Chapter 2

Simple Past Tense (p.29)

We use the simple past to talk about completed actions in the past. Most English verbs are regular and form the past tense by adding \(-ed\) to the base form of the verb.

Examples
Jerry passed the exam because he studied hard last week.
Elena didn’t come to school yesterday because she was sick.
I stayed home and watched TV yesterday afternoon because it rained too hard to go anywhere.

Some verbs are irregular and do not form the past by adding \(-ed\).

Examples

<table>
<thead>
<tr>
<th>Regular Verb</th>
<th>Irregular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>be</td>
<td>was/were</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

The simple past tense is formed in this way:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drove.</td>
<td>I didn’t drive.</td>
<td>Did I drive?</td>
</tr>
<tr>
<td>You sang.</td>
<td>You didn’t sing.</td>
<td>Did you sing?</td>
</tr>
<tr>
<td>He worked.</td>
<td>He didn’t work.</td>
<td>Did he work?</td>
</tr>
<tr>
<td>She cried.</td>
<td>She didn’t cry.</td>
<td>Did she cry?</td>
</tr>
<tr>
<td>It broke.</td>
<td>It didn’t break.</td>
<td>Did it break?</td>
</tr>
<tr>
<td>We spoke.</td>
<td>We didn’t speak.</td>
<td>Did we speak?</td>
</tr>
<tr>
<td>They walked.</td>
<td>They didn’t walk.</td>
<td>Did they walk?</td>
</tr>
</tbody>
</table>

Exercise 1
Read the following paragraph. Underline and write down each simple past tense verb. There are 19 in all.

The Moon Landing
On July 20, 1969, an extraordinary event in the history of mankind occurred. On that day Neil Armstrong, an American, did something that no other person had ever done before him. He landed on the moon. Millions of people all over the world watched and listened as Neil Armstrong climbed out of Apollo 11 and went down a ladder to the surface of the moon. As he
stepped onto the surface of the moon he said the famous words: “That’s one small step for a man. One giant leap for mankind.” Buzz Aldrin, another American astronaut, soon joined Armstrong on the surface of the moon, and the two of them spent 21 hours on the moon. They took pictures and did experiments. They brought back to earth samples of moon rocks. Armstrong and Aldrin also planted an American flag on the moon and left a message that said, “Here men from the planet Earth first set foot upon the Moon, July 1969 A.D. We came in peace for all mankind.”

1. 8. 14. 2. 9. 15. 3. 10. 16. 4. 11. 17. 5. 12. 18. 6. 13. 19. 7.

Answer the following questions in complete sentences.

1. What special event happened in July 1969?

___________________________________________________________________________

2. Who was Buzz Aldrin?

___________________________________________________________________________

3. Why did the astronauts go to the moon?

___________________________________________________________________________

4. How much time did the astronauts spend on the moon?

___________________________________________________________________________

5. What did they leave on the moon?

___________________________________________________________________________

6. How did people learn about the Apollo mission to the moon?

___________________________________________________________________________

Exercise 2
Underline the time expressions that can be used with the past tense.

<table>
<thead>
<tr>
<th>yesterday</th>
<th>at that time</th>
<th>recently</th>
</tr>
</thead>
<tbody>
<tr>
<td>a long time ago</td>
<td>a while ago</td>
<td>now and then</td>
</tr>
<tr>
<td>the day before</td>
<td>sometimes</td>
<td>usually</td>
</tr>
<tr>
<td>yesterday</td>
<td>last week</td>
<td>on the weekend</td>
</tr>
<tr>
<td>this morning</td>
<td>last winter</td>
<td>as soon as possible</td>
</tr>
<tr>
<td></td>
<td>in the mornings</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3
Write sentences about yourself or someone in your family using past tense time expressions and
the phrases in the box.

