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# Audio Script

## Unit 1

### Exercise 3.3

#### A

*Reporter* When you meet someone for the first time, how does the person's appearance affect your judgment? Today, we are asking people to describe how they make judgments about others.

*Marta* I know I use unfair stereotypes when I meet someone new. To me, older people always seem like they need help. When I meet an older person, I'm always thinking about my grandparents. I speak slowly and clearly, in case the person can't hear. I know it's wrong to think all older people are like that, but I can't help it.

*Marc* I feel that I am always very fair when I meet a new person. I know people's appearances don't always say who they really are. For example, if I meet a person who looks sloppy, I don't think that he or she is a lazy person.

*Bin* For me, it depends on the situation. When I am interviewing people at work, I take their appearance very seriously. For example, I always notice how a person dresses for an interview. If a person's appearance seems sloppy or careless in an interview, I think he or she will be a sloppy and careless worker.

## Unit 2

### Exercise 4.2

#### A and B

*Zach* How has TV advertising changed over the years?

*Dave* In the past, we used to create commercials with very direct messages. Commercials used to tell the consumer exactly what to do. We never used to

be vague about the message at all. In addition, commercials didn't use to try to entertain the viewer.

*Zach* So, how would you create an advertising message in the old days?

*Dave* A commercial for our product would say: "Drink Fruity Juice." We would show the product several times in a commercial. We didn't use to hide the product.

*Zach* What changed?

*Dave* We saw some research a few years ago. It showed that people no longer pay attention to commercials like those. As a result, we decided to change our style. Now we are producing "mystery ads." Mystery ads don't show the product until the very end of the commercial. They entertain the viewer because the viewer has to figure out what the product is.

## Unit 3

### Exercise 4.2

#### C

Zaha Hadid was an architect. She designed many famous buildings around the world, including the Rosenthal Center for Contemporary Art in Cincinnati. Hadid studied architecture in London in the late 1970s and formed her own architecture company in 1979. Since her death in 2016, her company has continued to build original and imaginative buildings and structures and has won many international awards.

Richard Branson is one of the world's most successful businesspeople. He was born in England. He had a hard time in school because he had a learning disability. Reading was difficult for him. As a result, he left school at age 16. After that, he started his first business. Later, he opened a record shop called Virgin Records. Since then, he has started new businesses in many different industries, including transportation, entertainment, and communications.



## Unit 4

### Exercise 2.3

#### A and B

*Claudia* Today, I'm interviewing Alex and Andrew Underhill. They appear in the *Spy Twins* movie series based on the books of the same name. How did you get the part in the first *Spy Twins* movie?

*Alex* A friend had seen the advertisement in the newspaper and later told us about it. We hadn't done any acting before then, but we decided to try out anyway.

*Claudia* How many twins were at the audition?

*Andrew* When we got there, we saw that about five other sets of twins had shown up for the audition.

*Alex* We also noticed that all the twins were wearing matching outfits. Until that audition, we had never worn the same clothes in our whole lives. We decided to run out to the nearest shopping mall to buy some matching clothes. The audition had just started when we returned.

*Claudia* Had you read the *Spy Twins* novels before your audition?

*Andrew* Yes. The third book had come out when we went to the first audition.

*Claudia* What's it like being twins? Are you two close? Do you do the same things?

*Alex* Yes, in lots of ways.

*Andrew* We definitely think the same way.

*Alex* Right! Once, we took the same test in school. Of course, we were in the same grade, but we had different teachers. We had exactly the same answers correct, even though we hadn't been in the same classroom!

*Claudia* Wow! I guess you're a lot alike in many ways! Well, thanks, Alex and Andrew. It's been great talking with you.

## Unit 5

### Exercise 3.2

#### A

*Ms. Ng* Will everyone please be quiet? The noise is going to make it hard to hear our speaker. And will someone please open the windows? The air conditioner isn't working well.

*Alex* I'll do it.

*Ms. Ng* Thanks. And will you all please turn off your smartphones? I promise I won't ask you to do anything else except enjoy today's presentation. OK, today, we're going to hear from an expert on education, Dr. Paul Bell. I'm sure you will all find him very interesting.

*Dr. Bell* Thank you. Well, it's clear that the world of the college student is going to be very different in a matter of a few years. For example, we already know that colleges will offer more courses online. This will save money for schools and for students. Students will save money on transportation costs because they can learn anywhere. Online learning also means that schools and individuals will use fewer resources such as paper and fuel. But what will the consequences of online education be?

## Unit 6

### Exercise 3.3

#### A and B

1. Will the company have found a temporary site for the workers by the time it approves the building plans?
2. Will the company have moved into the temporary site before construction starts?
3. Will the construction firm have finished all the construction work by the time it installs the solar heating system?
4. Once the construction ends, will the company have worked at the temporary site for longer than a year?
5. By the time the company moves back into the building, will the designer have

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- installed the new workstations?
- Will OSHA have visited by the time the company sends the report on building improvements to the finance department?
  - Will the company have worked in the remodeled building for one year by the time the new law starts?
  - By the time OSHA visits the offices, will the employees have been at the remodeled building for two years?

## Unit 7

### Exercise 3.4

#### A and B

- Participants have to attend two sessions.
- Sessions are supposed to be two hours.
- Participants must be younger than 18 years of age.
- Each participant has to have good vision.
- Each participant must have normal hearing.
- Participants must speak Mandarin.
- Participants do not have to be students at the university.
- Participants are required to email the researcher by July 31st.

## Unit 8

### Exercise 3.2

#### A and B

#### Conversation 1

- Anne* Someone broke into the Lees' apartment, and now they're moving.
- Martín* That's awful. Where are they going to go?
- Anne* I'm not sure. They'll probably move to the suburbs.
- Martín* But Joe Lee has a good job here in the city. They may not be able to move very far away.
- Anne* I know. And the children are in school in the city. They might not want to change schools.
- Martín* Well, I wish them luck.

#### Conversation 2

- Truong* I spoke with Andrew Martinez yesterday. Guess what? He may buy a

home security system.

- Ben* I know. We went to a home security show last week. He liked the system with the cameras that send images to your phone. That might be the system he's going to buy.

- Truong* I could learn a lot from Andrew when he puts in his system.

### Conversation 3

- Radio Reporter* The airport commissioner announced today that Bay City Airport will start using cameras with sensors that will detect heart rate and body temperature. They should be ready by next year.
- Josh* I read about the cameras online as well. In fact, I heard that they could start using the cameras by the end of this year.
- Katie* It'll be interesting to see what happens.

## Unit 9

### Exercise 4.3

#### A and B

Last week, we ate at Le Bambou, an elegant new Vietnamese restaurant in town. We ordered several delicious small dishes. We highly recommend the fresh, delicious spring rolls. They were a spicy vegetarian appetizer, and they were perfect for the lovely, warm evening. The main course was a large, traditional chicken dish served with fresh, crisp vegetables.

We were especially impressed with Le Bambou's atmosphere. It has a beautiful, cozy dining room. The tables were covered with cotton and silk tablecloths, and they were all lit by tall white candles in silver and gold holders. The walls were painted a lovely shade of blue, and the color gave the restaurant a sense of calm. The serving dishes looked like rare, expensive antiques. There were beautiful green and gold dragons on the plates.

All in all, Le Bambou was a delicious and memorable experience.



## Unit 10

### Exercise 2.2

#### A

#### Color Harmony

Some colors go together while some colors don't. Why? Is there a way to understand why some colors work better together than others? As many artists and designers know, color harmony is based on color theory.

Let's think about the ways color harmony works in a room. One main rule of color harmony is that one color must be stronger than the other colors in the room. In other words, one color must be more intense than the others or cover a larger area than the others.

Another rule of color harmony is that you should not put two very intense colors next to each other. For example, you should not have a bright red sofa on top of a bright green rug. The human eye cannot focus on both colors at the same time, and the colors may seem to vibrate.

A third rule of color harmony is that the colors in a room should be related to each other in some way. You can determine colors' relationships to each other by looking at a color wheel. Colors that are next to each other on the color wheel, such as red and red-orange, will usually look good together. You can also put complementary colors together. These are colors that are on opposite sides of the color wheel, such as yellow and purple. Color triads go well together, too. These are three colors that are the same distance from each other on the color wheel. For example, the primary colors, red, blue, and yellow, form a color triad. The secondary colors, green, purple, and orange, also form a color triad.

#### Exercise 3.3

**Mark** Recently, our university hired some interior designers and color experts to redesign the interior of the library at Bay City University. I asked a group of students at the college what they thought about this. Here's what they said:

**Josh** Some of my friends don't like it. They think the colors are too bright. Some people don't like to study at the library because the bright colors make them uncomfortable.

**Amy** All of my friends love the new colors, but we know that some people don't like the color choices. You can never please all of the people when you make a change, though.

**Lynn** A few of the people I know think it's great! They like being surrounded by a lot of bright colors. I think a few students would probably prefer to have softer colors in the library, though.

**Paolo** None of my friends study in the library anymore. All of them study in the dorms because they don't like the colors in the library. But I like the new design. There were no students studying on the first floor of the library this morning, so I had the whole place to myself.

## Unit 11

### Exercise 4.2

#### B

**Jane** You get more vacation time than the average American, don't you? I wonder about other countries. Do you know anything about vacation time in different places around the world?

**Adam** I do, but it tends to vary depending on what source you look at. I think that no one has more paid time off than people in the European Union. On average, they get 25 to 30 paid vacation days per year, with a minimum of 20!

**Jane** Wow. That's a lot more than in Mexico, where they get, on average, 6 to 14 days of vacation. What's the average in the United States?

**Adam** Nobody gets less than people in the United States because there is actually no minimum here for paid days off. We usually get about 7 to 14 paid days off per year. And a lot of people don't

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- even take all their vacation time.
- Jane* Well, you can't go anywhere really far in only 7 to 14 days, can you? What about Asia? Do you know anything about vacation time in Asia?
- Adam* It's not much. I think that they get about 5 days in the Philippines, and only 6 in Thailand. South Koreans get about 10 paid vacation days.
- Jane* Wow. That's not much. What about Japan?
- Adam* The Japanese get about 11 days of vacation. In Canada, it's generally around at least 10, but it varies among provinces.
- Jane* Wow! So, Americans' vacation habits are similar to those of people in Canada, Japan, and South Korea.
- Adam* I think you're right. It would be great to have more time off than we do.

## Unit 12

### Exercise 3.3

#### B

#### Conversation 1

- A* I've heard some crazy excuses for not handing in papers.
- B* I don't think there's any good reason for not doing your work once you're in college.

#### Conversation 2

- A* You spend a lot of time studying. Does it help?
- B* Yes, I would have trouble keeping up with my classes if I didn't spend a lot of time studying.

#### Conversation 3

- A* A lot of people waste time partying in college. What do you plan on doing after you leave this school?
- B* I have an interest in getting a bachelor's degree, so I plan on transferring to a four-year institution.

#### Conversation 4

- A* What type of student is the Joe Olinsky Foundation in favor of giving grants to?

- B* We have money from a government fund that we use for students who would otherwise have difficulty affording a two-year college.

## Unit 13

### Exercise 3.2

#### A and B

- Jocelyn* So, Bo, I hear you have some unpleasant news.
- Bo* Yes ... well, I'll try starting at the beginning.
- Jocelyn* Please do.
- Bo* OK. I regret to say that our product placement in *Jake's Life* isn't working. We tried doing things differently this time, but it just didn't work.
- Jocelyn* That's OK. We hired you to find these things out. I certainly don't regret hiring you. So, please tell us the results.
- Bo* Well, here's what happened. The group watched all six episodes of *Jake's Life*. We told them to push a button each time they saw Jake drinking a soda. Some remember seeing Jake order a soda, but only 15 percent remembered the name of the soda.
- Jocelyn* That's certainly not good.
- Bo* Here are some of their comments: Participant 1: "This show is boring. I stopped watching after the third episode." Participant 2: "I remember seeing the café scene, but it made me hungry. I paused the show and stopped to get a snack. I forgot to turn the show back on after I got something to eat. So I didn't see all of the show." Participant 3: "I remember the café scene, but I don't remember seeing Jake drink anything."
- Jocelyn* Excuse me, Bo. Did all of them follow the directions? Did anyone forget to push the button when Jake drank soda?
- Bo* No. Nobody did. Here's Participant 4: "I remembered to push the button each time I saw Jake drinking a soda,



but I don't remember the name of the drink."  
Participant 5 –  
*Jocelyn* Stop reading, Bo! I get the picture!

## Unit 14

### Exercise 3.5

Use rising intonation in the tag when you are not certain your statement is true.	"Moving wasn't difficult, <b>was it?</b> " "Yes, it was!" "There won't be a quiz tomorrow, <b>will there?</b> " "No, there won't."
Use falling intonation when you expect the listener to agree with you.	"His research is really boring, <b>isn't it?</b> " "Yes, it is." "You didn't go to class, <b>did you?</b> " "No, I didn't."

#### A

Moving wasn't difficult, was it?  
There won't be a quiz tomorrow, will there?  
His research is really boring, isn't it?  
You didn't go to class, did you?

#### B

### Conversation 1

*Mother* You're not still thinking about going to college in Pennsylvania, are you?  
*Son* Yes, Mom. We've discussed this many times.  
*Mother* But that college doesn't offer the major you want, does it?  
*Son* No, but I'm not certain that's what I want to major in.

### Conversation 2

*Woman* Your son is thinking of going to college far from home, isn't he?

*Mother* Yes. He's thinking of going to Duquesne University.  
*Woman* Duquesne University is in Pittsburgh, isn't it?  
*Mother* That's right.

### Conversation 3

*Woman* You're excited about moving to Pennsylvania for college, aren't you?  
*Son* Yes, I am.  
*Woman* You're not worried about moving so far from home, are you?  
*Son* A little bit.

### Conversation 4

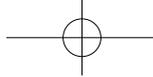
*Woman* Your son is worried about moving so far from home, isn't he?  
*Father* Yes, I'm afraid he is.  
*Woman* But you and your wife feel OK about him moving so far away, don't you?  
*Father* I feel OK about it, but my wife doesn't.

## Unit 15

### Exercise 3.2

In the nineteenth century, many people believed that Americans had the right to expand across the continent. John Quincy Adams, the sixth president of the United States, thought that one large country would be good for all Americans. However, some people knew that the westward expansion would have some negative consequences. For example, some people were aware that westward expansion was having a negative impact on Native American culture. In fact, some Americans at the time felt that the U.S. government was taking Native American land unfairly. They also pointed out that westward expansion was leading to many wars, such as the Mexican-American War of 1836. Most

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people did not realize that Americans were destroying native plants and wildlife as well.

## Unit 16

### Exercise 2.1

#### A

*Peter* OK, let's start with Randi Altschul.

*Larry* I don't know who Randi Altschul is.

*Paula* Neither do I. I don't know what she invented.

*Peter* I know who she is. She invented the disposable cell phone.

*Paula* I'm impressed! I wonder why she invented it.

*Larry* I don't know.

*Peter* Got it! It says here her cell phone wasn't working well, and she felt like throwing it away.

*Larry* Let's find out when she invented it.

*Peter* It says here she got a patent for it in 1999.

*Larry* I just found out where she was living at the time. It was Florida.

*Paula* I wonder what the cell phone looked like.

*Peter* It says here that it was only 2 inches by 3 inches – kind of like a credit card.

*Larry* I wonder what it was made of.

*Peter* It was made of recycled paper.

## Unit 17

### Exercise 5.2

#### A and B

*David* What happened in class today?

*Mira* We had a guest speaker. He told us about the importance of motivation in the language classroom. He reminded us there are two kinds of motivation: intrinsic and extrinsic.

*David* Right. Last week, the professor suggested that there were two different types, and she gave examples.

*Mira* Yes. So, anyway, the speaker stated that he had done a study of students in Japan and students in the United States. He mentioned that both groups

had native-speaking English teachers. He explained that the purpose of the study was to see whether the teachers' remarks had a negative effect on the motivation of the Japanese students.

*David* What did he find out?

*Mira* He reported that the study found four ways in which the teachers' behavior had a negative effect on Japanese students' motivation.

*David* Did he give any examples?

*Mira* He claimed that classroom discussion is one area where there are key differences. He informed us that in the Japanese classroom, students generally listen more and talk less.

*David* And as we know from our reading, Porter and Samovar showed that in the U.S. classroom, some students speak up spontaneously, and that a lot of teachers encourage discussion.

*Mira* Right. So, he explained that when a teacher criticizes a Japanese group for not participating, it has a bad effect on motivation.

## Unit 18

### Exercise 3.2

*Therapist* In order to help you improve your relationship, you first need to know what a good relationship is. Let's get started. Please take a pad of paper and a pencil. Ready? Please describe your ideal marriage.

*Husband* May I take a different pencil, please?

*Therapist* Of course.

*Wife* May I use my own pen?

*Therapist* Certainly. Now, you should write for 15 minutes without stopping. You should not look at each other's writing during the activity. You should not talk to each other, either. You should be prepared to read your descriptions to each other.

*Husband* May I have a little more time to write?

*Therapist* No, the activity works best if you only write for 15 minutes.



