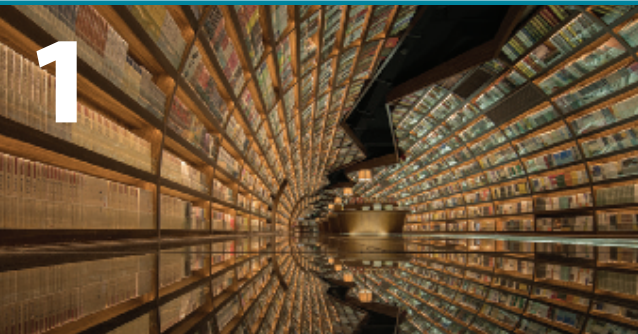


CONTENTS: Level 3



LANGUAGE

<b>GRAMMAR</b>	<b>Verb Tense Review</b>	
<b>READING 1</b>	<b>The Amazing Timothy Doner</b>	<b>4</b>
1.1	The Present of <i>Be</i>	5
1.2	The Simple Present	7
1.3	The Present Continuous	13
1.4	The Present Continuous vs. The Simple Present—Action and Nonaction Verbs	16
<b>READING 2</b>	<b>Texas Silesian: Will it Survive?</b>	<b>18</b>
1.5	The Future—Form	19
1.6	<i>Will, Be Going To</i> , or Present Continuous for Future	22
<b>READING 3</b>	<b>An Unusual Orphan</b>	<b>24</b>
1.7	The Simple Past	25
<b>SUMMARY OF UNIT 1</b>		<b>30</b>
<b>REVIEW</b>		<b>31</b>
<b>FROM GRAMMAR TO WRITING</b>		<b>32</b>



RISK

<b>GRAMMAR</b>	<b>The Present Perfect and the Present Perfect Continuous</b>	
<b>READING 1</b>	<b>Risky Behavior: Guppies, Like Humans, Take Risks to Impress</b>	<b>36</b>
2.1	The Present Perfect—Form	37
2.2	The Past Participle	38
2.3	Placement of Adverbs	39
2.4	The Present Perfect—Overview of Uses	41
<b>READING 2</b>	<b>Climbing Mount Everest</b>	<b>42</b>
2.5	The Present Perfect with Indefinite Past Time—Overview	43
2.6	The Present Perfect with <i>Ever</i> and <i>Never</i>	45
2.7	The Present Perfect with <i>Yet</i> and <i>Already</i>	48
2.8	The Present Perfect with <i>Lately</i> , <i>Recently</i> , and <i>Just</i>	51
2.9	The Present Perfect with No Time Mentioned	53
<b>READING 3</b>	<b>Exploring the Ocean</b>	<b>54</b>
2.10	The Present Perfect with Repetition from Past to Present	55
2.11	The Present Perfect with Continuation from Past to Present	58
<b>READING 4</b>	<b>Lonnie Thompson—Ice Investigator</b>	<b>61</b>
2.12	The Present Perfect Continuous	62
2.13	The Present Perfect, the Present Perfect Continuous, and the Simple Past	65
<b>SUMMARY OF UNIT 2</b>		<b>68</b>
<b>REVIEW</b>		<b>69</b>
<b>FROM GRAMMAR TO WRITING</b>		<b>70</b>



THE MOVIES

<b>GRAMMAR</b>	<b>Passive and Active Voice</b>	
<b>READING 1</b>	<b>Based on a True Story</b>	<b>74</b>
3.1	Active and Passive Voice—Introduction	75
3.2	Comparison of Active and Passive Voice	76
3.3	Active and Passive Voice—Use	79
3.4	Verbs with Two Objects	82
<b>READING 2</b>	<b>The History of Animation</b>	<b>83</b>
3.5	Transitive and Intransitive Verbs	84
3.6	The Passive Voice with <i>Get</i>	89
<b>READING 3</b>	<b>Charlie Chaplin</b>	<b>90</b>
3.7	Participles Used as Adjectives	91
3.8	Other Past Participles Used as Adjectives	94
3.9	<i>Get</i> vs. <i>Be</i> with Past Participles and Other Adjectives	95
<b>SUMMARY OF UNIT 3</b>		<b>96</b>
<b>REVIEW</b>		<b>97</b>
<b>FROM GRAMMAR TO WRITING</b>		<b>98</b>



TRAVEL BY LAND, SEA, AND AIR

<b>GRAMMAR</b>	<b>The Past Continuous, The Past Perfect, The Past Perfect Continuous</b>	
<b>READING 1</b>	<b>Travel by Land: The Lewis and Clark Expedition</b>	<b>102</b>
4.1	The Past Continuous—Form	103
4.2	The Past Continuous—Use	104
4.3	The Past Continuous vs. The Simple Past	106
<b>READING 2</b>	<b>Travel by Sea: The First and Last Voyage of the <i>Titanic</i></b>	<b>109</b>
4.4	The Past Perfect—Form	110
4.5	The Past Perfect—Use (Part 1)	112
4.6	<i>When</i> with the Simple Past or the Past Perfect	114
4.7	The Past Perfect—Use (Part 2)	115
4.8	The Past Perfect Continuous—Form	117
4.9	The Past Perfect Continuous—Use	118
4.10	The Past Perfect (Continuous) vs. The Present Perfect (Continuous)	120
<b>READING 3</b>	<b>Travel by Air: The DC-3</b>	<b>122</b>
4.11	Comparison of Past Tenses	123
<b>SUMMARY OF UNIT 4</b>		<b>128</b>
<b>REVIEW</b>		<b>129</b>
<b>FROM GRAMMAR TO WRITING</b>		<b>130</b>