<table>
<thead>
<tr>
<th>do the laundry</th>
<th>send an email</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook dinner</td>
<td>speak English outside the class</td>
</tr>
<tr>
<td>make a phone call</td>
<td>have an argument</td>
</tr>
<tr>
<td>go on vacation</td>
<td>get sick</td>
</tr>
<tr>
<td>take a train</td>
<td>forget something</td>
</tr>
</tbody>
</table>

1. ____________________________ ____________________________
2. ____________________________ ____________________________
3. ____________________________ ____________________________
4. ____________________________ ____________________________
5. ____________________________ ____________________________
6. ____________________________ ____________________________
7. ____________________________ ____________________________
8. ____________________________ ____________________________
9. ____________________________ ____________________________
10. ____________________________ ____________________________

Exercise 4
Answer the following questions with complete sentences. Use time expressions.

1. When was the last time you wrote a letter?
   ____________________________
2. When was the last time you won something?
   ____________________________
3. When was the last time you ate a candy bar?
   ____________________________
4. When was the last time you saw a movie?
   ____________________________
5. When was the last time you and your friends went to a party?
   ____________________________
6. When was the last time you and your family had a meal together?
   ____________________________
7. When was the last time you and your classmates had an exam?
   ____________________________
8. When was the last time you took a vacation?
   ____________________________
9. When was the last time you heard some music?
10. When was the last time you invited your friends over to your place?

Exercise 5
Write the correct form of the verb in each of the blanks. Then read the passage and answer the questions at the end.

For over a hundred years, scientists and other interested people have wanted to know if we are alone in the universe or if there is other intelligent life beyond our planet. In 1992 the National Aeronautics and Space Administration (NASA) (begin) ________ a ten-year program to search for signs of intelligent life in the universe. NASA (name) ________ this program SETI (the Search for Extraterrestrial Intelligence). This program (not/ be) ________ the first of its kind, but it (be) ________ the most powerful and the most extensive probe of the heavens up to that time. For over a year, special signal processing equipment and huge radio telescopes in Puerto Rico and California (search)__________ the heavens for signs of intelligent civilizations. Scientists (observe)__________ over a thousand of the closest stars. They (hope) ________ to detect signals from the planets that (orbit) ________ these stars. Unfortunately, the American Congress, which (give) ________ the money for this research, (not/share) ________ the enthusiasm of the scientists. They (not/ see) ________ any benefits to the program. They (complain) __________ that it (be) ________ a waste of money. They (make) ________ fun of the program and (call) ________ it the great Martian chase. They (say) ________ that the program (cost) ________ millions of dollars but that scientists (not/be) ________ able to contact even one single flying saucer or one single Martian. NASA (try)_______ to explain that they (not/ plan) ________ to search for Martians or flying saucers, but it (be) ________ no use. The American government (cancel) _________ the funding for the SETI program. Just at that time some wealthy businessmen in the US and in other countries (become) __________ interested in SETI. In 1994, they (organize) ________ the SETI League, a non-profit organization. The SETI League (have) ________ 1500 members in 62 countries on all seven continents when it first started. The SETI League (develop)_______ and (coordinate) _________ a global network of radio telescopes which (survey) ________ the skies at all times. They (call) ________ it Project Argus, after the ancient Greek guard beast which (have) ________ 100 eyes. Many NASA people (feel) ________ confident about the SETI project. They (believe) ________ that mankind (be) ________ close to finding evidence of other intelligent life in the universe.

Write TRUE or FALSE after each statement.
1. The SETI program searched for flying saucers.
2. The scientists wanted to find radio signals from other intelligent beings.
3. This program cost the American government millions of dollars.
4. The American government didn’t think the program was too expensive.
5. When the government cancelled the program, the scientists couldn’t continue the search for intelligent life.
6. SETI got private funding to carry on the search.
7. Only American businessmen wanted to invest in the SETI program.
8. The scientists felt that they could get evidence of other intelligent life in the universe.
9. The work of the SETI program has stopped.

**Past Progressive Tense (p.29)**
We use the past progressive (also called the past continuous) tense to talk about an action that was in progress at a specific time in the past.

**Examples**
I was reading the newspaper at 6 PM last night.
John and Maria weren’t living in Spain in 2008.
Were you sleeping when I called you this morning?

