2. went
3. saw
4. graduated
5. was
6. got
7. took
8. wanted

Pronunciation Simple past -ed

The simple past of a regular verb ends in *-ed*. The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds.

- The **-ed = /d/** when the sound is **voiced** (with sound). This includes all vowel sounds, and the consonants /b/, /g/, /dʒ/ (**judged**), /l/, /m/, /n/, /r/, /v/, and /z/.
- The **-ed = /t/** when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, /s/, /ʃ/ (**wish**), and /tʃ/ (**watch**).
- The **-ed = /əd/** when the final sound is either the voiced sound /d/ or the unvoiced sound /t/.



Read and listen to the examples in the chart.

If the verb ends in ...	Base verb	Simple past
• a voiced sound, pronounce the past with /d/.	enjoy study learn	enjoyed studied learned
• an unvoiced sound, pronounce the past with /t/.	laugh work help wash	laughed worked helped washed
• a /t/ or /d/, pronounce the past with /əd/.	graduate end	graduated ended

Should and Shouldn't

Grammar Part 1 Should and shouldn't

To form a sentence, use a **subject + should/shouldn't + the base form of a verb**.

I
You
He / She **should** learn customs of other countries.
We **shouldn't** make too many cultural mistakes.
You
They

Note: *Shouldn't* is the contraction of *should + not*.

Use *should* to say that it is good to do something.

☐ In Japan, you **should** take a business card with two hands.

When something is **not** good to do, we use *shouldn't*.

☐ You **shouldn't** give six or eight flowers in Russia.

It's + adjective + infinitive

Grammar Part 2 It's + adjective + infinitive

You can make statements with *it's* + (*not*) **adjective + infinitive** to talk about behavior and customs. The infinitive is *to* + the base form of a verb.

- It's **polite to say** "thank you."
- It's **rude to show** the bottom of your feet.
- It's **common to wear** a white wedding dress.
- It's **not common to wear** a green wedding dress.
- It's **OK to use** your first name.
- It's **not OK to use** your short name.

Note: *It's* is the contraction of *it + is*.

Suffixes: *-ful* and *-ing*

Vocabulary Skill Suffixes *-ful* and *-ing*

Suffixes are letters or groups of letters at the end of a word. Suffixes can change the tense (*-ed*, *-ing*), the number (*-s*, *-es*), or the part of speech of a word. Learning different suffixes is a good way to build your vocabulary.

- The suffix *-ful* changes a noun to an adjective.

beauty → **beautiful** The Burj Al Arab is a **beautiful** building.
wonder → **wonderful** The restaurants in Dubai are **wonderful**.

- The suffix *-ing* can change a verb to an adjective.

excite → **exciting** Tokyo is an **exciting** place. There are many fun things to do.
interest → **interesting** Our visit to Machu Picchu was very **interesting**.

A. Read the sentences. Write the adjective form of each word in parentheses.

1. If you go to Peru, you should visit Machu Picchu. The old stone buildings are _____ (amaze).
2. Until about 1920, the Galapagos Islands were very _____ (peace). Only animals lived there, no people.
3. Sometimes tourists can be _____ (help) to the place they visit. They create jobs for local people.
4. We visited Venice, Italy during our last vacation. It is a very _____ (charm) city.
5. I don't want to just go to the beach for my vacation. I want to do something _____ (meaning), like volunteer work.
6. The Great Wall of China is in danger because of the _____ (rise) number of tourists.
7. Did you enjoy your volunteer tour? I want to take one next year. I heard it's a very _____ (interest) experience.
8. Many areas of the Great Wall of China are now closed to visitors. It's very fragile, so you have to be _____ (care).

VOCABULARY SKILL

Activity A, p. 55

1. amazing
2. peaceful
3. helpful
4. charming
5. meaningful
6. rising
7. interesting
8. careful

Be going to / Be going to statements /

Be going to questions

Grammar ***Be going to***

Be going to statements

We use ***be going to*** + the **base form of a verb** to talk about the future, usually about our future plans.

- [Tomorrow we're **going to visit** Petra.
- [I'm **going to take** a volunteer tour this summer.

- To form the future with *be going to*, use *am, is, or are* + *going to* + the base form of the verb.

- [She **is going to study** Spanish for two weeks.
- [They **are going to repair** a school in Peru.

- To make a negative statement, use *not* before *going to*.