**HIGH-TECH WORLD**

<b>GRAMMAR</b>	<b>Modals and Related Expressions</b>	
<b>READING 1</b>	<b>Updating Your Password?</b>	
	<b>Update Your Thinking First</b>	134
<b>5.1</b>	Modals—An Overview	135
<b>5.2</b>	Possibility: <i>May, Might, Could</i>	136
<b>5.3</b>	Necessity/Obligation: <i>Must, Have To, Have Got To</i>	137
<b>5.4</b>	Expectation: <i>Be Supposed To</i>	139
<b>5.5</b>	Advice: <i>Should, Ought To, Had Better</i>	141
<b>5.6</b>	Suggestion: <i>Can/Could</i>	144
<b>READING 2</b>	<b>Taking a Break from Technology</b>	145
<b>5.7</b>	Negative Modals	146
<b>READING 3</b>	<b>Could Your Ancestry Research Catch a Killer?</b>	148
<b>5.8</b>	Ability/Possibility: <i>Can, Be Able To</i>	149
<b>5.9</b>	Logical Conclusion: <i>Must</i>	150
<b>5.10</b>	Probability vs. Possibility: <i>Must</i> vs. <i>May, Might, Could</i>	152
<b>5.11</b>	Continuous Modals	155
	<b>SUMMARY OF UNIT 5</b>	156
	<b>REVIEW</b>	157
	<b>FROM GRAMMAR TO WRITING</b>	158



**U.S. PRESIDENTS AND ELECTIONS**

<b>GRAMMAR</b>	<b>Modals in the Past</b>	
<b>READING 1</b>	<b>Lincoln and the Gettysburg Address</b>	162
<b>6.1</b>	Modals in the Past—Form	163
<b>6.2</b>	Past Regrets or Mistakes— <i>Should Have</i>	164
<b>6.3</b>	Past Possibility— <i>May/Might/Could + Have</i>	165
<b>6.4</b>	Logical Conclusion about the Past— <i>Must Have</i>	167
<b>READING 2</b>	<b>The Cuban Missile Crisis</b>	169
<b>6.5</b>	Past Direction Not Taken— <i>Could Have</i>	170
<b>READING 3</b>	<b>The Media and Presidential Elections</b>	172
<b>6.6</b>	<i>Must Have + Past Participle</i> vs. <i>Had To + Base Form</i>	173
<b>6.7</b>	Ability and Possibility in the Past	174
<b>6.8</b>	Modals in the Past: Continuous Forms	175
	<b>SUMMARY OF UNIT 6</b>	176
	<b>REVIEW</b>	177
	<b>FROM GRAMMAR TO WRITING</b>	178



**ONLINE INTERACTIONS**

<b>GRAMMAR</b>	<b>Adjective Clauses, Descriptive Phrases</b>	
<b>READING 1</b>	<b>Pierre Omidyar and eBay</b>	182
<b>7.1</b>	Adjective Clauses—Introduction	183
<b>7.2</b>	Relative Pronoun as Subject	185
<b>7.3</b>	Relative Pronoun as Object	187
<b>7.4</b>	Relative Pronoun as Object of Preposition	190
<b>READING 2</b>	<b>The Freecycle Network™</b>	192
<b>7.5</b>	Place and Time in Adjective Clauses	193
<b>7.6</b>	<i>Whose</i> in Adjective Clauses	195
<b>7.7</b>	Adjective Clauses after Indefinite Pronouns	197
<b>READING 3</b>	<b>Girls Who Code</b>	199
<b>7.8</b>	Nonessential Adjective Clauses	200
<b>7.9</b>	Essential vs. Nonessential Adjective Clauses	201
<b>7.10</b>	Descriptive Phrases	203
	<b>SUMMARY OF UNIT 7</b>	206
	<b>REVIEW</b>	207
	<b>FROM GRAMMAR TO WRITING</b>	208