The past progressive tense is formed in this way:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was working.</td>
<td>I wasn’t working.</td>
<td>Was I working?</td>
</tr>
<tr>
<td>You were studying.</td>
<td>You weren’t studying.</td>
<td>Were you studying?</td>
</tr>
<tr>
<td>He was driving.</td>
<td>He wasn’t driving.</td>
<td>Was he driving?</td>
</tr>
<tr>
<td>She was singing</td>
<td>She wasn’t singing</td>
<td>Was she singing?</td>
</tr>
<tr>
<td>It was snowing.</td>
<td>It wasn’t snowing.</td>
<td>Was it snowing?</td>
</tr>
<tr>
<td>We were laughing.</td>
<td>We weren’t laughing.</td>
<td>Were we laughing?</td>
</tr>
<tr>
<td>They were making mistakes.</td>
<td>They weren’t making mistakes.</td>
<td>Were they making mistakes?</td>
</tr>
</tbody>
</table>

**Exercise 6**
Read the paragraph and underline the past progressive. Then answer the questions in complete sentences.

On January 12, 2010, at 16:54, a 7.0 magnitude earthquake struck Haiti. Most people didn’t realize what was happening and thousands of people died. Some of these people were cooking dinner in their homes, or they were doing their laundry or cleaning. Others were coming home from work. Many people were out walking or they were working when the quake struck. A few were sleeping. Some children were playing outside, while others were studying in their classrooms. Doctors were looking after patients. Teachers were teaching classes. Customers were buying merchandise in stores. Bus drivers were driving buses. Life was proceeding as it usually does until the earthquake struck and left thousands of people dead.
1. When did the earthquake happen?

2. What were children doing at the time the earthquake struck?

3. What were doctors doing?

4. What were bus drivers doing?

5. What were the teachers doing?

6. What were customers doing?

7. What didn’t people realize at first?

**Exercise 7**

Donna is a school principal. Please look at Donna’s calendar entries for last Friday, Nov. 26. Then answer the questions in complete sentences.

**Donna’s Calendar: Friday, Nov. 26**

- 8:00 AM—breakfast meeting with Jeff about his leave of absence
- 9:30 AM—visit Ellen’s classroom and observe class and teacher
- 11:00 AM—answer emails and phone calls
- 12:00-1:00 PM—superintendent’s lunch with teachers
- 1:30 PM—interview new teacher for position starting in January
- 3:00 PM—meeting with students about Christmas party
- 5:00 PM—meet Janet and Marsha for dinner at the pub
- 9:00 PM—call Mom

1. What was Donna doing at 8:15 AM?

2. What were Donna and Jeff discussing?

3. What was Donna doing at 9:45 AM?

4. What was Donna doing at 11:10 AM?

5. What were Donna and her colleagues doing at 12:15 PM?
6. What was Donna doing at 1:45 PM?

___________________________________________________________________________

7. What were the students doing at 3:10 PM?

___________________________________________________________________________

8. What were Donna, Janet, and Marsha doing at 5:30 PM?

___________________________________________________________________________

9. What was Donna doing at 9:10 PM?

___________________________________________________________________________

**Exercise 8**

Use the correct form and tense of each verb in these sentences. Use the past progressive or the simple past.

1. (fix) **Was** Bill **fixing** his car when his friends **arrive**? 
2. It (not/snow) ___________________ when the accident (happen) __________.
3. (sleep) ______ you _______ when the doorbell (ring) _______?
4. They (not/stand) __________________ near a fire exit when the fire alarm (go) ______ off.
5. Andrea (make)_____________ dinner when she (cut) _______ her finger.
6. Jake (break) _______ an expensive crystal wine glass last night. He (take) ___________ it out of the dishwasher when he (drop) _______ it.
7. She (begin) ________ to cry while she (think)___________ about her family.
8. I (not/lose) ________ my wallet when I (shop) _____________.
9. Cindy (take) ____________ a bath when the break-in (happen) _____________.
10. (smoke) __________ Daniel ________ in bed when the fire (break) _______ out?