## Unit 19

### Exercise 4.1

#### A and B

A recent study showed that grammar instruction improves ESL students' essays. One hundred students were put into two groups at the beginning of a semester. At the beginning of the semester, students in each group were given an essay-writing assignment. Then, throughout the semester, group 1 was taught essay-writing techniques only. Students in group 2, however, were taught both essay-writing techniques and grammar. At the end of the semester, both groups wrote a final essay. The first and final essays were read by a group of judges. The judges compared the first essays with the final essays. They put essays that were easier to read and understand into a special folder. All of the final essays from both group 1 and group 2 were put into the folder. None of the first essays from either group were added to the folder. This indicates that all students learned something during the semester.

Then all the final essays were analyzed again. The judges rated all of the final essays from both groups. The essays were rated from 1 to 5, with 5 being the best. Most of the final essays produced by group 2 received ratings of 4 or 5. Most of the final essays produced by group 1 were given ratings of 2 or 3. The results seem to indicate that ESL students' writing improves when grammar and writing instruction are included in the same course.

## Unit 20

### Exercise 4.2

#### A

*Reporter* Hello to everyone. Today I'll be asking people their thoughts on food labeling. First, let's talk to Andrew. Andrew, do you read food labels?

*Andrew* I refuse to be forced to do so much work when I go shopping! I just want to be sold decent, healthy food. No, I don't read them.

*Reporter* I can understand that. Al and Mei?

*Al* We expect to be told the truth by food companies, but we know labels aren't always accurate.

*Mei* You have to inform yourself. All consumers have to start being better informed, so we always read them.

*Reporter* OK. And you, Roxana, do you read food labels?

*Roxana* Yes, because I'm a pretty informed consumer. I'm not too concerned about being fooled by food companies, but I'm not interested in being poisoned, either!

*Reporter* Thank you, Roxana. And finally, Jessica. What do you think?

*Jessica* It's sometimes easy to be fooled by product labeling, so I don't read them much because they don't matter. Take the word *natural*, for example. You expect it to be used for food that has few or no artificial ingredients. However, the word *natural* can be used for genetically modified food products.

*Reporter* Thanks to you all. It appears that consumers are tired of being confused by food companies.

## Unit 21

### Exercise 2.1

#### B

Silvia is a student at Bay City University (BCU) who works out at the campus gym every day. Today, she is exercising on a bike which connects to a power grid. Silvia is possibly producing the energy which keeps the gym lights on or which powers a professor's laptop in another part of the campus. BCU and Bay City Tech are just two educational institutions which use human energy as power.

We interviewed Mark Sandoval, a BCU employee who runs campus operations. He said, "This is not a program which saves the university money. It's more of an experiment which illustrates to the students how they affect their environment." GreenGo is a Bay City human energy company which provides BCU with the exercise equipment. Rita Crane,



a GreenGo spokesperson, said, “We enjoy working with students and faculty who take their impact on the environment very seriously.”

## Unit 22

### Exercise 4.1

#### A and B

I arrived at the crime scene at 11:00 a.m. The crime had taken place in a restaurant. The room that the crime occurred in was the kitchen. The back door was open. The back wall was covered in graffiti. I found a spray can under a table. The spray can, which I found fingerprints on, matched the color of the graffiti. I asked the kitchen staff to talk to me as a group. The group, from which the chef was the only one missing, was very nervous. I learned that the chef had a lot of enemies. I spoke to a cleaning person who the chef had argued with last week. I also interviewed several waitresses that the chef had gone out with. One waitress showed me the chef’s locker, which I found more spray cans in.

## Unit 23

### Exercise 2.2

#### A, B, and C

*Interviewer* Some people think that members of the Millennial generation only think about themselves, but there are a lot of young people who are making a difference. They are helping others and trying to make the world a better place. One of these young people is Sean Green. Sean is a medical student in Florida. He went to Haiti at a time in which they needed him the most. Sean, tell us your story.

*Sean* Sure, I’d be happy to. I went to Haiti at a time when many people were suffering – right after the 2010 earthquake.

*Interviewer* Why did you go?

*Sean* Haiti is a place where there aren’t enough doctors. I’m in medical

school now. So it seemed like a good opportunity for me to get experience and to help people as well.

*Interviewer* What did you do there?

*Sean* I worked in small towns in which the earthquake destroyed the homes of many people. I lived in a town where a lot of people were hurt and helped give basic medical care. It was the season during which there is a lot of rain. There was mud everywhere. It was a challenge to keep things clean.

*Interviewer* Tell us a little about the people you worked with.

*Sean* The people in the town in which I worked gave us a lot of help. They were very friendly and welcoming. It was an amazing experience.

*Interviewer* Thank you for your time, Sean.

## Unit 24

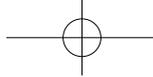
### Exercise 4.3

#### A and B

*Interviewer* Today, with the election coming up, we’re talking about how to become an informed voter. With me is Alicia Wong from the League of Women Voters.

Well, Ms. Wong, I think we all agree on one thing: if you don’t like the way things are, you should change them. And the best part is that you *can* change things if you aren’t happy. That’s what voting is all about. But a lot of us aren’t sure how to make the best choices. What advice do you have for first-time voters, or for people who just want to become better informed?

*Alicia Wong* Whenever an election is coming up, you must first make sure you’re registered. If you aren’t registered to vote, register early so you don’t miss the deadline.



If you aren't registered by a certain date, you may miss out on the opportunity to vote.

Now, here are some more suggestions. If you want to be an informed voter, visit the local campaign headquarters for the candidates of both parties. It's also a good idea to attend campaign rallies for both parties. If you want to make the right choice, you must also visit the websites of all the candidates. Do not rely on campaign ads for information about the candidates or the issues if you want to be an informed voter. Don't pay attention to what media sources say about a candidate, either, if you want the truth.

Finally, don't let other people's opinions influence your vote if you want to make good choices. If you want more information, please visit the League of Women Voters' website.

*Interviewer* Thank you, Ms. Wong. I think you've given us some very useful tips.

## Unit 25

### Exercise 3.2

#### B and C

I was camping with a few friends in the forest on Mount St. Helens the day the volcano erupted. We didn't hear a sound; we just saw a great ash cloud in the sky. I think we only survived because the force of the explosion threw us into a hole. That way, the falling, burning trees didn't hit us. We walked several miles through the forest trying to get off the side of the mountain. The trees were still on fire. It's hard to imagine that anyone else who was on the mountain that day survived. Thankfully, my wife had decided not to come with us, so she wasn't affected.

No one knew how bad the damage would be because Mount St. Helens didn't erupt like

a normal volcano. Experts had been expecting some sort of eruption, but not one that blew out the *side* of the mountain. This caused a great deal of damage. It caused an enormous landslide and killed 57 people, who lived and worked on the mountain.

Ten years later, my friends and I came back to the campsite. We were able to find exactly where we camped because part of our tent was still there. It was tough to go back. We were all so afraid for our lives.

Even though they couldn't predict the eruption, scientists did learn from the eruption. One thing scientists learned was how quickly nature can come back after a disaster like this. Plant and animal life returned very quickly after the eruption. It's nice to see that life here has gone on.

## Unit 26

### Exercise 4.2

#### B and C

*Interviewer* I'm speaking with Chef Hiro Noguchi, owner of East Wind Café. Chef Noguchi, I understand that Asian fusion is new in some European markets. What menu items are becoming popular?

*Chef* Raw fish is getting more popular, and so is seaweed salad.

*Interviewer* What kinds of raw fish do people order?

*Chef* Mainly tuna. Tuna has been selling well, but eel hasn't. Jellyfish didn't sell well last month, and sea urchin didn't, either.

*Interviewer* There must be many Asian dishes that seem familiar, though.

*Chef* Yes, noodles, of course. Spicy noodles have sold well, and so have cold noodles.

*Interviewer* You have a lot of Japanese and Chinese items on the menu. What other Asian dishes do you serve?

*Chef* Thai, for one. But this restaurant can't get customers interested in Thai dishes, and our other



restaurants can't, either.  
*Interviewer* What will you do?  
*Chef* We'll probably stop offering Thai dishes, and the other branches will, too.  
*Interviewer* What about Westernized Asian dishes such as chop suey?  
*Chef* We won't serve that, and most other Asian restaurants won't, either.  
*Interviewer* Well, everything looks quite authentic. What about desserts?  
*Chef* Here, we've adapted a little to local tastes. We have green tea ice cream and banana cake. The ice cream has been selling well, and the cake has, too.  
*Interviewer* That sounds delicious. Thanks, Chef Noguchi.

## Unit 27

### Exercise 2.2

#### B

*Jane* So, Claire, how did you know you were a shopping addict?  
*Claire* When I saw a show on TV, I realized I was an addict.  
*Jane* I understand that you're getting help.  
*Claire* Yes. Because my insurance pays for it, I was able to sign up for therapy.  
*Jane* Is your therapy helping?  
*Claire* Definitely. Although I've only been in therapy a short time, I'm feeling better already.  
*Jane* How are things different now?  
*Claire* Since I only buy what I really need, I'm spending much less money.  
*Jane* Describe a recent shopping trip.  
*Claire* Even though I was at the mall yesterday, I only went to one store. Since I had a list, I only bought things I truly needed.

*Jane* Good for you! Thank you for sharing your story with us.

## Unit 28

### Exercise 3.1

#### B and C

Every game designer has his or her own way of designing a video game. There are certain steps, though, that everyone follows. I've had 10 years of game designing experience, and here are the steps I follow.

First, I decide on an overall concept for a game, that is, the theme or the environment in which it takes place. By environment, I mean: Is it a sports game like *Football Fantasy II*? Is it a space game like *Alien World War*? Or is it a lifestyle game like *Meet the Family*? Second, I figure out the goal of the game and the rules. This is easy once you've chosen the theme. Next, I do research on the theme. If it's a sports game, for instance, I have to make sure I know all the details of the sport just like a professional, because a lot of times, real athletes play these games, too. Then I use software to make a prototype of the game. A prototype is a working model of the game. It's kind of like the first draft of a piece of writing. It includes all the aspects of the game, but sometimes the art is unfinished. The idea is to see if the game itself works. In this phase, I test the game. I get other people to test it, too. I see if I've missed anything important. After that, I go back to the computer and make any necessary changes.

The game is basically done at this point, so finally, I work with the marketing people. I help them design the box for the game and write the marketing materials. That's it. The game is now ready for the stores, and I hope it sells a lot of copies!

# Answer Key

## Unit 1

### 1

**A** page 2

*Answers will vary.*

**B** page 2

*Possible answers:*

1. It takes less than 30 seconds.
2. It is helping to reveal our thinking processes, both conscious and subconscious.
3. Both young and old people tend to associate the word *good* with pictures of young people.

**C** page 2

1. forms; general fact or habit
  2. help; general fact or habit
  3. are researching; temporary action
  4. is investigating; temporary action
- simple present*: general facts or habits  
*present progressive*: temporary actions

### 2

**Exercise 2.1** page 5

- |            |               |
|------------|---------------|
| 2. helps   | 7. have       |
| 3. teaches | 8. videotapes |
| 4. meets   | 9. have       |
| 5. gives   | 10. starts    |
| 6. shows   |               |

**Exercise 2.2** page 6

2. do Josh and Rachel work; Josh and Rachel / They work three times a week.
3. does Josh start his job; He/ Josh starts his job at 9 in the morning(s).
4. Is Rachel talking; Yes, she/ Rachel is talking to a student right now.
5. students are waiting; Three students are waiting in his/ Josh's line.
6. Who is making; Rachel is making a better first impression on the students who need help.
7. does Rachel finish; She/ Rachel finishes work at 1 in the afternoon(s).
8. Who is not helping; Josh is not helping

students at the moment.

**Exercise 2.3**

**A** page 7

- |                     |                  |
|---------------------|------------------|
| 2. takes            | 8. spends        |
| 3. begin            | 9. asks          |
| 4. continue         | 10. ends         |
| 5. are interviewing | 11. expects      |
| 6. are meeting      | 12. are; looking |
| 7. take             |                  |

**B** page 7

*Answers will vary.*

### 3

**Exercise 3.1**

**A** page 9

- |               |              |
|---------------|--------------|
| 2. have       | 9. think     |
| 3. know       | 10. believes |
| 4. have       | 11. believe  |
| 5. believes   | 12. get      |
| 6. don't seem | 13. appear   |
| 7. appear     | 14. believes |
| 8. is having  |              |

**B** page 9

*Answers will vary.*

**Exercise 3.2** page 10

- |             |                |
|-------------|----------------|
| 2. do; have | 6. don't think |
| 3. is       | 7. know        |
| 4. 'm being | 8. 'm having   |
| 5. are      | 9. 're         |

**Exercise 3.3**

**A** page 11

- |                       |                 |
|-----------------------|-----------------|
| 2. are asking         | 8. know         |
| 3. use                | 9. looks        |
| 4. seem               | 10. don't think |
| 5. 'm always thinking | 11. seems       |
| 6. know               | 12. think       |
| 7. am                 |                 |

**B** page 11

*Answers will vary.*

## 4

### Exercise 4.1 page 13

2. R
3. O
4. R
5. O
6. R
7. P

### Exercise 4.2 page 13

2. Job candidates sometimes don't/do not tell the truth.
3. A job candidate's score doesn't/does not always reflect the candidate's personality.
4. Candidates who take some personality tests twice sometimes get different scores.
5. These tests don't/do not match people to jobs well.

### Exercise 4.3 page 14

Answers will vary.

## 5

### Editing Task page 15

Without a doubt, first impressions are important. Current research <sup>shows</sup> is ~~showing~~ that a first impression can last a long time. These days it seems that everyone <sup>is talking</sup> ~~talks~~ about the significance of the first 30 seconds of a job interview or a meeting with a client. However, I <sup>believe</sup> ~~am believing~~ there is another side to this story.

Some people <sup>have</sup> ~~are having~~ the ability to make a good first impression, but the impression may be false. I believe that time and experience <sup>tell</sup> ~~are telling~~ the truth about a person's character. Whenever I talk with someone who smiles at me and seems completely charming, I <sup>get</sup> ~~am getting~~ suspicious. I think that the person is not sincere, and that he or she wants something from me.

On the other hand, I often find that quieter, more reserved people are more willing to help me when I ask. My colleague Jim is a good example. This fall he is <sup>working</sup> ~~work~~ on a special project, so he is very busy, and sometimes he appears unfriendly. However, he usually stops and helps me when I ask. My friendlier colleagues usually smile, but when I ask them for help, they <sup>make</sup> ~~are making~~ excuses. In short, I <sup>don't/do not believe</sup> ~~am not believing~~ that everyone who makes a good first impression deserves my trust. Maybe I am too suspicious with friendly people, but I will always give awkward or shy people a second chance. After all, I think that I may be one of them.

## Unit 2

### 1

#### A page 16

Answers will vary; Possible answer: Global-marketing campaigns are successful because they adapt to local cultures.

#### B page 16

Possible answers:

1. The doll's image did not appeal to young Chinese women, and they wanted more affordable prices.
2. It was successful because the company adapted its advertising to fit the local culture.
3. Today, successful campaigns depend on understanding the local culture and adapting the marketing and product to that culture.

#### C page 16

1. ✓
2. The verb ends in *-ing*.

## 2

### Exercise 2.1

#### A page 19

Benjamin Franklin is one of the fathers of American advertising. He was an early American politician and inventor. In the early 1700s, Franklin was working in Philadelphia, Pennsylvania, as a publisher and inventor. He published a variety of books, and he was also the publisher of the newspaper *The Pennsylvania Gazette*. He used *The Pennsylvania Gazette* to advertise his inventions. Franklin filled the newspaper with ads. He also advertised books, both his own and other people's. Because of the ads in his newspaper, Franklin was making a lot of money and was selling a lot of books. These were among the first advertisements in America.

#### B page 19

*Simple past:* was, published, was, used, filled, advertised, were

*Past progressive:* was working, was making, was selling

### Exercise 2.2

#### A page 19

- |                       |                                 |
|-----------------------|---------------------------------|
| 2. were soon drinking | 7. hired                        |
| 3. wasn't working     | 8. designed                     |
| 4. were going         | 9. became                       |
| 5. decided            | 10. increased / were increasing |
| 6. learned            |                                 |

#### B page 20

*Answers will vary.*

## 3

### Exercise 3.1 page 22

2. People drank more <sup>1</sup> milk than soft drinks before soft-drink companies started <sup>2</sup> marketing their drinks as "fun."
3. When soft-drink companies began <sup>1</sup> marketing their drinks as "fun," the <sup>2</sup> California Milk Advisory Board (CMAB)

realized it needed to market milk differently.

4. The CMAB learned that people <sup>2</sup> thought milk was boring after the board completed <sup>1</sup> its market research.
5. When the CMAB discovered that 70 <sup>1</sup> percent of Californians already drank milk, it decided to <sup>2</sup> create a campaign to persuade them to drink more milk.
6. Before it started a <sup>2</sup> new ad campaign, the new <sup>1</sup> California Milk Processor Board, MilkPEP, learned that most people drink milk at home with foods like cookies and cake.
7. When the new milk <sup>1</sup> ads appeared, they <sup>2</sup> immediately became famous.
8. MilkPEP created a successful <sup>2</sup> Spanish-language milk ad once it had success with the <sup>1</sup> "Got milk?" campaign.