- [I **am not going to stay** in a hotel.
- [We **are not going to go** shopping today.

- In speaking and informal writing, we often use contractions.

- [John's **going to fly** to the Galapagos Islands in the morning.
- [The museum **isn't going to be** open tomorrow.

Be going to questions

- Form *yes/no* questions by changing the order of the subject and *be*.

- [**They are going to** volunteer in Peru.
- [**Are they going to** volunteer in Peru?

- Form information questions by adding the *wh-* word and changing the order of the subject and *be*.

- [**Where are they going to** volunteer?

A. Read the email about a tree-planting tour in Nepal. Complete the sentences with the correct form of *be going to* and the verbs in parentheses. Use contractions.

To: ken_fujiwaka@gmail.com

From: jon.malouf22@greatmail.com

Subject: Summer plans

Hi Ken,

I'm writing to tell you about my exciting summer plans. I'm going to join a
1. (join)

volunteer tour to Nepal! Here are some of the things we _____
2. (do)

On the first day we _____ a bus to Gorkha, the old capital of
3. (take)

Nepal. It _____ a long trip—five hours! I hope it doesn't rain.
4. (be)

The tour website says that on a clear day, you can see Mount Everest from
the bus window! We _____ three days hiking and camping in
5. (spend)

the Himalayas. Our guide _____ us about the mountain plants
6. (teach)

and animals. Then our group _____ in a small town and help
7. (stop)

the local people plant trees. I think that _____ the most
8. (be)


enjoyable part of the trip. Well, I have to go.

I _____ a blog, so you can
9. (write)

read all about the trip!

Take care,

Jon



GRAMMAR

Activity A, p. 58

1. I'm going to join
2. 're going to do
3. 're going to take
4. 's going to be
5. 're going to spend
6. 's going to teach
7. 's going to stop
8. 's going to be
9. 'm going to write

Pronunciation

Reduction of *be going to*

When using *be going to*, speakers, especially in the United States, often pronounce *going to* as *gonna*. They reduce the sounds.



Listen and repeat these sentences. The speaker reads them twice. Pay attention to the pronunciation of *going to* the first time you hear each sentence, and the pronunciation of *gonna* the second time.

1. We're going to visit Italy next year.
2. She isn't going to come with us.
3. I'm going to stay with a family in Madrid.
4. They aren't going to join a tour.

Note: We never write *gonna* in academic or professional writing.

Simple present for informal narratives

Grammar

Simple present for informal narratives

When you tell a short, informal narrative, like a story or a joke, you can use the simple present even if the story happened in the past.

A man **walks** into a shop and **sees** a little rabbit. He **asks** the shopkeeper, "Does your rabbit bite?"

The shopkeeper **says**, "No, my rabbit doesn't bite."

The man **touches** the rabbit, and the rabbit **bites** him.

"Ouch!" he **says**. "You said your rabbit doesn't bite!"

The shopkeeper **replies**, "That isn't my rabbit!"

A. Complete these jokes with the simple present form of the verbs in the box. Then listen and check your answers.

1. bring go order reply say

A man and a woman _____¹ to a restaurant for lunch. The woman _____² a bowl of soup. A few minutes later, the waiter _____³ the soup to the table. The man _____⁴, "Excuse me. Your finger is in my wife's soup." The waiter _____⁵, "Oh, that's OK. It isn't too hot."

GRAMMAR
Activity A, pp. 78–79

- 1 go
- 2 orders
- 3 brings
- 4 says
- 5 replies

Gerunds as subjects and objects

Grammar Gerunds as subjects or objects

A **gerund** is an *-ing* form of a verb that can take the place of a noun or pronoun. Because gerunds end in *-ing*, they may look like verbs, but they are not verbs. A gerund acts as a noun.

- Gerunds are often the **subject** of a sentence. Several verbs that express actions or states are commonly gerunds.

[**Joining** a sports team is a good way to make friends.
Being part of a team can teach us important skills.

- Gerunds can also be the **object** (a noun or noun phrase that follows a verb) of a sentence. Many common verbs are followed by gerunds, such as *avoid*, *discuss*, *dislike*, *enjoy*, *hate*, *like*, *love*, and *prefer*.

[I **like playing** soccer with my friends.
My sister **enjoys swimming** in the summer.
Do you **prefer exercising** in a gym?
I **hate running** long distances.