**Describing Past Habits With Used To and Would (p.33)**

We use *used to* + the base form of the verb to talk about habitual actions or situations in the past which are no longer true. We can also use *would* + the base form of the verb to talk about habitual actions in the past, but not about states in the past.

**Examples**

I used to live France and I would speak French to all my neighbors.
Did Jerry use to have long hair and live in the country?
Laura and Julie didn’t use to drink coffee when they were teenagers.
<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to smoke.</td>
<td>I didn’t use to smoke.</td>
<td>Did I used to smoke?</td>
</tr>
<tr>
<td>You used to smoke.</td>
<td>You didn’t use to smoke.</td>
<td>Did you used to smoke?</td>
</tr>
<tr>
<td>He used to smoke.</td>
<td>He didn’t use to smoke.</td>
<td>Did he used to smoke?</td>
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<tr>
<td>We used to smoke.</td>
<td>We didn’t use to smoke.</td>
<td>Did we used to smoke?</td>
</tr>
<tr>
<td>They used to smoke.</td>
<td>They didn’t use to smoke.</td>
<td>Did they used to smoke?</td>
</tr>
</tbody>
</table>

**Exercise 9**
Rewrite these past tense statements and questions with *used to* or *would* if possible.

1. The children played in High Park when they were little.

2. Were you popular as a teenager?

3. Was Canada a multicultural country 100 years ago?

4. Did your family have a summer cottage when you lived in Quebec?

5. Elena didn’t work very hard in her teens.

6. Montreal was the biggest city in Canada fifty years ago.

7. In the past the lake froze over completely.

8. We had more birds and wild animals in the park fifty years ago.

9. There wasn’t very much pollution at that time.
Exercise 10
What was life like for the people who lived in North America long ago? Make sentences using used to or would and the words given.

1. There were no cars or buses for transportation. (ride horses / walk)
   They used to (or would) ride horses and they used to (or would) walk to get around.
2. There was no electricity for lighting. (use candles / gas lamps)

3. There was no water piped into the buildings in those days. (get water from a well / carry)

4. There were no gas or electric stoves for cooking. (fireplace / open fire / wood stove)

5. There were no supermarkets to buy food from. (grow vegetables / raise animals / hunt)

6. There were no movie theatres for entertainment. (visit each other / sing / dance)

7. There were no clothing stores. (make clothes / barter items for clothes)

8. The majority of the population lived on farms. (live in cities)

9. Women were mothers and homemakers (work outside the home)

10. Children learned their trades from their parents (go to colleges or universities)

Explanation: Talking About Reasons (p. 34)

We can state the reasons or causes of events and situations by using connectors such as because, because of, due to, and since.
Examples
He became wealthy because he worked so hard.
He became wealthy because of his hard work.*
He became wealthy due to his hard work.*
Since he worked so hard he became wealthy.
He became wealthy since he worked so hard.

*After because of or due to use a noun or a gerund.

Exercise 11
Join the two clauses using because. Then make another sentence using since. Then rewrite the sentence using because of or due to.

1. He was rude. His parents told him to apologize.
   (a) His parents told him to apologize because he was rude.
   (b) Since he was rude his parents told him to apologize. (or: His parents told him to apologize since he was rude.)
   (c) His parents told him to apologize because of his rudeness.

2. They got married. They fell in love.
   (a) ______________________________________________________
   (b) ______________________________________________________
   (c) ______________________________________________________

3. He was adventurous. He climbed Mount Everest.
   (a) ______________________________________________________
   (b) ______________________________________________________
   (c) ______________________________________________________

4. He was confident and persistent. He got the position.
   (a) ______________________________________________________
   (b) ______________________________________________________
   (c) ______________________________________________________

5. Anthony was popular. He was an optimist.
   (a) ______________________________________________________
   (b) ______________________________________________________
   (c) ______________________________________________________
6. Adrian is not making progress in learning English. He is shy and nervous.
   (a) _____________________________________________________________
   (b) _____________________________________________________________
   (c) _____________________________________________________________

7. Janice’s English is improving. She is friendly and eager to communicate with people.
   (a) _____________________________________________________________
   (b) _____________________________________________________________
   (c) _____________________________________________________________

Explaining: Talking About Results

We can state the results of events and situations by using connectors such as so, therefore, and as a result.