### Exercise 3.2 page 22

2. While Europeans were exploring the world from the fifteenth to the seventeenth centuries, they found new and interesting kinds of food and spices. *OR* Europeans found new and interesting kinds of food and spices while they were exploring the world from the fifteenth to the seventeenth centuries.
3. As soon as European explorers came home, they introduced the items to the people from their countries. *OR* European explorers introduced the items to the people from their countries as soon as they came home.
4. Europeans didn't know anything about coffee before they read the ads that explained what it was. *OR* Before Europeans read the ads that explained what coffee was, Europeans didn't know anything about it.

## 14 Answer Key



5. Early advertisements had no words because most people couldn't read until literacy became widespread in the eighteenth century. *OR* Until literacy became widespread in the eighteenth century, early advertisements had no words because most people couldn't read.
6. Newspapers were the most common form of advertising before radio was invented in the 1920s. *OR* Before radio was invented in the 1920s, newspapers were the most common form of advertising.

**Exercise 3.3** page 23

2. was considering; realized
3. were doing; decided
4. learned; were interviewing
5. were listening; got
6. was thinking; learned
7. were contemplating; became

**Exercise 3.4**

**A** page 24

*Answers will vary.*

**B** page 24

*Answers will vary.*

**4**

**Exercise 4.1** page 25

2. would appear
3. wouldn't/would not use
4. would read
5. would buy
6. would create
7. would match
8. would advertise

**Exercise 4.2**

**A** page 26

- |                      |                       |
|----------------------|-----------------------|
| 2. used to tell      | 7. would show         |
| 3. used to be        | 8. didn't use to hide |
| 4. didn't use to try | 9. saw                |
| 5. would; create     | 10. showed            |
| 6. would say         | 11. decided           |

**B** page 26

Same as **A**.

**5**

**Editing Task** page 27

Hello, everyone! Welcome to the meeting.

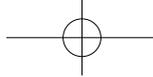
As many of you know, this past year <sup>was</sup> ~~is~~ disappointing for many companies. However, we ended up doing quite well here at ABC Tech. At the beginning of the year, things <sup>were</sup> looking bad. In fact, our sales ~~fell~~ <sup>were falling</sup> when I started here.

However, our excellent marketing team did their research, and they <sup>created</sup> ~~create~~ new and extremely successful advertisements after they <sup>discovered</sup> ~~discover~~ two shifts in consumer spending.

The first shift they saw was a shift to green marketing. Last year we noticed that consumers would <sup>pay</sup> ~~paid~~ more for environmentally friendly products. Therefore, our first advertisement of last year showed how good our smartphone batteries are for the environment.

The second shift was in who advertised our products. While we <sup>were writing</sup> ~~wrote~~ our most recent advertisement, research arrived that showed that celebrities sell products better. In October we began showing famous actors and actresses using our phones, and last month alone, our sales <sup>rose</sup> ~~rise~~ by 25 percent.

In short, while some businesses were struggling, we <sup>were</sup> ~~we~~ increasing our profits.



## Unit 3

### 1

**A** page 28

*Answers will vary; Possible answer:* Both Mahatma Gandhi and Bill Gates had a purpose in life and were not afraid to take action, to take risks, or to work hard.

**B** page 28

*Possible answers:*

1. Mahatma Gandhi supported nonviolence.
2. It contributes money to organizations and programs working in global health.
3. They have found a purpose in life and are not afraid to take action, to take risks, or to work hard.

**C** page 28

1. c
  2. c
  3. a
- have been inspiring, has been guiding

### 2

**Exercise 2.1** page 31

Blake Mycoskie is an American businessperson. He started a shoe company called TOMS in 2006. He sells a special type of shoe, the alpargata. He discovered the shoe in Argentina. Argentinean farmers **have worn** alpargatas for over 100 years.

Recently, experts **have discovered** a link between children going barefoot and getting certain diseases. Mycoskie **has** always **wanted** to help children stay healthy. Therefore, every time someone buys a pair of TOMS shoes, his company gives a free pair of new shoes to a child who needs shoes. Since he started TOMS, Mycoskie **has given** over 60 million pairs of alpargatas to children in South Africa,

Ethiopia, Rwanda, Argentina, Guatemala, Haiti, and the United States.

More recently, Mycoskie started a coffee company. It **has donated** a week of water to people in coffee-producing countries for every bag of coffee that they've sold. Mycoskie's favorite quote comes from Gandhi: "Be the change you wish to see in the world."

**Exercise 2.2**

**A** page 32

- |                |                      |
|----------------|----------------------|
| 2. 's achieved | 8. haven't had       |
| 3. 's had      | 9. 've raised        |
| 4. have; known | 10. has; graduated   |
| 5. 've known   | 11. has; got/gotten  |
| 6. Has; been   | 12. 've; thought     |
| 7. 's been     | 13. haven't achieved |

**B** page 33

*Answers will vary.*

**Exercise 2.3** page 33

- |          |        |
|----------|--------|
| 2. for   | 4. for |
| 3. since | 5. For |

**Exercise 2.4** page 33

2. They have had only one fight since they first met.
3. They haven't/have not spent a night apart since 1988.
4. They have been friends since high school.
5. They have spoken on the phone every day for the past 10 years.
6. Verónica has been a successful single parent for many years.
7. She has raised her three children by herself since her divorce.

### 3

**Exercise 3.1**

**A** page 35

- |                |                 |
|----------------|-----------------|
| 2. Did she use | 4. played       |
| 3. did         | 5. 's performed |



- 6. played
- 7. has she done
- 8. produced
- 9. 's been
- 10. was
- 11. had

**B** page 36

*Answers will vary.*

### Exercise 3.2

**A** page 36

- 2. Diane/she moved to Florida. She studied English at a school for fashion design
- 3. Diane/she finished college. She worked as a seamstress in Miami
- 4. Diane/she moved to New York. She got a job at Smith Designs
- 5. Diane/she became a designer at Smith Designs
- 6. Diane/she left Smith Designs. She started a company, Sorel Designs
- 7. Diane/she has worked at Sorel Designs
- 8. Diane/she has made movie costumes

**B** page 36

*Answers will vary.*

## 4

**Exercise 4.1** page 38

### Completed Ongoing

- |     |                                     |                                     |
|-----|-------------------------------------|-------------------------------------|
| 2.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 7.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

### Exercise 4.2

**A** page 38

- 2. studied
- 3. has continued
- 4. has won
- 5. had
- 6. left
- 7. started

- 8. opened
- 9. has started

**B** page 39

*Answers will vary.*

**C** page 39

*Same as A.*

**D** page 40

*Answers will vary.*

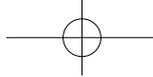
## 5

**Editing Task** page 41

I am a college student by day and a sous-chef by night. My studies are important, but my restaurant job ~~have~~ <sup>has</sup> taught me what I really need to know about success. I ~~am~~ <sup>have been</sup> working in the kitchen of Da Lat, a French-Vietnamese bistro, for three years, and the job has been a wonderful experience for me because I have learned many new skills.

First, I have ~~been becoming~~ <sup>become</sup> a much better planner since I started working at Da Lat. Planning and preparation are very important in a kitchen. If the chef ~~have~~ <sup>has</sup> not prepared the ingredients well beforehand, it will take too long to make each dish, and customers will complain. We start our preparation early each day, and by the time the first customer comes, we ~~have~~ <sup>been</sup> working for 6 hours.

Second, I have ~~been~~ <sup>been</sup> developing better interpersonal skills. For example, I have ~~been~~ <sup>received</sup> ~~receiving~~ two promotions in the last two years. Last year, I became a line cook because I had learned to pay attention to what others might



need before they ask. I think that for the past few months, I ~~am~~ <sup>have been</sup> paying better attention in other areas of my life as well.

My college education is important, but I will always be grateful for my job at Da Lat. This job <sup>has</sup> ~~have~~ given me mental and social skills for my future.

## Unit 4

### 1

**A** page 42

*Answers will vary; Possible answer:* They were surprised by their many similarities.

**B** page 42

*Possible answers:*

1. They were part of a secret study; neither family knew the girls were twins.
2. They looked almost identical, they had both studied film, and they both loved to write.
3. It is an argument over whether nature (genetics) or nurture (the environment) has a greater impact on the development of an individual.

**C** page 42

1. Both girls knew that their parents had adopted them as infants.
2. She had been doing research on her birth mother when she made a surprising discovery.
3. Even more surprising, she learned that she had been part of a secret scientific study.

1. had adopted; knew
2. had been doing; made
3. had been; learned

The verb that happened first starts with *had*. The verb that happened second is in the simple past.

### 2

**Exercise 2.1** page 45

2. had lived

3. had gone
4. hadn't/had not gone; hadn't/had not attended
5. had married
6. had got/gotten; had remarried; hadn't/had not got/gotten
7. had; owned
8. had given
9. had; worked
10. had worked; hadn't/had not worked; had been

### Exercise 2.2

**A** page 46

The University of Minnesota is the birthplace of one of the most important twin studies in the world. It started in 1979. Thomas J. Bouchard had already been on the faculty of the university for some time when he began his study of identical twins. Bouchard read an article about a set of twins who had been separated at birth. The twins had recently met and had found many similarities. They found out that they had lived near each other for years. Bouchard was amazed by the twins' story and decided to start the Minnesota Twins Reared Apart Study. Bouchard began to study sets of twins that had been separated at birth. Over the years, the Minnesota Twins Reared Apart Study has studied around 10,000 sets of twins. The study continues today.

**B** page 46

*Answers will vary.*

### Exercise 2.3

**A** page 46

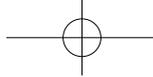
- |                 |                  |
|-----------------|------------------|
| 2. told         | 8. had; started  |
| 3. hadn't done  | 9. returned      |
| 4. decided      | 10. Had; read    |
| 5. saw          | 11. had come out |
| 6. had shown up | 12. went         |
| 7. had; worn    | 13. hadn't been  |

**B** page 47

Same as **A**.

**C** page 48

2. hadn't/had not recorded



3. had decided
4. hadn't/had not started
5. had graduated

### 3

#### Exercise 3.1

**A** page 50

Before her twins were born, Kim Lee had read a lot about twin studies. After she had done a little research, Kim found an early reading study for twins. She contacted the researchers and learned that she had to wait until the twins were four years old. When she enrolled the twins in the study, she hadn't known that the twins needed to give a DNA sample. As soon as Kim learned this, she took the twins out of the study. Kim thought that taking a DNA sample was an invasion of her children's privacy.

**B** page 50

*Answers will vary.*

#### Exercise 3.2 page 50

3. Before
4. knew / had known
5. As soon as
6. discovered / had discovered
7. After
8. found / had found
9. Until
10. hadn't/had not known
11. As soon as
12. discovered / had discovered
13. Before
14. met / had met

#### Exercise 3.3 page 51

*Possible answers:*

2. Diego and Shannon had not thought much about the nature versus nurture debate until their first child, Mario, was born.
3. Before they became parents, Diego and Shannon hadn't had much experience with music.
4. After three-year-old Mario had seen an electronic keyboard in a shop, he asked his parents to buy him one.

5. As soon as Diego and Shannon had heard Mario playing the keyboard, they realized their son's musical talent.
6. As soon as Diego and Shannon had realized Mario's talent, they enrolled him in piano classes.
7. Mario became an excellent musician after Diego and Shannon had enrolled Mario in piano classes.
8. Mario had taken a few years of piano classes by the time he started composing music.

### 4

#### Exercise 4.1 page 53

2. hadn't/had not been working
3. had been making
4. had been selling
5. had been interviewing
6. had been talking
7. had been doing
8. hadn't/had not been living
9. had been crossing

#### Exercise 4.2

**A** page 54

2. hadn't been having / hadn't had
3. had adopted
4. 'd been talking
5. 'd been searching
6. met
7. 'd been looking
8. 'd been speaking / 'd spoken / spoke
9. 'd been looking / 'd looked

**B** page 54

*Either the past perfect or the past perfect progressive: 2, 8, 9*

*Only the past perfect: 3*

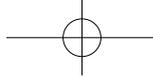
**C** page 54

*Answers will vary.*

### 5

#### Editing Task page 55

I <sup>had</sup> ~~have~~ never really thought about sibling differences until my own children were born.



When we had our first child, my husband and I <sup>had</sup> ~~have~~ lived in Chicago for just a few months. We <sup>had</sup> ~~have~~ not made many friends yet, so we spent all our time with our child. Baby Gilbert was happy to be the center of attention. He depended on us for everything.

By the time our second son, Chase, was born, we <sup>had</sup> ~~have~~ developed a community of friends and a busier social life. We frequently visited friends and left the children at home with a babysitter. As a result of our busy schedules, Chase was more independent. One day I had just <sup>hung</sup> ~~been hanging~~ up the phone when Chase came into the room. Chase picked up the phone and started talking into it. I thought he was pretending, but I was wrong. He had <sup>figured</sup> ~~been figuring~~ out how to use the phone!

When my husband came home, he was tired because he <sup>had worked / had been working</sup> ~~worked~~ all day. When I told him about Chase's phone conversation, though, he became very excited. Gilbert <sup>had</sup> ~~has~~ never used the phone as a child. At first, we were surprised that Chase was so different from Gilbert. Then we realized that because of our busy lifestyles, Chase had learned to be independent.

## Unit 5

### 1

**A** page 56

*Answers will vary; Possible answer: One*

way technology will change is through the development of fabric-based computers.

**B** page 56

*Possible answers:*

1. Computers will be combined with watches, glasses, shirts, or backpacks; other people will use smart clothing; and there will be ingestible smart tablets.
2. They will access the Internet through glasses or clothing.
3. "Wearable tech" is technology which combines computers with clothing.

**C** page 56

1. will be depending
  2. are going to change
  3. will become
- There are three different verb forms.

## 2

### Exercise 2.1

**A** page 59

2. is having *OR* is going to have
3. are lowering *OR* are going to lower
4. 'm/am visiting
5. are going to give
6. 'm/am meeting *OR* 'm/am going to meet
7. are; doing *OR* are; going to do
8. 'm/am going *OR* 'm/am going to go

**B** page 59

*Answers will vary.*

### Exercise 2.2 page 59

2. becomes
3. are preparing
4. are opening
5. are giving
6. closes
7. is going to interview
8. is; going to speak

### Exercise 2.3

**A** page 60

2. is; going to start
3. is going to put
4. is going to show
5. are going to meet / are meeting / meet
6. are planning / plan
7. is going / goes



**B** page 60

*Answers will vary.*

### 3

#### Exercise 3.1

**A** page 62

- |             |                       |
|-------------|-----------------------|
| 2. Will you | 6. will               |
| 3. will     | 7. 'll OR 'm going to |
| 4. 'll      | 8. 'll OR 'm going to |
| 5. will you |                       |

**B** page 63

*Answers will vary.*

#### Exercise 3.2

**A** page 63

- |                      |                   |
|----------------------|-------------------|
| 2. is going to make  | 9. is going to be |
| 3. will; open        | 10. will offer    |
| 4. 'll do            | 11. will save     |
| 5. will; turn off    | 12. will save     |
| 6. won't ask         | 13. will use      |
| 7. 're going to hear | 14. will; be      |
| 8. will; find        |                   |

**B** page 63

*a request: 1, 3, 5*

*a prediction based on evidence: 2, 9*

*a promise: 6, 8*

*an offer: 4*

**C** page 63

*Answers will vary.*

### 4

#### Exercise 4.1 page 65

2. will be saving
3. won't/will not be buying
4. will be watching
5. will be using
6. won't/will not be watching
7. will be socializing
8. will be sending
9. will be chatting
10. will be asking

#### Exercise 4.2

**A** page 66

2. Are; going to be watching OR Will; be watching
3. Are; going to be viewing OR Will; be viewing
4. is going to be discussing OR will be discussing
5. is going to be giving OR will be giving
6. is going to be taking OR will be taking

**B** page 66

2. 'm/am; going to attend OR 'm/am; going to be attending OR will; be attending
3. 'm/am not going to go OR 'm/am not going to be going OR won't/will not be going
4. are; going to go OR are; going to be going OR will; be going
5. 'm/am going to take OR 'm/am going to be taking OR will be taking
6. 'm/am; going to ask OR 'm/am; going to be asking OR will; be asking

#### Exercise 4.3 page 66

*Answers will vary.*

### 5

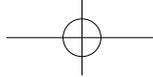
#### Editing Task page 67

Hi Layla,

Thanks for agreeing to take this trip on short notice. Vinh can't go because he'll ~~be presenting~~ <sup>be presenting</sup> ~~present~~ at a conference in Chicago, and your name came up immediately as a replacement. We know you are familiar with the software, so we feel confident that you <sup>are</sup> going to do a great job.

Your first flight leaves Newark Liberty International Airport at 9:00 a.m. on the twenty-second and arrives in London late in the afternoon. That evening you are having dinner with James and Eleanor Wilson. They <sup>are</sup> going to be driving you around during your stay.

On Monday, your first presentation starts



at 9:00 a.m. at the headquarters of Logan and Lowe. We have scheduled three presentations that day. You are going to be very busy!

You leave London on the 8:00 p.m. flight to Beijing. In Beijing you won't have much free time because you will <sup>be giving</sup> give your presentation at several companies. Alan <sup>is</sup> going to send you the details in a separate email. You <sup>will be</sup> are flying when he sends it.