ADDITIONAL GRAMMAR

Reading Skill Identifying pronoun referents

Pronouns take the place of nouns and avoid repetition.

- ✓ Bill says **he** is coming here tomorrow. (subject pronoun)
- ✗ Bill says **Bill** is coming here tomorrow.
- ✓ Bill says to call **him** this evening. (object pronoun)
- ✗ Bill says to call **Bill** this evening.

Here are the subject and object pronouns.

Subject Pronouns	Object Pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

To understand a pronoun, you need to identify the noun it refers to. The noun that a pronoun refers to is called its **referent**. Look for

- a noun that comes **before** the pronoun. (It may be in a different sentence.)
- a noun that **agrees with** the pronoun in gender and number. (For example: *He* agrees with *brother*; *she* does not. *It* agrees with *book*; *they* does not.)

If there are two or more possibilities, use the context to help you decide.

- ✗ My sisters like to bake cakes, but **they** don't enjoy eating **them**.

It does not make sense for *sisters* to be the object of the verb *eat*. In this sentence, *them* refers back to *cakes*.

Look at these examples.

- Aisha shops online a lot. She doesn't like going to the store.
- The computer doesn't work. It doesn't turn on.
- We are good customers. The salespeople like us.
- My brother got a new job! The company hired him today.

A. Read the sentences and look at the pronouns in bold. Circle the noun that the pronoun refers to.

1. People say **they** don't like having so many choices.
2. This toothpaste is expensive, but **it** will make your teeth white.
3. Businesses give too much information. **They** should ask more questions instead.
4. Kara called me from the store. **She** didn't know which shampoo I wanted.
5. Faris always wears white shirts. He buys **them** online.

B. Read the paragraphs and look at the pronouns in bold. Circle the noun that each pronoun refers to.

1. Ali is shopping for his family. His daughter asked **him** to buy shampoo. There are many choices, and Ali chooses one. Unfortunately, the shampoo smells bad, and **she** doesn't like **it**.
 - a. **him:** Ali / family / daughter
 - b. **she:** Ali / daughter / shampoo
 - c. **it:** Ali / daughter / shampoo
2. Jenny likes to shop at small clothing stores. "**They** have fewer choices than the big stores," she says, "but it's easier for me to find things I like. The owner of my favorite store is very helpful. Last week I needed a dress, and **she** recommended one. I bought **it**, and it's perfect!"
 - a. **They:** Jenny / stores / clothing
 - b. **she:** Jenny / owner / dress
 - c. **it:** Jenny / owner / dress
3. Companies need to stop giving customers so much information. **They** need to start asking **them** questions. When a company recommends a product, the customer believes **it** is the right choice.
 - a. **They:** companies / information / customers
 - b. **them:** companies / information / customers
 - c. **it:** product / information / company
4. Every day people share more information on the Web. According to Mark Zuckerberg of Facebook, **we** increase **it** by 100 percent every year. **He** says we will continue this for many years.
 - a. **we:** Mark Zuckerberg / people / Web
 - b. **it:** Web / information / Facebook
 - c. **He:** Mark Zuckerberg / people / information

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**Reading and Writing 1
Unit 6 Student Book Answer Key**

1. people
2. toothpaste
3. businesses
4. Kara
5. shirts

Activity B, p. 114

1. a. Ali, b. daughter, c. shampoo
2. a. stores, b. owner, c. dress
3. a. companies, b. customers, c. product
4. a. people, b. information, c. Mark Zuckerberg

Vocabulary Skill Collocations

Tip for Success

You can use a collocations dictionary to help you learn common collocations. You can also find collocation information in most dictionaries.

Collocations are words that often go together.

- | | |
|----------------|-------------------|
| ✓ make the bed | ✓ do the dishes |
| ✗ do the bed | ✗ make the dishes |

In the examples, *do the bed* and *make the dishes* are possible grammatically, but speakers do not use these words together. *Make the bed* and *do the dishes* are the collocations that we use. Learning common collocations will help you speak and write more naturally.

Grammar Infinitives of purpose

Infinitives to show purpose

As you learned in the Unit 1 Grammar Skill on page 17, an infinitive is *to* + the base form of the verb, and it can come after the verbs *like*, *want*, and *need*. This is also true with the verb *decide*.

- He decided **to change** doctors.

Another way you can use an infinitive is to give a purpose for someone's action. An **infinitive of purpose** explains why someone does something.