**HELPING OTHERS**

<b>GRAMMAR</b>	<b>Infinitives and Gerunds</b>	
<b>READING 1</b>	<b>Andrew Carnegie</b>	212
<b>8.1</b>	Infinitives—Overview	213
<b>8.2</b>	Verbs Followed by an Infinitive	214
<b>8.3</b>	Verb + Object + Infinitive	216
<b>8.4</b>	Causative Verbs	218
<b>8.5</b>	Adjective + Infinitive	220
<b>READING 2</b>	<b>Crafty Ways to Contribute</b>	223
<b>8.6</b>	Infinitives as Subjects	224
<b>8.7</b>	Infinitives to Show Purpose	226
<b>8.8</b>	Infinitives with <i>Too</i> and <i>Enough</i>	226
<b>READING 3</b>	<b>Forklift Philanthropist</b>	228
<b>8.9</b>	Gerunds—Overview	229
<b>8.10</b>	Gerunds as Subjects	230
<b>8.11</b>	Gerunds after Prepositions and Nouns	231
<b>8.12</b>	Prepositions after Verbs, Nouns, and Adjectives	232
<b>8.13</b>	Verbs Followed by Gerunds	235
<b>8.14</b>	Verbs Followed by a Gerund or Infinitive	236
<b>8.15</b>	Gerund or Infinitive as Subject	237
<b>8.16</b>	Gerund or Infinitive after a Verb: Differences in Meaning	238
<b>READING 4</b>	<b>Cycling for a Cause</b>	240
<b>8.17</b>	<i>Used To / Be Used To / Get Used To</i>	241
<b>8.18</b>	Sense-Perception Verbs	244
	<b>SUMMARY OF UNIT 8</b>	245
	<b>REVIEW</b>	247
	<b>FROM GRAMMAR TO WRITING</b>	248





9

COMING TO AMERICA

<b>GRAMMAR</b>	<b>Adverbial Clauses and Phrases, Sentence Connectors, <i>So . . . That/ Such . . . That</i></b>	
<b>READING 1</b>	<b>A Nation of Immigrants</b>	252
<b>9.1</b>	Adverbial Clauses and Phrases—Introduction	253
<b>9.2</b>	Reason and Purpose	255
<b>READING 2</b>	<b>The Lost Boys of Sudan Then and Now</b>	257
<b>9.3</b>	Time Clauses and Phrases	258
<b>9.4</b>	Using the <i>-ing</i> Form after Time Words	260
<b>READING 3</b>	<b>Slavery—An American Paradox</b>	262
<b>9.5</b>	Contrast	263
<b>READING 4</b>	<b>U.S. Population: Past, Present, and Future</b>	265
<b>9.6</b>	Condition	266
<b>READING 5</b>	<b>Who Are the Dreamers?</b>	269
<b>9.7</b>	Sentence Connectors	270
<b>9.8</b>	<i>So . . . That/ Such . . . That</i>	273
<b>SUMMARY OF UNIT 9</b>		275
<b>REVIEW</b>		277
<b>FROM GRAMMAR TO WRITING</b>		278



10

CHILDREN

<b>GRAMMAR</b>	<b>Noun Clauses</b>	
<b>READING 1</b>	<b>Early Child Development</b>	282
<b>10.1</b>	Noun Clauses	283
<b>READING 2</b>	<b>The Teenage Brain</b>	286
<b>10.2</b>	Noun Clauses as Included Questions	287
<b>10.3</b>	Question Words Followed by an Infinitive	291
<b>READING 3</b>	<b>Alma: Child Prodigy</b>	293
<b>10.4</b>	Exact Quotes	294
<b>10.5</b>	Exact Quotes vs. Reported Speech	295
<b>10.6</b>	Reported Speech and the Sequence of Tenses	296
<b>10.7</b>	<i>Say</i> vs. <i>Tell</i>	298
<b>10.8</b>	Exceptions to the Rule of Sequence of Tenses	300
<b>10.9</b>	Reporting an Imperative	301
<b>10.10</b>	Using Reported Speech to Paraphrase	302
<b>READING 4</b>	<b>An Innovation in Kids' TV</b>	304
<b>10.11</b>	Noun Clauses after Past-Tense Verbs	305
<b>10.12</b>	Noun Clauses as Reported Questions	306
<b>SUMMARY OF UNIT 10</b>		310
<b>REVIEW</b>		311
<b>FROM GRAMMAR TO WRITING</b>		312



11

SCIENCE OR SCIENCE FICTION?

<b>GRAMMAR</b>	<b>Unreal Conditionals, Wishes</b>	
<b>READING 1</b>	<b>Time Travel</b>	316
<b>11.1</b>	Unreal Conditionals—Present	317
<b>11.2</b>	Implied Conditionals	322
<b>READING 2</b>	<b>Exploring Mars</b>	324
<b>11.3</b>	Real Conditionals vs. Unreal Conditionals	325
<b>READING 3</b>	<b>Life One Hundred Years Ago</b>	327
<b>11.4</b>	Unreal Conditionals—Past	328
<b>READING 4</b>	<b>The Science of Aging</b>	330
<b>11.5</b>	Wishes	331
<b>SUMMARY OF UNIT 11</b>		338
<b>REVIEW</b>		339
<b>FROM GRAMMAR TO WRITING</b>		342

APPENDICES

<b>A</b>	Summary of Verb Tenses	344
<b>B</b>	Nonaction Verbs	345
<b>C</b>	Irregular Verb Forms	346
<b>D</b>	Gerunds and Infinitives	348
<b>E</b>	Verbs and Adjectives Followed by a Preposition	349
<b>F</b>	Noncount and Count Nouns	350
<b>G</b>	Articles	352
<b>H</b>	Capitalization and Punctuation Rules	356
<b>I</b>	Sentences Types	358
<b>J</b>	Connectors	359
<b>GLOSSARY</b>		361
<b>INDEX</b>		365