Best of luck,

Antoine

## Unit 6

### 1

**A** page 68

*Answers will vary; Possible answer:* The pros to automation are that we won't have to do as much work because machines will do it for us, and companies will save a lot of money; one con to automation is that it will lead to boredom and unhappiness.

**B** page 68

*Possible answers:*

1. Instead of employing hundreds of people, companies will use automation.
2. Some risks of automation are that it will cause boredom and unhappiness.

**C** page 68

1. will have eliminated; will have been using
2. will not change

*Completed future event:* will have eliminated

### 2

#### Exercise 2.1

**A** page 71

2. Companies will start saving a great deal of money (as soon as) they move to automation.

3. Companies are going to have difficulty competing (until) they begin to use bots and robots.
4. (After) companies have moved to automation, they will receive technological support and updates on new technology.
5. (Once) people believe that their jobs are secure, they are going to feel less anxious about automation.

**B** page 71

2. will not be; begin
3. starts; are going to save
4. are going to save; have changed
5. isn't going to save; becomes
6. has developed; will have
7. won't approve; has approved

#### Exercise 2.2 page 72

2. 're/are finding OR find
3. 're/are doing
4. is working
5. 'm/am studying OR study
6. 'm/am looking
7. 're/are analyzing
8. 're/are thinking

#### Exercise 2.3 page 73

2. will introduce
3. will print
4. will hand out
5. will put
6. will be walking; (will be) taking OR will walk; (will) take
7. will be finishing OR will finish
8. will reassemble

#### Exercise 2.4

**A** page 74

*Possible answers:*

2. Until Marta and Aaron have got/gotten business training, they won't get management training.
3. After Aaron has thought of a name for the business, Marta will find a location for the business.
4. Marta and Aaron will buy equipment for the business after Marta has got/gotten a tax identification number.
5. Marta and Aaron will open the business after they have promoted the business.



6. They will close for one week after they have had a sale.

**B** page 74

*Answers will vary.*

### 3

**Exercise 3.1** page 76

2. will have started
3. won't/will not have arrived
4. will have ended
5. will have gone out to eat lunch
6. won't/will not have returned from lunch
7. will have arrived home
8. will have left work
9. won't/will not have eaten dinner

**Exercise 3.2** page 77

2. By 4:00 on Tuesday, Eric will have been discussing the new project for three hours.
3. By 6:45 on Tuesday, Eric will have been talking on the phone for half an hour.
4. By 4:00 on Wednesday, Eric will have been attending a software training for seven hours.
5. By 5:00 on Friday, Eric will have been attending a software training for three days.
6. By 7:15 on Friday, Eric will have been working out at the gym for 75 minutes.

**Exercise 3.3**

**A** page 78

- |        |        |
|--------|--------|
| 2. Yes | 6. No  |
| 3. No  | 7. Yes |
| 4. No  | 8. No  |
| 5. Yes |        |

**B** page 78

*Same as A.*

**C** page 78

*Answers will vary.*

### 4

**Editing Task** page 79

Experts say that in the next few years, the

health-care industry will ~~change~~<sup>have changed</sup> in many ways because of technology and the Internet. I plan on working in this industry, so it is fascinating for me to know that by the time I graduate, the job market ~~has~~<sup>will have</sup> changed dramatically.

One change that interests me is in the doctor-patient relationship. By that time, technology will ~~empower~~<sup>have empowered</sup> patients because they will have been ~~used~~<sup>using</sup> the Internet to gather information and discuss information with others. Also, doctors will have been ~~used~~<sup>using</sup> smart medication for a few years, so the results of a patient's treatment will already be available to both the patient and the doctor. By the time a patient arrives for an appointment, the doctor and patient will have ~~been~~<sup>arrives</sup> discussed many options. Also, when a patient ~~will arrive~~<sup>will</sup> at the office for his appointment, he will not have to fill out forms. The doctor ~~have~~<sup>will</sup> already seen the patient's information on screen. The whole health-care system will have improved, so more people will live in a state of good health.

## Unit 7 Modals

### 1

**A** page 80

*Answers will vary.*

**B** page 80

*Possible answers:*

1. To remember something, you must pay attention.
2. Visualization is creating a mental picture of what you want to remember.



3. Some ways to exercise your brain include tackling the daily crossword puzzle, changing a daily routine, writing with your nondominant hand, and taking a different route to school or work.

**C** page 80

1. have to
2. should have
3. have to

*Necessary to do something:* 1, 3

## 2

### Exercise 2.1

**A** page 83

- |          |              |
|----------|--------------|
| 2. could | 4. shouldn't |
| 3. might | 5. should    |

**B** page 84

*Answers will vary.*

### Exercise 2.2

**A** page 84

Hi (*Answers will vary*),

2. You ought to read your textbook two or three times.
3. You might try teaching someone else the material.
4. You shouldn't/should not wait until the last minute to study.
5. You'd/You had better get plenty of sleep before a test.

Best,

(*Answers will vary*)

**B** page 84

*Answers will vary.*

### Exercise 2.3

**A** page 84

2. should have taken
3. ought to have summarized
4. should have given
5. ought to have started
6. shouldn't/should not have waited
7. should have talked
8. should have helped

**B** page 85

*Answers will vary.*

**C** page 85

*Answers will vary.*

## 3

### Exercise 3.1

**A** page 87

2. may not use
3. can use
4. aren't/are not allowed to access
5. are allowed to bring
6. must not use
7. may not use

**B** page 87

2. He isn't/is not allowed to use an online dictionary during a test.
3. She may use a print dictionary during tests.
4. She can bring a laptop to class.
5. He isn't/is not permitted to check his email on his laptop during class.
6. He can't/cannot go to the lab.

### Exercise 3.2

**A** page 88

2. couldn't/could not use
3. were permitted to bring
4. weren't/were not allowed to search
5. were allowed to go
6. Were; allowed to speak
7. weren't/were not allowed to do

**B** page 88

*Answers will vary.*

### Exercise 3.3 page 88

2. You must not be afraid to ask questions in class.
3. You're/You are supposed to turn in all your homework.
4. You must bring a flash drive next week.
5. You're/You are required to write an essay at the end of the semester.
6. You aren't/are not supposed to text during class.
7. You don't/do not need to send your writing assignments by email.



### Exercise 3.4

**A** page 89

2. D    6. D
3. D    7. D
4. S    8. S
5. S

**B** page 89

Same as **A**.

### Exercise 3.5

**A** page 89

2. had to work
3. had to take
4. was required to read
5. wasn't/was not supposed to miss
6. had to attend
7. had to go

**B** page 90

Answers will vary.

## 4

**Exercise 4.1** page 91

2. could ride
3. 's/is able to do
4. won't/will not be able to return
5. 'll/will be able to take care

**Exercise 4.2** page 92

2. could have made
3. couldn't/could not have imagined
4. couldn't/could not have remembered
5. could have managed

## 5

**Editing Task** page 93

Technology <sup>is</sup> supposed to simplify life; however, in reality, it has led to people trying to do too many things at once. One example is driving while texting or talking on a phone. After an accident, drivers who are caught by the police admit that they should <sup>have</sup> turned

off their phones when they got in the car, <sup>should not have called/did not have to call</sup> but they did not. They ~~must not have called~~

someone while driving, but they did.

Another issue is multitasking in the classroom. Many of my teachers have had a difficult time dealing with students who search the internet while listening to lectures. One of my instructors said he ought to <sup>have</sup> required a password last semester to log onto the Internet <sup>should not have gone/did not have to go</sup> during class. Students ~~must not have gone~~ online, but they sometimes checked email or visited websites instead of listening to the lecture. As a result, students were often distracted.

In contrast, my friend had an instructor who had the opposite view. My friend did not worry about taking notes because students <sup>were</sup> not allowed to – even on paper! The professor thought all note taking was a form of multitasking; instead, he handed out worksheets with highlights of his lecture. At the end of the semester, some students complained. They argued that the professor should not <sup>have</sup> banned computers in class because students today are used to multitasking.

## Unit 8

### 1

**A** page 94

Answers will vary; Possible answer: Some ways to prevent hackers include using antivirus software and using complex passwords.



**B** page 94

*Possible answers:*

1. Many hackers are teenagers.
2. Some hackers steal credit card numbers and other personal information
3. No one's computer is completely safe from hackers.

**C** page 94

**Possible**

**Very Certain**

- |  |                                     |
|--|-------------------------------------|
| 1. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

*Words that tell an action or situation is possible:*  
can, might

## 2

### Exercise 2.1

**A** page 97

2. must *OR* have to
3. must *OR* has to
4. can't/cannot *OR* couldn't/could not
5. must not
6. should *OR* ought to
7. can't/cannot *OR* couldn't/could not
8. could *OR* may *OR* might

**B** page 98

*Answers will vary.*

### Exercise 2.2

**A** page 98

*Answers will vary.*

**B** page 98

*No answers.*

## 3

### Exercise 3.1

**A** page 99

- |                        |               |
|------------------------|---------------|
| 2. will be             | 5. will allow |
| 3. won't/will not need | 6. will lock  |
| 4. will let            | 7. will be    |

**B** page 100

- |            |             |
|------------|-------------|
| 2. should  | 5. won't    |
| 3. may not | 6. ought to |
| 4. could   |             |

**C** page 100

*Answers will vary.*

### Exercise 3.2

**A** page 101

- |                   |                |
|-------------------|----------------|
| 2. They may not   | 6. I could     |
| 3. They might not | 7. They should |
| 4. He may         | 8. they could  |
| 5. That might     | 9. It'll       |

**B** page 101

*Same as A.*

## 4

### Exercise 4.1 page 103

2. couldn't/could not have been
3. must have obtained
4. could; have happened
5. might have stolen
6. may have stolen
7. could have taken

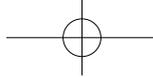
### Exercise 4.2 page 103

2. Someone must have stolen his credit card number.
3. He must not have called the credit card company
4. He may/might/could have copied the card number.
5. She must not have thought it was important.

### Exercise 4.3 page 104

*Possible answers:*

2. She must not have checked her credit card bill for incorrect charges.
3. He must have carried all of his credit cards with him.
4. He must not have made a photocopy of his passport.
5. She must have given out personal information in the email.



## 5

### Editing Task page 105

Some companies hire a computer hacker with the hope that the former cyber criminal <sup>will</sup> ~~must~~ become a brilliant security consultant in the future. By hiring these former criminals, the companies might <sup>be</sup> <sub>Λ</sub> taking a big risk, yet these companies seem to believe that the risk is worth it. Adrian Lamo was breaking into computer systems for fun in high school. However, when he hacked into the *New York Times* in 2002, the newspaper <sup>not</sup> ~~must~~ <sub>Λ</sub> have ~~not~~ thought it was funny, because he was arrested. He now uses his skills for a different purpose and works as a consultant. Robert Tappan Morris might <sup>have</sup> <sub>Λ</sub> ended his chances for a good job when he created the Morris worm, a particularly bad computer virus, in 1988. However, he is now on the faculty of the famous Massachusetts Institute of Technology (MIT). Apparently, they believe that a *will / may / should / ought to / might / could* reformed hacker ~~must~~ be able to stop future cyber crimes...

## Unit 9

### 1

#### A page 106

*Answers will vary; Possible answer:* People are not as healthy today as they were in the past.

#### B page 106

*Possible answers:*

1. They contain a great deal of fat and refined sugar but little or no nutrition.

2. They stayed active because work depended mostly on farming and physical labor.
3. Some diseases related to obesity are diabetes and heart disease.

#### C page 106

1. NC; green and brown **food**
2. C; **health** **experts**
3. C; **food** **products**
4. NC; **the** **blood**
5. NC; **obesity**

*Part of speech:* nouns and articles

## 2

### Exercise 2.1

#### A page 110

2. are
3. suggest
4. is
5. suggest
6. contain
7. has
8. is
9. has
10. have
11. contain
12. enhance

#### B page 110

*Answers will vary.*

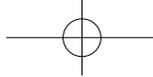
### Exercise 2.2 page 110

2. The poor
3. the homeless
4. The elderly
5. The young
6. the disabled
7. The unemployed
8. the educated

### Exercise 2.3

#### A page 111

- |      |       |
|------|-------|
| 2. s | 7. es |
| 3. X | 8. X  |
| 4. s | 9. X  |
| 5. X | 10. X |
| 6. X | 11. X |



12. X            16. X  
13. X            17. s  
14. X            18. X  
15. s

**B** page 112

3. advice; abstract concepts  
5. construction; areas of work  
6. exercise; activities and sports  
8. heart disease; diseases and health conditions  
9. swimming; activities and sports  
10. oxygen; elements and gases  
11. dancing; activities and sports  
12. gardening; activities and sports  
13. research; abstract concepts  
14. salt; particles  
16. rice; food  
18. information; abstract concepts

### 3

#### Exercise 3.1

**A** page 113

- |                |            |
|----------------|------------|
| 2. cheeses     | 11. fruits |
| 3. coffees     | 12. coffee |
| 4. teas        | 13. tea    |
| 5. cheese      | 14. sugar  |
| 6. cheeses     | 15. flour  |
| 7. experiences | 16. sugars |
| 8. time        | 17. flour  |
| 9. times       | 18. flours |
| 10. fruit      |            |

**B** page 114

*Answers will vary.*

#### Exercise 3.2 page 114

2. a game of  
3. slice of / piece of / serving of  
4. A serving of  
5. A cup of / A glass of / A serving of  
6. glasses of / servings of  
7. a pinch of / a bit of  
8. a grain of / a bit of / a piece of  
9. drop of / bit of  
10. a piece / a serving / a slice  
11. a can of / a cup of / a serving of  
12. a gallon of

#### Exercise 3.3

**A** page 115

2. a wedge of cheese  
3. two loaves of bread  
4. one / a bottle of water  
5. two pieces of fish  
6. one / a box of pasta

**B** page 115

*Answers will vary.*

### 4

#### Exercise 4.1 page 117

2. easy new Asian  
3. useful government  
4. small purple  
5. new Thai; lovely rectangular; beautiful red  
6. lovely white; tall antique glass

#### Exercise 4.2

**A** page 117

*Answers will vary.*

**B** page 117

*Answers will vary.*

#### Exercise 4.3

**A** page 118

2. delicious small  
3. fresh, delicious  
4. spicy vegetarian  
5. lovely, warm  
6. large, traditional  
7. fresh, crisp  
8. beautiful, cozy  
9. cotton and silk  
10. tall white  
11. silver and gold  
12. rare, expensive  
13. beautiful green and gold  
14. delicious and memorable

**B** page 118

*Same as A.*

**C** page 118



Answers will vary.

## 5

### Editing Task page 119

What does a <sup>ten-year-old</sup> ~~ten-years-old~~ child eat in a day? Specialists in nutrition <sup>are</sup> ~~is~~ finding out that the news is not good. As a result, they are looking for ways to improve children's eating <sup>habits</sup> ~~habit~~. They are also involved in trying to help families make healthier <sup>choices</sup> ~~choice~~.

Most experts suggest that a few key practices can help families. One of these practices <sup>is</sup> ~~are~~ common sense: people should eat unprocessed food. When there is a choice between canned corn and fresh corn, people should choose the fresh corn. Secondly, people should read labels carefully. Because labels contain a lot of <sup>information</sup> ~~informations~~, people should familiarize themselves with the nutrition and calorie content of their favorite products. Finally, people can boost the health content of certain kinds of food. For example, it is possible to substitute whole-grain <sup>flour</sup> ~~flours~~ for white flour in most recipes.

Parents and children live busy lives, but research shows that when a healthy child becomes a <sup>40-year-old</sup> ~~40-years-old~~ adult, that person can look forward to a healthy old age.

## Unit 10

### 1

A page 120

Answers will vary.

B page 120

Possible answers:

- It is important to choose colors carefully because colors have a direct impact on feelings, so it is beneficial to choose colors that make people feel comfortable, happy, relaxed, or energized.
- The decorator advised the Wangs to replace their icy blue carpet with one in warm colors and to replace their classic-style furniture with more comfortable pieces.
- Yellow is cheerful and uplifting, green can revive the spirit, and blue is comforting.

C page 120

- a
- b
- a
- b

Use *a/an* when talking about an example, use *the* when talking about something in particular, and use no article when you're talking about something in general.

## 2

Exercise 2.1 page 123

- a
- the
- The
- a/the
- the
- a
- the
- The
- a/the
- the
- the
- the
- the
- a
- the

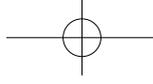
Exercise 2.2

A page 124

- ∅
- the
- the
- a
- a
- a
- The
- the
- a
- ∅
- the

B page 125

Answers will vary.