- She talks to her doctor **to get** advice. (Why does she talk to her doctor?
Her purpose is to get advice.)
They went online **to find** information. (Why did they go online?
Their purpose was to find information.)
They watch TV **to relax**. (Why do they watch TV? Their purpose is to relax.)
We study **to improve** our English. (Why do we study? Our purpose is to improve our English.)

In order + infinitive to show purpose

You can also use *in order* + an infinitive to show the purpose. The meaning is the same, but it's more formal. Use *in order* with negative infinitives.

- She asks questions **in order to get** good information.
She asks questions **in order not to make** a mistake.

Grammar Clauses with *after* and *after that*

You can use *after* or *after that* when you write about a series of events. The word *after* makes it clear to the reader that one thing happened first and then another thing happened.

After

After combines two sentences into one. It comes before the first event. It can either begin the sentence or come in the middle of the sentence.

- After** I got married, I moved out of my parents' house.
I moved out of my parents' house **after** I got married.

After that

Use *after that* to connect a second sentence to a first one. It comes in the second sentence and indicates a second event. It can come at the beginning or the end of the sentence.

- I got my own passport at age 16. **After that**, I really felt like an adult.
I got my own passport at age 16. I really felt like an adult **after that**.

Reading Skill Identifying facts and opinions

A supporting sentence or detail in a text is usually either a **fact** or an **opinion**. Knowing the difference between a fact and an opinion is important for a reader. It can help you decide the purpose of a text and judge how well the author supports the ideas in the text.

Facts are things that you know happened or are true. Opinions are what you think or feel about something.

Here are some common words that tell you a statement is an opinion and not a fact.

- The verbs *think* and *believe* often introduce opinions.

I **think** violent TV programs are scary.
Some people **believe** violent TV programs cause more crime.

- The modal *should* introduces the writer's opinion. (*Should* goes before another verb. You use *should* to tell someone what you think is or isn't a good idea.)

Television news programs **should** report more positive news.
Reporters **shouldn't** focus only on crime.

Vocabulary Skill Word families

A **word family** is a group of words that come from the same word. The bold words in the sentences are members of the same word family. Notice that they are each a different part of speech.

Some people spend a lot of money on home **protection**. (noun)
They want to **protect** their homes from criminals. (verb)
They buy **protective** alarm systems for their homes. (adjective)

This chart shows two word families.

Noun	Verb	Adjective	Adverb
familiarity	familiarize	familiar	familiarly
pleasure	please	pleasant	pleasantly

When you learn a new word, also try to learn the other members of the word family. Learning word families can help build your vocabulary more quickly.

Writing Skill Contrasting ideas with *however*

The word *however* introduces an idea that is different from, or contrasts with, the idea before it. *However* is similar in meaning to the word *but*.

- My neighborhood is dangerous, **but** it has many nice qualities.
- My neighborhood is dangerous. **However**, it has many nice qualities.

But is a *conjunction*. It connects two sentences into one. *However* is a *transition*. It links two sentences.

- *However* usually comes at the beginning of the second sentence. Use a comma after *however*.
 - Crime rates are going down. **However**, most people think there is more crime.
- When you want the focus of the sentence to be the subject, you can put *however* after the subject. Put commas before and after it.
 - Crime rates are going down. Most people, **however**, think the world is more dangerous.
- When the contrast is less important, you can also put *however* at the end of the sentence. Place a comma before it.
 - Crime rates are going down. Most people think there is more crime, **however**.

Grammar Comparative adjectives

We use **comparative adjectives** to compare two people, places, things, or ideas.

- Crime is **high** in my neighborhood. → Crime is **higher** in yours.
- I'm **afraid** of getting the flu. → My sister is **more afraid**.

Here are some rules to help you form comparative adjectives correctly.

- Add *-er* to one-syllable adjectives. (A *syllable* is a part of a word with a vowel sound. One-syllable words have one vowel sound.) Add *-r* when the adjective ends in *-e*.
 - high → higher late → later
- When the one-syllable adjective ends in consonant + vowel + consonant, double the last consonant and add *-er*.
 - big → bigger hot → hotter
- Do not double the consonant when the adjective ends in *-w*, *-x*, or *-y*.
 - low → lower gray → grayer
- For two-syllable adjectives that end in *-y*, drop the *-y* and add *-ier*.
 - scary → scarier crazy → crazier
- For most other adjectives with two or more syllables, use *more* + adjective.
 - fearful → **more** fearful frightening → **more** frightening
- Use comparative adjective + *than* in sentences comparing two things.
 - My neighborhood is **safer than** your neighborhood.
 - Your neighborhood is **more dangerous than** my neighborhood.