Examples
He worked hard, so he became wealthy.
He worked hard; therefore, he became wealthy.
He worked hard and as a result he became wealthy.

Exercise 12
Join the two clauses using so. Then make another sentence using therefore. Then rewrite the sentence using as a result.
1. New York gets thousands of tourists every year. New York is a fascinating city.
   (a) New York is a fascinating city so it gets thousands of tourists every year.
   (b) New York is a fascinating city; therefore it gets thousands of tourists every year.
   (c) New York is a fascinating city and as a result it gets thousands of tourists every year.

2. Many people visit Niagara Falls. It is the largest waterfall in the world.
   (a) _____________________________________________________________
   (b) _____________________________________________________________
   (c) _____________________________________________________________

3. Egypt and Greece are very popular destinations for tourists. They have many ancient
   monuments and attractions.
   (a) _____________________________________________________________
   (b) _____________________________________________________________
   (c) _____________________________________________________________
4. France has incredible sightseeing, great food, fantastic shopping, and beautiful beaches. France gets more tourists than any other country in the world.
(a)________________________________________________________________________
(b)________________________________________________________________________
(c)________________________________________________________________________

5. China, Thailand, and Vietnam are popular places for tourists to visit. They are exotic, relatively inexpensive, and have many attractions to visit.
(a)________________________________________________________________________
(b)________________________________________________________________________
(c)________________________________________________________________________

Exercise 13
Read the following paragraph about Albert Einstein and underline all the connectors indicating results and reasons. Then finish the following sentences based on your reading.

Albert Einstein was rebellious by nature; therefore, it was not surprising that his teachers were not very impressed by him. He couldn’t stand the high school system in Germany because students were expected to memorize facts and to be obedient. Eventually the school allowed him to study science, philosophy, and math on his own so he became easier to teach and to get along with. When his family moved to Switzerland, he dropped out of school because of his bitter experiences in the German school system. He wanted to forget about his terrible experiences so he took a year off school to travel. Later when he applied to enter the Swiss Federal Institute of Technology in Zurich he was rejected because he failed the entrance exam. He took the exam a second time after spending a year studying in a Swiss high school. His performance on the entrance exam improved greatly and he was admitted because of this. Once in the university the professors did not think that Einstein was a model student since he often skipped lectures and did exactly as he wanted. Some people say that he only graduated because he borrowed other students’ notes and crammed for the exams.

1. Einstein was rebellious so ______________________________
2. Einstein hated high school since ________________________
3. Einstein’s professors did not think he was a genius because ________________________
4. Einstein was bitter about his high school experience; therefore, ________________________
5. He skipped lectures and as a result ________________________
6. Einstein failed the entrance exam so ________________________
7. Some people say he graduated due to ________________________
8. He passed the university entrance exam the second time since ________________________
9. He took a year off school because of ________________________
10. His German high school allowed him to study science, philosophy, and math on his own and as a result _____________________________________________

Comparatives and Superlatives: Talking about Similarities and Differences (p.39)

To form the comparative of short (one-syllable) adjectives and adverbs, add –er to the adjective or adverb.

To form the superlative of short (one-syllable) adjectives and adverbs, add –est to the adjective or adverb.

For two-syllable adjectives or adverbs that end in -y, replace the -y with -i and add –er or –est.

To form the comparatives of adjectives and adverbs of two or more syllables, use more/less….. than….. To form the superlative, use the most…… or the least ……..
To express similarity, use as… as…

Examples
Italy is smaller than Canada.
The Vatican is the smallest country in the world.
The Vatican isn’t as big as Monaco.
Paris is more beautiful than London.
London isn’t as beautiful as Paris.
London is less beautiful than Paris.
Is Paris the most beautiful city in the world?
What is the least expensive place to visit?

Irregular Forms

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
</tbody>
</table>
**Exercise 14**
Write sentences using the comparative or superlative forms.