### 3

#### Exercise 3.1

**A** page 127

- |                |             |
|----------------|-------------|
| 2. no          | 8. a little |
| 3. Not many    | 9. none of  |
| 4. many        | 10. all     |
| 5. few         | 11. all     |
| 6. Quite a few | 12. some    |
| 7. a little    |             |

**B** page 127

*Answers will vary.*

#### Exercise 3.2

**A** page 128

- |            |                |
|------------|----------------|
| 2. no      | 6. many of     |
| 3. many    | 7. few         |
| 4. Many of | 8. quite a few |
| 5. Most    |                |

**B** page 128

*Answers will vary.*

**C** page 129

*Answers will vary.*

#### Exercise 3.3 page 129

- |       |        |
|-------|--------|
| 3. X  | 8. X   |
| 4. of | 9. of  |
| 5. X  | 10. of |
| 6. of | 11. X  |
| 7. of |        |

#### Exercise 3.4

**A** page 130

*Answers will vary.*

**B** page 130

*Answers will vary.*

### 4

#### Editing Task page 131

According to recent research, natural colors can help people remember things better. Felix

A. Wichmann,<sup>a</sup> research scientist, and two

of his colleagues conducted experiments on color and memory. In the first experiment, participants looked at 48 photographs of nature scenes. None of the photographs were of people. Half of the photos were in black and white, and half were in color. Afterward, they looked at the same 48 photos mixed up with <sup>a lot</sup> ~~alot~~ of new photos. They had to say which ones they had already seen. They remembered the color scenes much better than the black-and-white ones. None of the participants were sure about all of the photos. Another experiment involved <sup>many</sup> ~~much~~ artificially colored photos. When artificially colored photos were included in the set of 48 photos, participants forgot <sup>many</sup> ~~much~~ of the photos. They did not remember the artificially colored photos any better than they remembered the black-and-white photos. These findings suggest that it is not just any colors that help to create <sup>a lot</sup> ~~alot~~ of our memories. Only natural colors have that power.

Why is this research important? For one thing, <sup>an</sup> ~~a~~ advertiser may find these results interesting. If <sup>an</sup> ~~a~~ advertiser uses natural colors in ads, consumers may be able to remember them better.

## Unit 11

### 1

**A** page 132

*Answers will vary; Possible answer: This*



workplace has a long list of perks and benefits.

**B** page 132

*Possible answers:*

1. Some of the perks are free candy, on-site services, nature trails, and gourmet food in the cafeteria.
2. SAS gives its employees these perks to reduce distractions and encourage employees to interact with each other.
3. It seems to show that the perks and benefits are a success.

**C** page 132

1. you (the reader)
2. a benefit
3. the employees

## 2

### Exercise 2.1

**A** page 135

- |              |               |
|--------------|---------------|
| 2. itself    | 6. yourself   |
| 3. myself    | 7. himself    |
| 4. himself   | 8. yourselves |
| 5. ourselves |               |

**B** page 136

*Answers will vary.*

### Exercise 2.2 page 136

- |              |             |
|--------------|-------------|
| 2. ourselves | 6. me       |
| 3. myself    | 7. myself   |
| 4. herself   | 8. yourself |
| 5. her       |             |

### Exercise 2.3

**A** page 136

- |               |                  |
|---------------|------------------|
| 2. herself    | 6. by themselves |
| 3. myself     | 7. herself       |
| 4. by himself | 8. themselves    |
| 5. himself    |                  |

**B** page 137

*Answers will vary.*

## 3

### Exercise 3.1

**A** page 138

- |                 |                     |
|-----------------|---------------------|
| 2. others are   | 5. the others don't |
| 3. The other is | 6. Others include   |
| 4. Another is   | 7. Others are       |

**B** page 139

*Answers will vary.*

### Exercise 3.2 page 139

2. each other / one another
3. Another / The other
4. each other / one another
5. each other / one another
6. another
7. the other

## 4

### Exercise 4.1 page 141

- |               |               |
|---------------|---------------|
| 2. everywhere | 7. someone    |
| 3. something  | 8. something  |
| 4. Everyone   | 9. anything   |
| 5. everything | 10. somewhere |
| 6. somebody   |               |

### Exercise 4.2

**A** page 142

- |             |             |
|-------------|-------------|
| 2. anything | 7. anything |
| 3. No one   | 8. anywhere |
| 4. anyone   | 9. nothing  |
| 5. No one   | 10. nowhere |
| 6. no one   |             |

**B** page 142

1. 25–30 days; 6–14 days; 7–14 days; 10 days; 11 days
2. the European Union
3. the United States

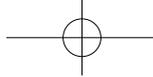
**C** page 142

*Answers will vary.*

## 5

### Editing Task page 143

Management styles can vary widely. At



one end of the extreme are the authoritarian managers who make all the decisions and are very strict. At the opposite end, there are <sup>others</sup> ~~other~~ who permit their employees to solve problems and suggest ideas <sup>themselves</sup> ~~themselves~~. Permissive managers are most effective when innovation and problem solving are part of the work process, for example, in technology. Stricter ones are effective when people are inexperienced or need a lot of guidance, or where there is high turnover of staff.

Mr. Jones is an example of an authoritarian manager. He relies only on <sup>himself</sup> ~~hisself~~ to make decisions at the restaurant where he works. Everyone <sup>is</sup> ~~are~~ expected to follow his orders exactly. His style works because employees are constantly changing, so nobody <sup>needs</sup> ~~need~~ to understand the rules and regulations.

Ms. Taylor is more democratic. The agents at her real estate agency manage their client accounts <sup>themselves</sup> ~~themselves~~. Some of her agents focus on business while <sup>others</sup> ~~other~~ work with private real estate accounts. It would be impossible for her to know what each agent is doing at any given time, so Ms. Taylor's style works well for her company.

There are different kinds of management styles ranging from very controlling to very open. Effective managers have a style of managing that is appropriate to the needs of their companies.

## Unit 12

### 1

**A** page 144

*Answers will vary; Possible answer:* Some ways to make college more affordable are not attending a four-year college right away or applying for financial aid.

**B** page 144

*Possible answers:*

1. Public colleges depend on the government to help pay some of the expenses.
2. You do not have to repay a grant, but you must repay a loan with interest.
3. They can attend a community college for two years before transferring to a four-year college or apply for financial aid.

**C** page 144

1. paying
2. repaying
3. Playing

The missing words are all gerunds (they end in *-ing*).

*Subject:* 3

*Object:* 1, 2

### 2

#### Exercise 2.1

**A** page 146

2. Finding the money for college is a problem for me.
3. My counselor suggests borrowing money for college.
4. Not getting into a good college worries me.
5. I enjoy discussing my future plans with my friends.
6. Not having enough money for tuition is a concern.
7. Going to interviews at schools makes me nervous.
8. Teachers suggest starting the application process early.

**B** page 147

*Subjects:* 1, 2, 4, 6, 7

*Objects:* 3, 5, 8



## Exercise 2.2

**A** page 147

2. keep studying
3. dislike writing
4. don't/do not delay thinking about
5. practice interviewing
6. consider paying
7. don't/do not mind borrowing
8. Discuss working
9. imagine working

**B** page 148

*Answers will vary.*

## Exercise 2.3 page 148

2. Bo is thinking about applying for financial aid instead of working.
3. Jane is avoiding borrowing money by getting a part-time job at school.
4. My parents and I aren't/are not discussing getting a loan.
5. Tom isn't/is not enjoying working while he goes to college.
6. My friend is delaying going back to school until he saves more money.
7. Lisa and Henry are discussing taking part in a work study program.
8. Mei-ling isn't/is not considering starting college without a part-time job.
9. Naresh is avoiding applying to too many different institutions.

## 3

### Exercise 3.1 page 150

- |      |      |
|------|------|
| 2. d | 5. g |
| 3. a | 6. e |
| 4. f | 7. b |

### Exercise 3.2

**A** page 150

- |                   |                       |
|-------------------|-----------------------|
| 2. about paying   | 8. on talking         |
| 3. about taking   | 9. on majoring        |
| 4. about owing    | 10. in trying         |
| 5. about applying | 11. about getting     |
| 6. for paying     | 12. of/about becoming |
| 7. in asking      | 13. on teaching       |

**B** page 151

2. be afraid of applying for
3. be worried about paying
4. be interested in studying
5. be successful at teaching
6. concentrate on improving
7. depend on receiving

### Exercise 3.3

**A** page 152

2. reason for not doing
3. spend; time studying
4. have trouble keeping up
5. waste time partying
6. an interest in getting
7. in favor of giving
8. have difficulty affording

**B** page 152

*Same as A.*

**C** page 153

*Answers will vary.*

## 4

### Exercise 4.1

**A** page 154

2. the fear of not being able to
3. the possibility of getting
4. the advantages of going
5. The benefits of attending
6. a possibility of getting
7. The process of applying
8. the risk of leaving

**B** page 154

*Answers will vary.*

## 5

### Editing Task page 155

All students start the semester with the intention of <sup>studying</sup>study hard; however, <sup>finding</sup>find time to study can be challenging. Finding good places to study <sup>is</sup>are one challenge. Another is finding enough hours in the day and creating



a schedule. Successful students face these problems realistically.

Different people have different purposes and needs when it comes to doing college work. <sup>Studying</sup> Study in a quiet library works well for some people. At the same time, a coffee shop or cafeteria can also be a good place to work for those who get energy from <sup>being</sup> be in a stimulating environment.

Then there is the question of time. Most students today are working, paying bills, and taking classes at the same time, so they do not have the luxury of <sup>spending</sup> spend many hours with their books. However, research offers hope. Studying for a few minutes several times a day <sup>is</sup> are a good way to learn new material. <sup>Learning</sup> Learn what works for you is the key to academic success.

## Unit 13

### 1

**A** page 156

*Answers will vary; Possible answer:* A guerilla marketing campaign is successful if people talk about the ads.

**B** page 156

*Possible answers:*

1. Guerrilla marketing is extreme advertising that uses surprising ways to advertise a good product and gets people's attention. Its purpose is to get people to talk about the ads.
2. It gets people's attention by using the environment in unexpected ways.
3. It is different from traditional advertising because it isn't afraid to shock people.

**C** page 156

1. to do      2. to find      3. to use  
The verbs are all infinitives. The words that appear before the infinitives are all verbs.

### 2

**Exercise 2.1** page 159

2. hope to shock
5. seems to be
3. tends to cost
6. hesitate to admit
4. manages to generate

**Exercise 2.2**

**A** page 159

2. gets consumers to notice
3. tell us not to do
4. convince them to try
5. persuade them to do
6. tell Mike to create
7. warn him to prepare

**B** page 160

*Answers will vary.*

**Exercise 2.3** page 160

2. chose to interview
3. urged me to interview
4. helped/help to inform
5. helped/help them to use
6. wants consumers to find out
7. promises to become
8. prepared to visit
9. encouraged me to contact
10. don't/do not need to offer
11. expect to include
12. would like to use

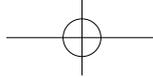
### 3

**Exercise 3.1**

**A** page 163

2. LP Social Friends regrets telling the media that they pay people to be "friends.;" D
3. I stopped reading the article about social media marketing.; D
4. Alison forgot to mention GamerWorld in her blog yesterday.; D
5. Upside Energy Drinks continues paying fans

## 34 Answer Key



- on social networking sites.; S
6. People have started to question Upside Energy Drinks' marketing strategy.; S
  7. A lot of people can't stand to read blogs that are full of ads.; S
  8. GamerWorld tried paying me to write about them in my blog.; D
  9. I tried to change the privacy settings since I don't want messages from advertisers.; D

**B** page 163

The meaning changes in 2, 3, 4, 8, and 9.

### Exercise 3.2

**A** page 164

- |      |      |
|------|------|
| 2. g | 6. d |
| 3. h | 7. a |
| 4. f | 8. c |
| 5. b |      |

**B** page 164

Same as **A**.

## 4

**Exercise 4.1** page 165

- |                        |                        |
|------------------------|------------------------|
| 2. shocked to find out | 6. fun to go           |
| 3. easy to acquire     | 7. interesting to read |
| 4. difficult to avoid  | 8. unlikely to change  |
| 5. necessary to use    |                        |

**Exercise 4.2** page 166

2. It's/It is time to do something different now.
3. We made the decision to use QR codes yesterday.
4. We have the ability to attract the 18- to 24-year-old demographic.
5. It is a chance to introduce our product to athletes.
6. It's not / It isn't / It is not the best way to get messages across to older demographics.
7. It's/It is a chance to sell the product to viewers.

**Exercise 4.3** page 166

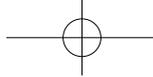
Answers will vary.

## 5

**Editing Task** page 167

Product placement in movies is a type of advertising that is popular today. Advertisers want ~~that~~ consumers <sup>to</sup> see their products in movies so that their products will seem more appealing. That's why advertisers pay filmmakers ~~for~~ <sup>to</sup> place their products in movies. For example, in one movie, a director arranged to ~~using~~ <sup>use</sup> a pair of famous brand-name sunglasses ~~for~~ <sup>to</sup> make his characters appear fashionable. In another movie, the plot required a certain type of luxury car. The filmmakers used the car in their film, but in this case they did not receive any money from the auto's manufacturers. For the automaker, it was an easy way ~~to not~~ <sup>not</sup> pay for advertising. Filmmakers ~~seem to not~~ <sup>seem not to / don't seem to</sup> mind the advertising because they can earn extra money. Moviegoers do not seem to mind it, either.

In my opinion, product placement in movies is acceptable, but I want ~~that~~ <sup>to</sup> advertisers use product placement carefully. If directors expect to ~~making~~ <sup>make</sup> a film that is believable, then everything in the film must fit the story. Otherwise, the movie will seem more like an advertisement. This would be terrible. I hope that filmmakers continue to ~~making~~ <sup>make</sup> wise decisions and use products that look natural on screen.



## Unit 14

### 1

#### A page 168

*Answers will vary; Possible answers:* People move for jobs, for better housing, and for family reasons.

#### B page 168

*Possible answers:*

1. People move long distances for jobs and for family reasons.
2. People stay nearby when they move for better housing and for family reasons.
3. The mobility rate in Russia is lower than in the United States because available, affordable housing would take people further from family.

#### C page 168

1. haven't
2. is

If the verb in bold is negative, then the verb you wrote is affirmative. If the verb in bold is affirmative, then the verb you wrote is negative.

### 2

#### Exercise 2.1 page 171

2. Haven't you been listening
3. Can't you stop
4. Shouldn't you have bought
5. Aren't I
6. Weren't you going to take

#### Exercise 2.2 page 171

2. Haven't good schools made rich countries more attractive, too?
3. Don't some people move great distances to reunite with family members?
4. Isn't this happening more because of globalization?
5. Aren't the laws changing to allow even more movement?

#### Exercise 2.3 page 172

*Answers will vary.*

### 3

#### Exercise 3.1 page 174

2. b      6. h
3. f      7. e
4. g      8. c
5. a

#### Exercise 3.2 page 174

2. People **(can)** sometimes deduct moving costs from their income taxes, *can't they?*
3. Things **(have)** sometimes disappeared from a moving truck, *haven't they?*
4. Your friends **(will)** give you boxes, *won't they?*
5. Everyone **(should)** read reviews of a moving company before hiring one, *shouldn't they?*
6. Marta **(has)** been disorganized since the move, *hasn't she?*
7. Vinh and Ahn **(weren't)** moving today, *were they?*
8. **It's** been a stressful time for you, *hasn't it?*

#### Exercise 3.3 page 174

2. Raul has relocated to London
3. Annette attended school in France
4. Miriam and Amir will turn down the promotion in New York
5. You didn't/did not like the air quality there
6. Bernard won't take the children with him to Texas

#### Exercise 3.4 page 175

2. No, they're not / they aren't / they are not
3. Yes, I have
4. No, I don't/do not
5. Yes, we will
6. No, I won't/will not
7. Yes, there are
8. Yes, it is

#### Exercise 3.5

##### A page 176

*No answers.*



**B** page 176

2. But that college doesn't offer the major you want, <sup>does it?</sup>; U
3. Your son is thinking of going to college far from home, <sup>isn't he?</sup>; E
4. Duquesne University is in Pittsburgh, isn't it?; U
5. You're excited about moving to Pennsylvania for college, <sup>aren't you?</sup>; E
6. You're not worried about moving so far from home, <sup>are you?</sup>; U
7. Your son is worried about moving so far from home, <sup>isn't he?</sup>; E
8. But you and your wife feel OK about him moving so far away, <sup>don't you?</sup>; E

**C** page 176

*Answers will vary.*

## 4

**Editing Task** page 177

**A:** That article on economic mobility in America was really interesting, <sup>wasn't it</sup> ~~no~~?

**B:** It sure was. Some of the facts were <sup>weren't they</sup> surprising, ~~isn't it~~? I was especially surprised that there is more economic mobility in countries like France and Germany.

**A:** I was, too. I thought there was more mobility here. By the way, ~~don't you~~ have a class right now?

**B:** <sup>No</sup> Yes. I'm finished for today. I'm free for the evening.

**A:** But you're working tonight, <sup>aren't you</sup> ~~no~~?

**B:** No, I quit my job.

*Don't/Didn't you*

**A:** Really? Why? ~~You no~~ like it?

**B:** The job was fine. The truth is I'm moving to Florida with my family at the end of the semester, so I'm really busy.

*Don't/Doesn't your family*

**A:** You're kidding! Why? ~~Your family no~~ like it here?

**B:** They like it here, but there aren't many good jobs. We're moving where the jobs are.

*don't you*

**A:** But you only have one semester left, ~~isn't it~~?

**B:** That's right, but I have to go with them.

## Unit 15

### 1

**A** page 178

*Answers will vary.*

**B** page 178

1. b    2. a    3. c

**C** page 178

- believe that
- have learned that
- agree that

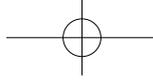
*Number of subjects: two*

*Connecting word: that*

### 2

**Exercise 2.1** page 180

- In fact, recent research has found that hard work doesn't always lead to wealth.
- Many older Americans are realizing that they are unable to retire after working hard all their lives.
- Many employees assumed that their companies would reward them for their hard work.
- Researchers recently reported that job satisfaction has declined in recent years.
- Employers are beginning to understand that it is important to give people some freedom at work.