Speaking Skill

Introducing topics in a presentation

When you give a presentation, you want it to be organized so that your audience can follow what you are saying. Here are some useful phrases for organizing a presentation.

- To introduce the first topic:

[Let's start with ...
The first thing I'm going to talk about is ...

- To change to a new topic:

[Now let's move on to ...
Next, I'm going to talk about ...

- To introduce the last topic:

[Finally, let's talk about ...
To wrap up, I'm going to tell you about ...



- To introduce the next speaker (when there is more than one):

[Now Pamela is going to tell you about ...
Now Jun Ho is going to take over.

Vocabulary Skill

Synonyms

Synonyms are words that have almost the same or a similar meaning. The dictionary often gives synonyms in the definition of a word. In the example, a synonym is given for *funny*.

funny  /ˈfʌni/ adjective (**funnier**, **funniest**)
1 making you laugh or smile: *a funny story* •
He's so funny!  **SYNONYM amusing**
2 strange or surprising: *There's a funny smell in this room.*

You can build your vocabulary by learning synonyms for words you already know. Learning synonyms will help you understand more when you listen.

Pronunciation**Simple present third-person -s/-es**

The **simple present third-person singular** form of a regular verb ends in either **-s** or **-es**.

He **eats** a lot.

She **washes** her hands.

The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds:

- The **-s** = /z/ when the sound is **voiced** (with sound). This includes all vowel sounds, and the consonants: /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/ (**ring**), /r/, /ð/ (**breath**, **father**), and /v/.
- The **-s** = /s/ when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, and /t/.
- The **-s/-es** = /əz/ when the final sound is an **-s** or **-z** like sound, including /dʒ/ (**judge**), /s/, /ʃ/ (**wish**), /tʃ/ (**watch**), and /z/.



Read and listen to the examples in the chart.

If the base verb ends in . . .	Base verb	he / she / it
a voiced sound, pronounce the third-person singular with /z/.	say tell give answer	says tells gives answers
an unvoiced sound, pronounce the third-person singular with /s/.	laugh look stop eat	laughs looks stops eats
an -s or -z like sound, pronounce the third-person singular with /əz/.	change miss wash watch	changes misses washes watches

Listening Skill Listening for signal words and phrases

In a lecture, speakers use special words and phrases to **signal** when they introduce a new topic. These words and phrases help you follow a lecture better.

You will hear different words and phrases in different parts of the lecture.

At the beginning: **First**, let's think about how sports are important. . . .
The first important benefit of doing sports **is that** it helps us stay healthy.

In the middle: **The next thing I'll talk about** is the history of sports.
In addition, watching sports can be good for us.
Also, it's fun and relaxing.

At the end: **The last/final topic** is how sports bring people together.
Finally, when people have a favorite sports team, they feel like they are part of a group.

Note-taking Skill Using abbreviations and symbols

When you take notes, you need to write a lot of information quickly. Using **abbreviations** (short forms of longer words) and symbols can save time and help you take notes more quickly, so you don't miss important information.

There are two common ways to abbreviate longer words in English.

- Write the first few letters of the word.

ex	example	org	organization	uni	university
imp	important	prob	problem	tech	technology
info	information				

- Leave out all or most vowels in the word.

dept	department	govt	government
dvlp	develop	mgr	manager

There are some common letter abbreviations and symbols used to stand for English words. Here are some common abbreviations used in English.

b/c	because	incl.	including	w/	with
co.	company	no.	number	w/o	without
etc.	et cetera (and so on)				

Here are some symbols used in English.

+ / &	and	>	more than
=	equal to / the same as	#	number
<	less than	%	percent

Grammar Conjunctions *and* and *but*

You can use the **conjunction *and*** to join two ideas or add another idea.

[Seventy-five percent of high school students say they cheat, **and** more than half say they copy reports from the Internet.

The conjunction ***but*** connects two opposite ideas.

[Some people think it's OK to copy articles from the Internet, **but** plagiarism is wrong.