1. Canada doesn’t have a population as big as China’s.  
   **China’s population is bigger than Canada’s.**
2. The weather is China isn’t as cold as in Canada

3. Industries in China aren’t as developed as in Canada.

4. Canada’s environment isn’t as polluted as China’s.

5. Canada’s history isn’t as long or as complicated as China’s.

6. Canada’s monuments aren’t as magnificent as China’s.

7. Chinese society isn’t as individualistic or as creative as Canadian society.

8. Canadians aren’t as outgoing or as energetic as Americans.

9. Americans aren’t as apologetic as Canadians.

10. Canadian movie idols aren’t as handsome as American movie idols.

11. No country in the world has a longer coastline than Canada.

12. No country in the world has as many forested regions as Canada.

13. No country in the world has as large a number of lakes as Canada.

**Exercise 15**
Read the selection below about the most livable cities in the world. Underline superlative and comparative forms. Then write complete sentences to answer the questions below.

**The Most Livable Cities in the World**
The Economist Magazine has published its 2010 ratings of the most livable cities in the world. The report placed Vancouver, Canada as the most livable city in the world, with Vienna, Austria taking second place followed by Melbourne, Australia. The survey says that in today’s global political climate, the most desirable destinations are those with lower threats of terrorism and higher degrees of safety. Some other Canadian cities also ranked pretty high in the survey. In
addition to Vancouver, Toronto and Calgary placed within the top ten. In the 2010 results, the Swiss cities Zurich and Geneva slipped out of the top ten, replaced by Adelaide, Australia and Auckland, New Zealand.

Harare, Zimbabwe was rated the worst city in the world to call home. African and South Asian cities were generally the worst performing cities in The Economist’s ratings. In the US, Pittsburgh was the highest rated city. Detroit ranked 40th, ahead of both London and New York, which came in 54th and 56th place respectively.

The ranking scores each city from 0–100 on 30 factors spread across five areas: stability (which includes probability of crime and safety conflict), health care, culture and environment, education, and infrastructure. These numbers are then weighted and combined to produce an overall score.

<table>
<thead>
<tr>
<th>Rating</th>
<th>City</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vancouver</td>
<td>Canada</td>
<td>98.0</td>
</tr>
<tr>
<td>2</td>
<td>Vienna</td>
<td>Austria</td>
<td>97.9</td>
</tr>
<tr>
<td>3</td>
<td>Melbourne</td>
<td>Australia</td>
<td>97.5</td>
</tr>
<tr>
<td>4</td>
<td>Toronto</td>
<td>Canada</td>
<td>97.2</td>
</tr>
<tr>
<td>5</td>
<td>Calgary</td>
<td>Canada</td>
<td>96.6</td>
</tr>
<tr>
<td>6</td>
<td>Helsinki</td>
<td>Finland</td>
<td>96.2</td>
</tr>
<tr>
<td>7</td>
<td>Sydney</td>
<td>Australia</td>
<td>96.1</td>
</tr>
<tr>
<td>8</td>
<td>Perth</td>
<td>Australia</td>
<td>95.9</td>
</tr>
<tr>
<td>9</td>
<td>Adelaide</td>
<td>Australia</td>
<td>95.9</td>
</tr>
<tr>
<td>10</td>
<td>Auckland</td>
<td>New Zealand</td>
<td>95.7</td>
</tr>
</tbody>
</table>

1. Compare Toronto and Detroit. Which city is more livable?

2. Compare Vienna and New Delhi, India. Which city is less dangerous?

3. Compare Calgary and Pittsburgh. Which city has more accessible health care?

4. Compare Helsinki and New York. Which city had less criminal activity?

5. Compare Sydney and Mexico City. Which city has a higher quality of education?

6. Compare Vancouver and Auckland. Which city has more exciting cultural activities?

7. Compare Vienna and Cairo. Which city has worse roads and transportation?
8. Compare Melbourne and Geneva. Which city has a more polluted environment?

9. Compare Toronto and London. Which city has a higher threat of terrorism?

10. What is the least livable city in the world?

11. Which city was scored the highest in livability?