**Exercise 2.2** page 181

*Answers will vary.*

**Exercise 2.3**

**A** page 181

2. Michael read that the average European gets about two months' vacation every year.
3. International labor statistics show that the average American works 46 weeks per year.
4. Some experts believe that culture may be one reason for the difference in attitudes toward work.
5. A group of scholars found that Europeans tend to value leisure more highly than Americans.
6. Some scholars believe that Americans tend to value earning money more highly than Europeans.
7. A professor at Gradina University wrote that many Americans seem to use possessions as a measure of success.

**B** page 182

*Answers will vary.*

**3**

**Exercise 3.1** page 184

2. Research shows that contemporary Latin American cultures have roots in African, European, and indigenous cultures.
3. Sociologists believe that Latin American cultures influenced world culture as well as U.S. culture.
4. Many musicologists agree that modern U.S. music is derived in part from Latin American cultures.
5. Many language experts assert that Spanish speakers contributed a great many words to the English language.
6. Most sociologists agree that Latin American cultures will continue / are going to continue to influence U.S. culture.

**Exercise 3.2** page 184

- |                 |                    |
|-----------------|--------------------|
| 3. thought that | 6. would have      |
| 4. would be     | 7. were aware that |
| 5. knew that    | 8. was having      |

- |                      |                          |
|----------------------|--------------------------|
| 9. felt that         | 12. was leading to       |
| 10. was taking       | 13. did not realize that |
| 11. pointed out that | 14. were destroying      |

**Exercise 3.3** page 185

*Answers will vary.*

**4**

**Exercise 4.1** page 186

2. Some people are worried that Americanization is making everything the same.
3. They are aware that Hollywood and fast-food chains are influencing culture.
4. I am convinced that culture is a two-way street.
5. I am positive that other cultures influence U.S. culture as much as U.S. culture influences them.
6. A lot of people are surprised that the French invented movies.
7. They are surprised that the British invented one of the original fast foods, fish and chips.
8. I am sure that we all benefit from global cultural exchange.

**Exercise 4.2**

**A** page 188

*Answers will vary.*

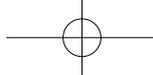
**B** page 188

*Answers will vary.*

**5**

**Editing Task** page 189

Settlers from the east who traveled across the American West in the mid-nineteenth century understood <sup>that</sup> they faced a difficult journey across deserts and mountains. They knew <sup>that</sup> the trip would take years and that some people <sup>would</sup> lose their lives. However, they were optimistic.



Michael T. Simmons was one of those determined travelers. Someone told him to go to the Pacific Northwest for new opportunities. He sold his business to pay for the supplies that he and his family needed. He knew that the area was largely unknown. He also knew that <sup>it</sup> was dangerous. This did not stop him.

When Simmons and his group reached Oregon, he announced that <sup>he</sup> was going to continue north. The Hudson's Bay Trading Company heard the news, and they discouraged him. However, Simmons was certain <sup>was</sup> that the trip going to be successful, and he did not listen. Instead, he continued north as planned. After he arrived, he helped to establish the first settlement in the territory that is now known as Washington State.

Documents show that Simmons built the first mill using water from the Tumwater waterfall for power. For this, he is sometimes called the father of Washington industry.

## Unit 16

### 1

**A** page 190

*Answers will vary; Possible answer:* They faced skepticism and strong public doubt.

**B** page 190

*Possible answers:*

1. People doubted him because he announced he had invented the light bulb before he had a model.
2. He convinced them when he lit up an entire New York neighborhood in 1882.

3. They had little formal education, they had no financial support, and they did not publicize their research.

**C** page 190

1. when he would complete it
2. whether they had financial support
3. if their airplane would fly or not
1. a
2. b

### 2

#### Exercise 2.1

**A** page 193

2. what she invented
3. who she is
4. why she invented it
5. when she invented it
6. where she was living
7. what the cell phone looked like
8. what it was made of

**B** page 194

*Answers will vary.*

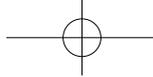
#### Exercise 2.2 page 194

2. Amy wonders where to find a good patent lawyer.
3. I don't know how to find a manufacturer for our product.
4. Binh is wondering who to ask for money for our invention.
5. I'll figure out who to contact for financial advice.
6. I wonder what to charge for our product.

### 3

#### Exercise 3.1 page 196

2. Many people don't know if/whether some robots think like humans.
3. Many people don't know if/whether we can invent a non-polluting fuel.
4. We can't remember if/whether anyone has invented a self-cleaning house.
5. Many people don't know about whether hybrid cars are good for the environment.
6. Scientists haven't figured out if/whether there are other planets humans can live on.



### Exercise 3.2

**A** page 196

*Possible answers:*

- I don't know if/whether it will take a long time to invent it.
- I don't know if/whether I am smart enough to do it by myself.
- I don't know if/whether people really want solar-powered cars.
- I don't know if/whether a solar-powered car will work on cloudy days.
- I don't know if/whether my car is going to be too expensive.

**B** page 197

*Possible answers:*

- I can't decide whether or not to take out a loan from the bank.
- I can't decide whether or not to patent my idea first.
- I can't decide whether or not to see a lawyer.

## 4

**Exercise 4.1** page 198

- what your most famous invention is
- if/whether you can show us an example
- if/whether you studied art in college
- how you became an artist
- what your first invention was

**Exercise 4.2**

**A** page 198

*Answers will vary.*

**B** page 199

*No answers.*

## 5

**Editing Task** page 199

Many inventions make life more convenient, but the Internet is the most essential one today. The Internet is a part of daily life. Although some people worry about <sup>whether</sup> ~~weather~~

this fact is harmful or not, many agree that they do not know what ~~would~~ <sup>would</sup> they do if they could not go online.

First of all, the Internet helps people communicate instantly with family and friends who are far away. In the past, people had to write a letter or pay for a long-distance call to find out how ~~were~~ <sup>were</sup> they doing. While they waited, they worried about whether their loved ones were all right. Now there are many ways to contact people and find out if they are well.

In addition, the Internet helps people find information. If we want to know what ~~is~~ <sup>is</sup> the temperature in Seoul today, we only have to type the question. Also, it is very easy to look for employment, research solutions to a problem, and even find out ~~wether~~ <sup>whether</sup> a movie is playing nearby.

It is too early to tell ~~either~~ <sup>whether</sup> the Internet causes serious long-term problems for society or not. To me, it seems extremely valuable because it connects me to people I care about and to information I need.

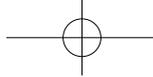
## Unit 17

### 1

**A** page 200

*Answers will vary; Possible answer:* Internal rewards are particularly effective in motivating workers.

**B** page 200



	External Reward	Internal Reward
1	✓	
2		✓
3		✓
4	✓	
5	✓	

**C** page 200

1. said 2. told 3. informed

*Actual words:* 1

You know because quotation marks are used.

## 2

### Exercise 2.1

**A** page 202

*Possible answers:*

- Mike Ditka said, "The ones who want to achieve and win championships motivate themselves."
- Nolan Bushnell said, "The ultimate inspiration is the deadline."
- Dwight D. Eisenhower said, "Motivation is the art of getting people to do what you want them to do because they want to do it."
- Thomas Jefferson said, "I'm a great believer in luck, and I find the harder I work, the more I have of it."
- Fernando Flores said, "Great work is done by people who are not afraid to be great."
- Ralph Waldo Emerson said, "Nothing great was ever achieved without enthusiasm."
- Wayne Gretzky said, "You miss 100 percent of the shots you don't take."
- Lao Tzu said, "The journey of a thousand miles begins with a single step."

**B** page 203

*Answers will vary.*

**C** page 203

*Answers will vary.*

### Exercise 2.2

**A** page 204

- "Do you have guidelines for rewarding employees?" asked Pedro. *OR* "Do you have guidelines for rewarding employees?" Pedro asked.
- Roxana asked, "When should you give the rewards?"
- "What are some ways to motivate employees?" asked Hong. *OR* "What are some ways to motivate employees?" Hong asked.
- Chelsea asked, "Can you give an example of what you mean?"

**B** page 204

*Answers will vary.*

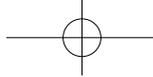
## 3

### Exercise 3.1 page 206

- A student said (that) the class was discussing motivation and personality this week.
- The professor said (that) the class was reading about Abraham H. Maslow's theories on motivation.
- One student said (that) he/she was learning a lot in the class.
- Another student said (that) he/she didn't understand the lectures.
- The teaching assistant said (that) the readings had/have great practical value.

### Exercise 3.2 page 207

- She said (that) the course would rely heavily on participants' own experiences.
- She said (that) students should come to class prepared to discuss their own experiences.
- She said (that) we might occasionally have guest speakers.
- She said (that) the course would include presentations, homework, and weekly quizzes.
- She said (that) there would be three papers and two oral presentations.
- She said (that) participants could substitute an oral presentation for one of the papers.



## 4

### Exercise 4.1 page 208

Possible answers:

2. The manager said (that) the client loves it.
3. Janet said (that) they have always solved those problems in the past.
4. Janet said (that) staff satisfaction has been very important.
5. Rodrigo said (that) tomorrow we/they are going to have a half-day training session on giving constructive feedback.
6. Rodrigo said (that) we/they will all work together, as a team.

### Exercise 4.2

#### A page 209

- |           |                            |
|-----------|----------------------------|
| 2. is     | 5. 's not / isn't / is not |
| 3. enjoys | 6. should; ask             |
| 4. enjoys |                            |

#### B page 209

Answers will vary.

## 5

### Exercise 5.1 page 211

- |              |              |
|--------------|--------------|
| 2. said      | 7. informed  |
| 3. told      | 8. remarked  |
| 4. reminded  | 9. admitted  |
| 5. informed  | 10. reminded |
| 6. explained | 11. remarked |

### Exercise 5.2

#### A page 212

- |                   |                     |
|-------------------|---------------------|
| 2. reminded us    | 7. reported that    |
| 3. suggested that | 8. claimed that     |
| 4. stated that    | 9. informed us that |
| 5. mentioned that | 10. showed that     |
| 6. explained that | 11. explained that  |

#### B page 212

Same as A.

#### C page 212

Answers will vary.

## 6

### Editing Task page 213

One of the highlights of my life happened through an experience at work. It started when my manager announced ~~us~~ some interesting news<sup>to us</sup>. He said, "I am starting a company band." Then he asked, "Who wants to join?" I mentioned<sup>to</sup> him that I had played guitar for many years. He said, "You should definitely try out."

On the day of tryouts, I was a little nervous because everyone played extremely well. After I auditioned, the manager thanked me and explained<sup>to</sup> me that he ~~will~~<sup>would</sup> let me know soon.

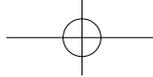
I forgot about it, so I was very surprised when I got a phone call from my manager a few days later. He said, "You can play lead guitar." I said, "Wow! That's great!" After that, the band practiced a few times a week. A few months later, we played at the company party. We were nervous, but we played well. The president of the company spoke to me later and said I ~~have~~<sup>had</sup> a lot of talent. I was embarrassed by his compliment, but I said I ~~am~~<sup>was</sup> proud to play for the company. I will never forget that experience.

## Unit 18

### 1

#### A page 214

Answers will vary.



## B page 214

*Possible answers:*

1. The rules are not to judge other people's ideas, welcome all ideas (even wild ideas), produce a large number of ideas, and look for ways to improve these ideas.
2. Michalko believes that brainwriting may be more productive than brainstorming because people often think of additional ideas as they write. It is better for quieter individuals, and they don't have to express their ideas out loud.
3. According to the writer, anyone can use brainstorming.

## C page 214

1. not to judge
  2. to shout out
- They both use the infinitive.

## 2

### Exercise 2.1 page 216

*Possible answers:*

2. Joanna asked Dr. Martin why creative thinking would be even more important in the future.
3. Joanna asked what techniques had worked to get people to think creatively.
4. Joanna asked how moving promoted creativity.
5. Joanna asked if there were any other ideas like this.
6. Joanna asked if objects and colors stimulated creative thinking.

### Exercise 2.2 page 217

*Possible answers:*

2. He asked her if the session was / had been here.
3. He asked her who her leader was / had been.
4. He asked her what she did / had done with the paper and the markers.
5. He asked her how long she was / had been drawing pictures.
6. He asked her why she (had) watched TV in the office.

### Exercise 2.3 page 218

*Answers will vary.*

## 3

### Exercise 3.1 page 219

2. Then she said not to get into a group with someone you usually work(ed) with.
3. She told us to cut out pictures from magazines that show(ed) our ideal working environment.
4. Dr. Martin said not to criticize our group members' choices.
5. Then she told us to present our picture to the other groups.
6. After that, she said to comment on the other groups' pictures, but not to criticize people's choices.
7. Finally, Dr. Martin said to discuss the emotions that the pictures suggest(ed).

### Exercise 3.2 page 220

2. The husband asked to take a different pencil.
3. The wife asked to use her own pen.
4. The therapist said to write for 15 minutes without stopping.
5. The therapist told the clients not to look at each other's writing during the activity.
6. The therapist said not to talk to each other.
7. The therapist told the clients to be prepared to read their descriptions to each other.
8. The husband asked to have a little more time to write.

### Exercise 3.3

#### A page 220

*Answers will vary.*

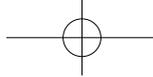
#### B page 221

*Answers will vary.*

## 4

### Editing Task page 221

When my psychology professor asked our class ~~did we want~~ <sup>if wanted</sup> to try brainstorming as part of our next group project, I had no idea that the experience would be so challenging or successful. First, when we started, one of our



members asked many unimportant questions. When the team leader asked her <sup>to ask</sup> ~~that she~~ asks the questions later, that person began complaining. Then the team leader asked the person <sup>if</sup> ~~did she~~ <sup>wanted</sup> ~~want~~ to be the group leader. The rest of us told <sup>her/him</sup> ~~this~~ this was a bad idea, and there was an argument. A different problem arose when we met the second time. The leader asked one student <sup>to take</sup> ~~that he~~ takes electronic notes, but he forgot. As a result, when we met the third time, the leader had to tell <sup>us</sup> ~~the~~ information again. She asked me <sup>to</sup> ~~that~~ I write the notes this time, and I did. Aside from these minor problems, the group generated a lot of ideas and finally came up with a successful proposal for a project. So, if someone asked me <sup>if</sup> ~~do I~~ <sup>wanted</sup> ~~want~~ to work as a group again, I would say yes because even though it is hard to work as a group, the outcome can be better.

## Unit 19

### 1

**A** page 222

*Answers will vary; Possible answer:* English is important to learn because it's becoming a global language.

**B** page 222

*Possible answers:*

1. English is being spoken around the world.
2. People around the world speak English in their jobs, on the Internet, and when traveling.
3. Some disadvantages might include the loss of cultural identity and the creation of

dialects.

**C** page 222

1. b
2. c
3. a

The verbs in B have a form of *be* and are in the past participle form. The verbs in A are in the simple present.

## 2

### Exercise 2.1

**A** page 225

- |               |                                |
|---------------|--------------------------------|
| 2. speak      | 7. Does BR Corporation support |
| 3. use        | 8. offers                      |
| 4. isn't used | 9. Are the courses taught      |
| 5. is needed  | 10. conduct                    |
| 6. expect     |                                |

**B** page 226

*4, 5 and 9 are in the passive.*

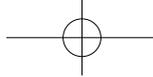
4. No, they don't use English much.
5. Executives who travel need English.
9. Do native English speakers teach the courses?

**C** page 226

2. Yes, English is spoken by most executives at this branch.; necessary
3. I mean, is English used here by lower level employees, too?; necessary
6. Executives/They are expected (by us) to read technical documents in English.; not necessary
7. Is English language learning supported by BR Corporation?; necessary
8. Yes, onsite English courses are offered (by BR Corporation).; not necessary
10. Yes, all of our English classes are conducted by native speakers.; necessary

**Exercise 2.2** page 226

2. is; spoken
3. have been included
4. are offered
5. has been taught
6. is offered
7. has been reported



8. has been estimated / is estimated

### Exercise 2.3

**A** page 227

2. *The ancient Romans spoke Latin.*; Latin was spoken by the ancient Romans.
3. *Ancient Roman authors wrote many important manuscripts.*; Many important manuscripts were written by ancient Roman authors.
4. *For many centuries, the Romans conquered neighboring nations.*; For many centuries, neighboring nations were conquered by the Romans. *OR* Neighboring nations were conquered by the Romans for many centuries.
5. *These conquered groups spoke versions of Latin.*; Versions of Latin were spoken by these conquered groups.
6. *Conquered people from Britain to Africa used Latin.*; Latin was used by conquered people from Britain to Africa.
7. *People were still speaking Latin after the Roman Empire fell.*; Latin was still being spoken (by people) after the Roman Empire fell. *OR* After the Roman Empire fell, Latin was still being spoken (by people).
8. *Scholars and scientists were using Latin until the eighteenth century.*; Latin was being used by scholars and scientists until the eighteenth century. *OR* Until the eighteenth century, Latin was still being used by scholars and scientists.