A. Complete the sentences with *and* or *but*. Then read your sentences to a partner.

1. Jane put false information on her résumé. It says she has a college degree, _____ she really doesn't.
2. Once I found a wallet on the bus. It didn't have any money in it, _____ it had a lot of credit cards. I took it to the police station, _____ they returned it to the owner.
3. It's OK to use sections of an Internet article in your paper, _____ you need to give the author's name, _____ you should also give the website where you found it.
4. I try to be honest all the time, _____ sometimes it's impossible.
5. Mr. Markus is a very good businessman. His products are excellent, _____ his prices are fair.
6. Students who cheat may do well on tests, _____ they may get good grades, _____ they don't learn anything.
7. You shouldn't lie about your experience to get a job. Your boss might find out, _____ you'll lose your job.

GRAMMAR Activity A, pp. 117–118

1. but
2. but; and
3. but; and
4. but
5. and
6. and; but
7. and

Vocabulary Skill Verb-noun collocations

Collocations are words that you often find together. For example, certain verbs go together with certain nouns in collocations like *make changes* or *set a goal*. You can improve your vocabulary if you learn new collocations and use them when you speak.

Some verbs go together with different nouns.

change

change one's attitude	The car accident changed her attitude about life.
change one's mind	Did you change your mind about moving?

make

make a change	I need to make some changes in my life.
make progress	Kelly is making a lot of progress in math.

Some nouns go together with several verbs.

advice

follow advice	Abdullah didn't follow his friend's advice .
give advice	Parents often give advice to their children.

goal

achieve a goal	If you work hard, you can achieve any goal .
set a goal	It's important to set small goals .

Tip for Success

A collocations dictionary lists English collocations alphabetically for easy reference.

Grammar Imperative of *be* + adjective

When you give advice to someone, you can use the **imperative of *be* + adjective**. The imperative is the same as the base form of the verb.

☐ **Be ready. Be careful.**

When you give negative advice, use ***don't be* + adjective**.

☐ **Don't be afraid.**

To give more detailed advice, you can add ***to* + infinitive** to many adjectives.

☐ **Be ready to change** your goals.

imperative adjective infinitive

☐ **Be careful to check** your progress. **Don't be afraid to ask** for advice.

A. Write advice about how to be a better English student. Use *be* (or *don't be*) + adjective + infinitive. Then share your advice with a partner. Use the adjectives in the box or your own ideas.

afraid	careful	prepared	ready	sure
--------	---------	----------	-------	------

1. _____
2. _____
3. _____
4. _____
5. _____

GRAMMAR

Activity A, p. 136

Answers may vary. Possible answers:

1. Don't be afraid to make mistakes.
2. Be careful to look up words you don't know.
3. Be prepared for class.
4. Be ready to ask for help.
5. Be sure to pay attention.

Listening Skill

Listening for examples

Speakers often give **examples** to help make information clearer and to make a lecture or presentation more interesting. Listening for examples can often help you understand better and enjoy a presentation or lecture more.

Listen for the following words and phrases that signal examples.

for example	like
for instance	such as

Vocabulary Skill Idioms and expressions

Idioms and **expressions** are phrases or sentences that have a special meaning. These phrases or sentences can be difficult to understand because you cannot easily guess the meaning, even if you know all of the words. Speakers often use idioms and expressions, so it's important to learn them.

Idiom or expression

Please, **have a seat**.

Go ahead, **I'm all ears**.

Meaning

Sit down.

I'm listening carefully.

Grammar So and such with adjectives

We use *so* and *such* with adjectives to express a stronger feeling than the adjective by itself.

We usually use **so + adjective**.

I was **so scared!** (I was very scared!)

We use **such + a/an + adjective + singular noun**.

It was **such a loud noise!** (It was a very loud noise!)

We use **such + adjective + plural noun**.

They were **such scary programs!** (They were very scary programs!)

A. Complete each sentence with *so* or *such*.

1. The spider was _____ big that I thought it was a mouse.
2. The apartment was on _____ a high floor that I couldn't live there.
3. I was _____ nervous that my knees were shaking.
4. Lama is _____ afraid of snakes that she can't even look at a picture of one.
5. The rat had _____ sharp teeth that it could bite through wood.
6. I hid under my bed covers because it was _____ a bad storm.
7. May was _____ tired that she slept through the horror program.
8. My brother had _____ a hard time getting used to the small elevator in his building.

GRAMMAR Activity A, p. 156

1. so
2. such
3. so
4. so
5. such
6. such
7. so
8. such

THE END