**B** page 227

7. Latin was still being spoken after the Roman Empire fell. *OR* After the Roman Empire fell, Latin was still being spoken.

## 3

**Exercise 3.1** page 229

2. *People don't use Latin for everyday communication today.*; Latin isn't used for everyday communication today.
3. *Some languages die.*; X
4. *This occurred with Dalmatian.*; X
5. *People spoke Dalmatian in Croatia.*; Dalmatian was spoken in Croatia.

6. *Dalmatian speakers lived in coastal towns of Croatia.*; X
7. *Groups in different regions developed dialects of Dalmatian.*; Dialects of Dalmatian were developed (in different regions).
8. *Native speakers didn't record the grammar of Dalmatian.*; The grammar of Dalmatian wasn't recorded.

### Exercise 3.2

**A** page 229

*Answers will vary.*

**B** page 229

*No answers.*

### Exercise 3.3

**A–B** page 230

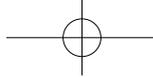
1. The first book about Esperanto was published by a company in 1887.
2. Esperanto was invented by L. L. Zamenhof.
3. Esperanto was created by its inventors to be a very easy language to learn.
4. The grammar was designed by Zamenhof to be simple and clear.
5. It is spoken by about 10,000 people.
6. It is being used by people in about 115 countries.
7. It has not been recognized as an official language by any country.
8. The language is used by some international travelers.

## 4

### Exercise 4.1

**A** page 231

2. were given an essay-writing assignment
3. was taught essay-writing techniques only
4. were taught both essay-writing techniques and grammar
5. were read by a group of judges
6. were put into the folder
7. were rated from 1 to 5 (, with 5 being the best)
8. were given ratings of 2 or 3
9. are included in the same course



**B** page 231

Same as **A**.

**Exercise 4.2** page 231

- The importance of preserving the Native American languages was recognized.
- Data on the use of the Ojibwe and Dakota languages was collected.
- In Minnesota, the Ojibwe and Dakota languages were no longer spoken *OR* The Ojibwe and Dakota languages were no longer spoken in Minnesota.
- A strategy was developed to teach the Ojibwe and Dakota languages in schools *OR* A strategy to teach the Ojibwe and Dakota languages in schools was developed.
- Teacher-training programs are being developed.
- In 2011, software for teaching the Ojibwe language was released *OR* Software for teaching the Ojibwe language was released in 2011.
- Native Americans' cultural identities will be strengthened.

**Exercise 4.3** page 232

*Possible answers:*

- Some material from the Internet was copied in the essay.
- Last night, the school's email system was broken into.
- The paper was not edited carefully.

**5**

**Editing Task** page 233

Even good writers will tell you that English spelling has ~~been~~ confused them at one time or another. The same sound <sup>is</sup> spelled many different ways. For example, the words *lazy* and *busy* are <sup>pronounced</sup> ~~pronouncing~~ with a /z/ sound, but they are not consistent in their spelling because of strange rules that are ~~being~~ related to the vowels. Why <sup>is</sup> English ~~is~~ written this way?

English is an ancient language that contains old spelling rules. Also, other languages have ~~been~~ contributed many words to English.

Some experts who <sup>have studied / have been studying</sup> ~~have been studied~~ the English language for years would like to see English spelling simplified. They ask important questions: Why <sup>is</sup> ~~so~~ much time is wasted on spelling lessons? Why is literacy lower in English-speaking countries than in countries with simplified spelling? They point to the fact that many other languages <sup>were</sup> ~~simplified~~ successfully. They suggest that in places such as Sweden, France, and Indonesia, changes to the written form have helped make learning to read easier.

**Unit 20**

**1**

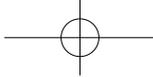
**A** page 234

*Answers will vary; Possible answer:* Some genetically modified foods are sweet corn and soybeans.

**B** page 234

*Possible answers:*

- Genetically modified foods are foods which come from plants that have been changed in a laboratory.
- Some advantages of genetically modified foods are that they can resist insects, resist powerful weed-killing chemicals, and produce more food in a shorter time.
- Some concerns about genetically modified foods are that they haven't been tested adequately for safety, their use has caused weeds to no longer be affected by weed killer, and they won't solve world hunger because world hunger is due to unequal food distribution.



### C page 234

1. should be designed
2. will not be solved
3. should; be taken

The verb *be* comes after the modals in passive verb forms.

## 2

### Exercise 2.1 page 236

2. will be discussed
3. are going to be addressed
4. are going to be debated
5. are going to be promoted
6. be improved
7. will not be solved
8. will not be increased
9. will be presented
10. will be addressed
11. will be demonstrated

### Exercise 2.2

#### A page 237

*Possible answers:*

2. Air pollution can be caused by pesticides.
3. In the United States, pesticides can be found (by scientists) in many streams.
4. Some farm animals may have been harmed by pesticides.
5. Meat from farm animals may have been affected by pesticides.
6. Fish could be affected by pesticides in water.
7. In some cases, humans can be affected by pesticides.

#### B page 238

*Same as A.*

### Exercise 2.3 page 238

2. The package must not be opened.
3. The product must not be consumed.
4. The product can be returned for a refund.
5. Questions about the product you bought may be asked (by store management).
6. A similar product might be offered to you (by store management).

### Exercise 2.4 page 239

*Answers will vary.*

## 3

### Exercise 3.1 page 240

2. Our lettuce got contaminated
3. Did the lettuce get recalled by the FDA
4. it got recalled
5. our produce gets picked
6. It also gets packed
7. It sometimes gets mishandled
8. the workers got distracted
9. Doesn't your produce get checked
10. it doesn't get inspected

### Exercise 3.2

#### A page 241

*Answers will vary.*

#### B page 241

*Answers will vary.*

## 4

### Exercise 4.1 page 243

2. being
3. being
4. to be
5. to be
6. being

### Exercise 4.2

#### A page 243

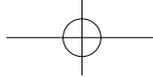
2. to be sold
3. to be told
4. being; informed
5. being fooled
6. being poisoned
7. to be fooled
8. to be used
9. being confused

#### B page 244

*Answers will vary.*

#### C page 245

*No answers.*



## 5

### Editing Task page 245

It is certain that many advances in technology will be <sup>made</sup> ~~make~~ in the twenty-first century. Although many of these advances will improve our future, others may do as much harm as good. GM foods are one example. Currently, many new foods are <sup>being created</sup> ~~creating~~ by scientists. For instance, many people suffer from food allergies. Certain GM foods may help avoid this problem; the food's DNA has been <sup>changed</sup> ~~change~~ so that the food no longer causes allergic reactions. Also, one day, the world's growing population may be <sup>fed</sup> ~~feed~~ with GM foods that grow quickly. This will make it possible for more food to be <sup>produced</sup> ~~produce~~. These new foods can be <sup>used</sup> ~~use~~ to feed more people. However, GM foods have another side. Because these foods have not existed very long, scientists do not know all their effects. For example, some people fear that cancer can <sup>be caused</sup> ~~cause~~ by GM foods. This is especially troubling because GM foods might not <sup>be marked</sup> ~~mark~~ as such, so consumers may not know what they are buying. When they develop new foods, scientists should be aware of the concerns that consumers have. In my view, we should be careful with any new technology.

## Unit 21

### 1

#### A page 246

*Possible answers:* Some alternative sources of energy are wind, sun, and water.; *Answers will vary.*

#### B page 246

*Possible answers:*

- Some ways that people can make energy are by using special exercise equipment which can convert human energy into electricity and by walking on special surfaces to generate energy.
- "People power" helps the environment because it is a sustainable energy source, and it reduces carbon dioxide output.
- Some problems with people power are that it doesn't produce a lot of energy and the development of the technology is moving slowly.

#### C page 246

- Professional athletes, whose exercise routines can last for several hours, could help power a house!
- This heat, which is sent to a nearby building, cuts the energy bill by 25 percent.
- However, people who support green energy are confident that this technology will catch on in the near future.

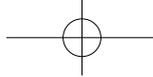
- noun
- verb
- verb

### 2

#### Exercise 2.1

##### A page 249

- |                   |                      |
|-------------------|----------------------|
| 2. which connects | 6. who runs          |
| 3. which keeps    | 7. which saves       |
| 4. which powers   | 8. which illustrates |
| 5. which use      | 9. which provides    |



10. who take

**B** page 249

Same as **A**.

### Exercise 2.2

**A** page 250

2. that doesn't/does not disappear
3. who/that study
4. who/that puts
5. who/that designs

**B** page 250

2. someone who/that works to protect the environment
3. people who/that are part of a political group focused on good environmental policy
4. chemicals which/that trap heat in the atmosphere
5. a vehicle which/that uses two sources of power to run
6. a type of energy which/that uses the sun as its source
7. a type of energy which/that comes from human exercise
8. structures which/that don't/do not have a large negative impact on the environment.

### Exercise 2.3

**A–B** pages 250–251

2. GreenGo developed a technology which/that turns exercise machines into power generators.
3. GreenGo builds machines like exercise bikes which/that let exercisers generate electricity from their workouts.
4. The electricity connects to a power grid which/that covers a large geographic area.
5. Sachiko Hanley is the woman who/that invented this technology.

6. Many GreenGo clients are colleges and other institutions which/that have on-site gyms.

7. GreenGo provides an energy source which/that is good for the environment.

8. "We are proud to do work with institutions which/that have the same environmental goals that we do."

## 3

### Exercise 3.1

**A** page 253

As the environment changes, hurricanes and other severe storms have become a serious problem in the United States and Latin America. Hurricanes, which primarily attack southern and southeastern parts of the United States, have been increasing in severity. The hurricane that did the most damage in recent history was Hurricane Katrina. Since then, a great number of Americans, including many celebrities, have helped the people of New Orleans rebuild their homes.

The celebrity who is best known for building homes in New Orleans is Brad Pitt. Pitt, who created a foundation called Make It Right, helps build new "green" homes in New Orleans. The goals of this foundation are admirable. Make It Right volunteers, who work for free, want to build 150 new green homes in the Lower 9th Ward.

The foundation is not simply providing



new homes. Make It Right homes have many features which are environmentally sound. For example, Make It Right homes have metal roofs which absorb heat and keep them cool. It is possible that Make It Right homes will inspire new home builders not only in New Orleans but around the world as well.

**B** page 253

*Answers will vary.*

**Exercise 3.2** page 253

- The Turning Torso building, which is located in Malmö, Sweden, uses only renewable energy.
- The Turning Torso building, which is the tallest building in Sweden, was inspired by a sculpture of a twisting human being.
- The Burj al-Taqa, which will be in Dubai, will be a wind- and solar-powered green skyscraper.
- Eckhard Gerber, who designed the Burj al-Taqa, has also designed a green building in Riyadh.
- Architect Eric Corey Freed, who has written several books on building green structures, believes that people will pay more for green buildings.

**4**

**Exercise 4.1**

**A** page 255

Meet Charles Greenwood, the inventor of a new type of car. Greenwood, ① whose human-powered car can go up to 60 miles per hour, is an engineer. This inventor, ② whose dream is to sell the cars to the public, has also started a business to manufacture it. A car ③ whose power source is human energy is obviously good for the environment. How does it work? The car, ④ whose main power source is human-operated hand cranks, also runs with a battery. It's not expensive, either. The car – the HumanCar Imagine PS

– will sell for about \$15,000. A hybrid car ⑤ whose selling price will only be about \$15,000 should be very popular with energy-conscious consumers.

There are other benefits to a human-powered car. A car ⑥ whose power source is human energy might also help drivers stay fit. In addition, owners expect to save money operating the HumanCar. The HumanCar, ⑦ whose main source of power is human-operated hand cranks, gets the equivalent of 100 miles to the gallon of gas in a regular car.

**B** page 256

- nonidentifying
- nonidentifying
- identifying
- nonidentifying
- identifying
- identifying
- nonidentifying

**Exercise 4.2** page 256

- |          |              |
|----------|--------------|
| 2. whose | 7. that      |
| 3. that  | 8. whose     |
| 4. that  | 9. that      |
| 5. whose | 10. who/that |
| 6. whose |              |

**Exercise 4.3** page 256

*Answers will vary.*

**5**

**Editing Task** page 257

People think renewable energy only comes from water, wind, or the sun, but there is another renewable energy source: biofuels. Biofuels are <sup>which/that</sup> fuels ~~who~~ are derived from oils in plants. Farmers <sup>whose</sup> ~~who~~'s fields were once planted with food crops can now grow energy on their land. The most commonly used example of this is ethanol, a biofuel <sup>which/that</sup> ~~who~~ is usually made from corn and added to gasoline. However,



ethanol has been criticized. Some critics say that the world, <sup>whose</sup> ~~who's~~ population continues to grow, needs all of its corn for food production. Others have argued that it takes too much energy to produce corn ethanol. Recently, scientists <sup>who/that</sup> ~~which~~ do biofuels research have been working to overcome these problems. For example, some scientists have produced a genetically modified tobacco that ~~it~~ contains more oil than usual. Other scientists have produced genetically modified tobacco plants that ~~they~~ produce a lot of oil. This oil can be made into ethanol. In fact, some scientists have produced ethanol from inedible grass that ~~it~~ grows in the wild. The scientists <sup>who/that</sup> ~~which~~ made these inventions hope that biofuels will become an important part of our renewable energy future.

## Unit 22

### 1

**A** page 258

*Answers will vary; Possible answers:* Some modern techniques are fiber matching, scent dogs, fingerprinting, and face recognition.

**B** page 258

*Possible answers:*

1. Some types of forensic evidence are dust, hair, and fibers.
2. One way that police can identify someone is through their fingerprints / through face recognition software.
3. Fiber matching can only match certain types of cloth, and scent dogs don't have strict training standards.

**C** page 258

1. b
  2. c
  3. a
- They function as objects.

### 2

**Exercise 2.1** page 261

- |                   |                   |
|-------------------|-------------------|
| 2. which; analyze | 5. which; utilize |
| 3. who; suspect   | 6. who; admits    |
| 4. which; have    | 7. which; uses    |

**Exercise 2.2** page 261

2. It's a hand-held device which/that officers bring to the crime scene.
3. It helps the police to analyze data which/that they find at the scene.
4. The device has privacy issues which/that some people are concerned about.
5. Well, the DNA which/that the device collected might get the person in trouble.
6. For example, many people have health issues which/that they want to keep private.

**Exercise 2.3**

**A** page 262

2. whom the police sent to the crime scene made their report
3. that the police recovered have been returned to their owner
4. whose home burglars invaded has not been identified
5. have visited the house which the thief broke into yesterday
6. that a car hit last night is in good condition

**B** page 262

1. X
2. The detectives the police sent to the crime scene made their report.
3. Several stolen items the police recovered have been returned to their owner.
4. X
5. Detectives have visited the house the thief broke into yesterday.
6. The man a car hit last night is in good condition.



### 3

#### Exercise 3.1 page 263

Forensic science, which many of you know about from popular TV shows, has become a popular career. Forensic science courses, which many colleges are offering today, prepare students for careers in crime scene investigation. The University of Central Florida (UCF), which I attended, has a forensic science program. Your area of specialization, which you choose during your time here, depends on your interests and skills. The area that I chose was forensic biochemistry because I wanted to study odontology. Forensic odontology, which the police use to analyze teeth, is challenging and fascinating. Forensic analysis, which focuses on chemistry and analysis of different kinds of evidence, is also available. Introduction to Forensic Science, which you take after other preliminary courses, will help you decide on the area of specialty. I wish you all the best of luck!

#### Exercise 3.2 page 264

2. , which CBS first showed in 2003, became a hit in 2011.
3. , which the entertainment industry has awarded several awards, has been on the air for many years.
4. , which over 22 million people watched in season 10, is shown in Australia, New Zealand, Canada, the UK, and Poland.
5. , which CBS records first released in 2009, is the show's theme tune.
6. , which CBS released in 2010, was popular.

### 4

#### Exercise 4.1

##### A page 266

- |               |               |
|---------------|---------------|
| 2. which; on  | 5. that; with |
| 3. from which | 6. which; in  |
| 4. who; with  |               |

##### B page 266

Same as A.

#### Exercise 4.2

##### A page 266

2. which/that/Ø the broken furniture was lying on
3. who/whom/that/Ø I spoke to
4. which/that/Ø the crime took place in
5. which/that/Ø the criminal entered through
6. which/that/Ø I sent the evidence to

##### B page 266

2. I found fibers on the floor on which the broken furniture was lying.
3. The neighbors to whom I spoke said they heard nothing.
4. The house in which the crime took place was unlocked.
5. There were fingerprints on the door through which the criminal entered.
6. The lab to which I sent the evidence matched the fingerprints immediately.

### 5

#### Editing Task page 267

A victim who police have taken her to the police station gives testimony. She looks at a man in a police lineup and says, "That's the ~~who/whom/that/Ø~~ person ~~which~~ I saw in my car." During the trial, the woman gives her testimony in front of the jury, and the jury makes a decision. Soon, the man goes to jail. However, it is possible the woman whose testimony was used is wrong. Researchers now claim that the eyewitness ~~that/which/Ø~~ stories ~~what~~ courts often rely on are not always reliable.

Psychologists have conducted experiments ~~that/which~~ ~~who~~ revealed some surprising results. They played a crime-scene video for participants and then asked the participants to remember details. Results showed that participants often described events/~~which~~ they knew nothing about and had not seen in the video. Similarly,



*who/whom/that/Ø*  
the suspect ~~what~~ participants chose out of a police lineup was rarely the actual criminal.

Psychologists who courts have hired ~~them~~ have testified that eyewitness testimony is not as accurate as was once assumed. As such, psychologists have developed new rules to guide the use of eyewitness testimony.

## Unit 23

### 1

**A** page 268

*Answers will vary.*

**B** page 268

*Possible answers:*

1. Generation Z are people born between 1995 and 2012.
2. Gen Zers are so hard-working and entrepreneurial because of the way they were raised.
3. Gen Z is so comfortable with technology because they were raised in the era of YouTube, social media, and smartphones.

**C** page 268

1. who is      2. who work
- The new clauses are subject relative clauses.

### 2

**Exercise 2.1** page 271

- |          |          |
|----------|----------|
| 2. which | 5. where |
| 3. in    | 6. when  |
| 4. when  | 7. Ø     |

**Exercise 2.2**

**A** page 271

2. b    3. a    4. b

**B** page 272

- |             |                 |
|-------------|-----------------|
| 2. when     | 5. where        |
| 3. where    | 6. during which |
| 4. in which | 7. in which     |

**C** page 272

*Same as B.*

**Exercise 2.3** page 273

*Possible answers:*

2. The year 1963 is the year when / in which / during which President Kennedy died.
3. The year 1975 is the year when / in which / during which the Vietnam War ended.
4. The years 1965–1981 are the years when / in which / during which the Gen Xers were born.
5. The year 1989 is the year when / in which / during which the Berlin Wall fell.
6. The years 1980–2000 are the years when / in which / during which the Millennials were born.
7. The year 2007 is the year when / in which / during which the Great Recession began.

### 3

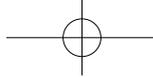
**Exercise 3.1**

**A** page 275

2.
3.
4.
5.
6.
7.
8.
9.

**B** page 276

2. X
3. Gen Zers in the workforce tend to be independent and hard-working.
4. Generation X, another large group in the workforce, does not tend to equate age with respect.
5. Baby Boomers, loyal employees, have started to retire from their jobs.
6. Millennials, hurt by the recession, still tend to be optimistic.
7. Baby Boomers graduating from college in the 1960s lived in prosperous times.



8. Most Millennials not attending school say they intend to go back.
9. Many Gen Zers in the office also have side jobs.

**C** page 276

*Possible answers:*

2. Can't be reduced because it's an object relative clause
3. prepositional phrase
4. appositive
5. appositive
6. participle phrase
7. participle phrase
8. participle phrase
9. prepositional phrase

**Exercise 3.2** page 277

2. who are good with technology; People good with technology have an advantage here.
3. who are familiar with social media; Workers familiar with social media will be able to use these skills here.
4. who are good at multitasking; Employees good at multitasking will enjoy our fast-paced environment.
5. who are high in self-esteem; Employees high in self-esteem do well here.
6. who are interested in advancement; People interested in advancement will find it here.
7. who are in our training programs; Employees in our training programs appreciate learning new skills.
8. who are accustomed to a dynamic environment; People accustomed to a dynamic environment will be happy here.

**Exercise 3.3** page 278

2. X
3. Even confident Gen Zers appreciate feedback.
4. Gen Zers appreciate flexible work schedules.
5. X
6. It's important to provide challenges for successful Gen Zers.
7. Managers must not underestimate self-educated Gen Zers.
8. Millennial managers might expect Gen

Zers to work 9 to 5.

9. Gen Z employees sometimes need less direction than older workers.
10. Unemployed Gen Zers don't always have a lot of experience in job interviews.

**Exercise 3.4** page 278

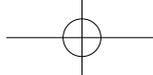
*Answers will vary.*

## 4

**Editing Task** page 279

There was a time ~~in~~ when my mother always complained about my use of technology. She did not understand why I had to constantly text friends and go online. My mother, ~~is~~ a digital immigrant, grew up without a lot of tech gadgets. As a result, she is uncomfortable using technology at the office where <sup>she</sup> works. On the other hand, my brothers and I, ~~are~~ all digital natives, are happy to use technology all the time.

Digital natives, ~~are~~ lifelong technology users, use mobile devices instinctively. These people do not remember a time ~~in~~ when they were not connected to the Internet. In fact, they find it annoying when they go to places where <sup>they</sup> cannot connect to the Internet. Digital immigrants, in contrast, remember a time ~~in~~ when there was no Internet. As a result, some of them see the Internet as useful but not essential. In addition, digital immigrants sometimes find it difficult to figure out how to use technology. For example, when my mother first began uploading information, she had to call someone for help. Lately,



however, my mother has found a social media site where <sup>she</sup> often goes in her free time to stay in touch with friends and family members.

## Unit 24

### 1

**A** page 280

*Answers will vary; Possible answer:* The writer thinks that people tend to only read media that reflect their own views, which reinforces a biased view of issues.

**B** page 280

*Possible answers:*

1. Some political analysts claim that Americans tend to read, watch, and listen to the news media that reflect their own views.
2. One example of this is when people who support the president's policies also choose to read online news pages with a similar view. These websites likely explain how the crisis was caused by politicians from the opposing party. So these people might be convinced that the crisis was the fault of the opposing party.
3. People might become even more isolated in their beliefs in the future because links in blogs and web pages will connect people with information that supports only their views.

**C** page 280

1. present situation
2. future situation

### 2

**Exercise 2.1** page 283

"When I am (1) in the car, I listen (2) to the radio. My husband watches (3) the comedy news shows if he stays (4) up late." – Alexa, 28, office manager.  
"If a friend texts (5) me about something interesting, I generally check (6) out other

websites to find out more information." – Su Ho, 32, engineer.

**Exercise 2.2** page 283

2. I hear about a good story, I try to go beyond the basic facts
3. I feel like I'm getting emotionally involved in a story, I drop it
4. Many people talk about it; a story is important
5. I move quickly; my editor calls and tells me to investigate a story

**Exercise 2.3**

**A** page 284

2. If a newspaper prints sensational headlines, then it probably isn't/is not accurate.
3. If a newspaper prints an important story in the back of the newspaper, then it probably isn't/is not balanced.
4. If a magazine prints an unflattering photo of a politician, then it's/it is probably biased.
5. If a reporter uses words with negative connotations instead of neutral terms, then he/she probably isn't/is not fair.

**B** page 285

*Answers will vary.*

**Exercise 2.4**

**A** page 285

*Answers will vary.*

**B** page 285

*Answers will vary.*

### 3

**Exercise 3.1** page 286

2. You will be a better critical thinker if you listen to opposing viewpoints.
3. You will become a more informed voter if you understand the issues.
4. You will make better choices in future elections if you learn about the candidates' voting records.
5. If a person learns about economics, he will make wiser financial decisions.



6. If people get the news from several sources, they will have a more complete picture of an issue.

### Exercise 3.2

**A** page 287

*Possible answers:*

2. If we stop home deliveries, we'll lose money.
3. If we charge for online access, we'll increase revenue.
4. If we don't find new advertisers, we won't make more money.
5. If we put more articles online, we'll attract new readers.

**B** page 287

2. a     5. b
3. a     6. a
4. b

### Exercise 3.3 page 288

*Answers will vary.*

## 4

### Exercise 4.1 page 289

2. you should do it today
3. ought to volunteer
4. can tutor children
5. you have to watch the news
6. they might influence the outcome
7. you could change things
8. shouldn't/should not complain

### Exercise 4.2 page 289

*Answers will vary.*

### Exercise 4.3

**A** page 290

Action	Do	Don't
2	✓	
3	✓	
4		✓
5		✓
6		✓

**B** page 290

2. want; visit
3. want; must; visit
4. Do not rely on; want
5. Don't pay; want
6. don't let; want

## 5

### Editing Task page 291

If incoming students want to learn what this college is like, where <sup>should</sup> they ~~should~~ look? If they visit the college website, <sup>v</sup>they can learn about sports and campus events. However, incoming freshmen might want a more personal perspective. They may not have the time to attend lectures and other events, or they may want some anonymity. I have decided to start a blog that provides an alternative source of information and help.

<sup>if</sup> ~~When~~ I want the blog to be successful at helping students, I will need to provide practical suggestions. For example, one concern may be, "If I want to meet people with similar interests, what <sup>can</sup> I ~~can~~ do?" I will tell that person places where he or she can post requests on the school website and how to write his or her requests. I will also include ways to safely respond to queries.

In addition, if a student <sup>has</sup> ~~will have~~ a problem with a teacher, I will write about it in my blog and provide possible ways to solve it. If people want to add advice, how <sup>can</sup> they ~~can~~ do so? They can share advice by commenting. If professors



want to comment, they can, too.

I will not try to write like a journalist and give a lot of facts. If students ~~will~~ want facts, they can go to the college website. In contrast, I will give them personal advice that will help them with everyday problems. If students want real answers to their problems,<sup>y</sup>they should try my blog.

## Unit 25

### 1

**A** page 292

*Answers will vary; Possible answer:* One positive effect of Hurricane Katrina is that it provided a fresh start to rebuild the city's schools.

**B** page 292

*Possible answers:*

1. It killed over 1,800 people and caused over \$75 billion in damages.
2. He hired top teachers, modernized classrooms, and started several charter schools.
3. Charter schools are independently run public schools.

**C** page 292

1. If they found a strong school superintendent, they could hope for real change.
2. If you had been a public school student in New Orleans prior to 2005, you would have had little hope for the future of your education.
3. Vallas knew that if state exam scores improved, the charter schools would be considered a success.
4. If Katrina hadn't happened, the school might have been closed down.

The situations are imaginary.

## 2

**Exercise 2.1** page 295

3. we might need earthquake insurance
4. If there weren't/were not a tsunami warning *OR* If there wasn't/was not a tsunami warning
5. we would be prepared for an earthquake
6. If there weren't/were not a tornado warning *OR* If there wasn't/was not a tornado warning
7. we might not have to leave the building
8. If everyone weren't/were not worrying about the storm

**Exercise 2.2** page 296

2. could build; would be
3. couldn't/could not build; would suffer
4. could avoid; wouldn't/would not get
5. could improve; would be

**Exercise 2.3**

**A** page 297

*Answers will vary.*

**B** page 297

*Answers will vary.*

**Exercise 2.4**

**A** page 297

2. If I were you, I'd/I would get earthquake insurance.
3. If I were you, I'd/I would not go to work. *OR* If I were you, I'd/I would stay indoors.
4. If I were you, I'd/I would stay indoors. *OR* If I were you, I'd/I would not go to work.
5. If I were you, I'd/I would leave immediately. *OR* If I were you, I'd/I would leave the building.
6. If I were you, I'd/I would leave the building. *OR* If I were you, I'd/I would leave immediately.

**B** page 297

*No answers.*

### 3

#### Exercise 3.1 page 299

3. would have survived
4. hadn't/had not exploded
5. hadn't/had not covered
6. wouldn't/would not have been preserved
7. would have stayed
8. hadn't/had not changed
9. hadn't/had not been
10. wouldn't/would not have known

#### Exercise 3.2

##### A page 300

Answers will vary.

##### B page 300

- |      |      |
|------|------|
| 2. F | 5. T |
| 3. F | 6. T |
| 4. T | 7. F |

##### C page 300

Same as A.

##### D page 300

2. could/might have hit
3. would have survived
4. could/might have affected
5. wouldn't/would not have done
6. wouldn't/would not have seen
7. wouldn't/would not have learned

### 4

#### Exercise 4.1 page 302

2. wish (that) we had enough bottled water
3. wishes (that) the roof wasn't/was not leaking
4. wishes (that) we weren't/were not running out of batteries
5. wishes (that) the electricity worked
6. wishes (that) the Internet was/were working
7. wish (that) the furniture wasn't/weren't/was not/were not going to be ruined
8. wish (that) we could go to a hotel

#### Exercise 4.2 page 302

Possible answers:

2. I wish (that) they hadn't/had not closed the beach. / I wish (that) they had let people in to clean it up.
3. I wish (that) a flood hadn't destroyed the city. / I wish (that) there had been records of what life had been like there.
4. I wish (that) a hurricane hadn't destroyed my high school. / I wish (that) we had been able to attend graduation.

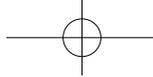
### 5

#### Editing Task page 303

If Hurricane Ike <sup>had</sup> ~~did~~ not come, we would have had an easier time. If the storm <sup>had</sup> missed us, we would not have lived without electricity for two weeks. We would have been able to go to work and school. Our trees would look a lot better <sup>they</sup> if <sup>had</sup> had not been destroyed by the strong winds. For these reasons, some people wish that Hurricane Ike <sup>had</sup> never happened. However, I do not. If the storm <sup>had</sup> ~~did~~ not come to Houston, we would not have learned many valuable lessons.

First, we learned about our neighbors. We all came together to help each other before and after the storm. If I <sup>had lived</sup> ~~live~~ in a different place, maybe I would not have gotten to know my neighbors in this way. Second, we learned good emergency survival skills. If we had not learned to board our houses, <sup>they</sup> might have been damaged. If another storm <sup>came</sup> ~~comes~~ today, my house would be safe.

Sometimes I wish that my family <sup>hadn't/had not moved</sup> ~~did not move~~



to this city. However, I do not feel this way because of the hurricanes. The hurricanes have made our community stronger.

## Unit 26

### 1

**A** page 304

*Answers will vary; Possible answer:* To make customers happy, fast-food businesses serve both food from their U.S. menus and food adapted to the tastes and customs of local cultures.

**B** page 304

*Possible answers:*

1. To succeed globally, Dunkin' Donuts thinks globally but acts locally.
2. To attract vegetarians in India, McDonald's offers only vegetarian burgers and prepares non-vegetarian meals separately.
3. The United States is affected by the globalization of fast food because fast-food restaurants from other countries have spread globally into the United States.

**C** page 304

1. but; b
2. not only; but also; b
3. and; a

### 2

**Exercise 2.1** page 307

*Possible answers:*

2. Starbucks operates in Asia, Europe, and Latin America.
3. The U.S. branch doesn't have vegetarian burgers or lamb burgers.
4. Would you prefer to try something unusual or familiar?
5. Vegans don't eat eggs, cheese, or yogurt.
6. The food is cheap but very healthy.
7. The coffee is expensive but very popular.

### Exercise 2.2

**A** page 308

- |                       |                       |
|-----------------------|-----------------------|
| 2. either; or         | 6. either; or         |
| 3. neither; nor       | 7. Both; and          |
| 4. Not only; but also | 8. not only; but also |
| 5. Neither; nor       |                       |

**B** page 309

*Answers will vary.*

**Exercise 2.3** page 309

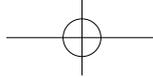
*Possible answers:*

2. Tea is both inexpensive and very popular in Egypt.
3. You can use either your own mug or a store cup at coffee shops in the U.K.
4. Not only donuts but also muffins are available in the United States.
5. Not only recycling but also reusing cups is encouraged in China.
6. Generally, neither forks nor knives are available in Chinese restaurants.
7. Neither hot dogs nor pizza is typically eaten for lunch in the Dominican Republic.

### 3

**Exercise 3.1** page 311

2. First, they studied the new market, and they even sent anthropologists to study U.S. eating and shopping habits.
3. They opened stores in wealthy neighborhoods, and they also opened some in low-income neighborhoods.
4. The trend in the United States is toward "big box" stores, but FoodCo decided to open small, convenience-type stores.
5. Convenience stores in the United States usually do not sell fresh produce, but FoodCo has changed the definition of *convenience store* with its new stores.
6. FoodCo has positioned itself as a healthy convenience store, and it provides high-quality groceries and produce at reasonable prices.
7. Customers can use FoodCo's shops to pick up last-minute items, or they can do their weekly shopping there.



8. Now shoppers in low-income neighborhoods have a choice. They can buy junk food at a convenience store, **or** they can buy healthy products at a FoodCo shop.

**Exercise 3.2** page 312

2. , yet                    6. , so  
3. , yet                    7. , so  
4. , so                    8. , yet  
5. , yet

**Exercise 3.3** page 313

2. I have eaten tacos in China and ordered kimchi in France.  
3. You might get an authentic dish abroad or find a local version of it.  
4. I often find international dishes abroad, but they are usually adapted to local tastes.  
5. Beef isn't eaten in some countries, so a fast-food chain might sell lamb burgers.  
6. I travel constantly, yet I never miss food from home.

**Exercise 3.4** page 313

Answers will vary.

**4**

**Exercise 4.1** page 315

2. Some U.S. food companies are successful in India, but some (U.S. food companies) aren't.  
3. Beef isn't popular in India, and neither is pork.; Beef isn't popular in India, and pork isn't, either.  
4. McDonald's adapts its menu to local tastes, and so does Pizza Hut.; McDonald's adapts its menu to local tastes, and Pizza Hut does, too.  
5. Pizza Hut doesn't serve meat in some regions, and neither does McDonald's.; Pizza Hut doesn't serve meat in some regions, and McDonald's doesn't, either.

**Exercise 4.2**

**A** page 316

2. e                    4. a  
3. d                    5. c

**B** page 316

2. F  
3. T  
4. F

**C** page 316

2. but eel hasn't  
3. and sea urchin didn't, either  
4. and so have cold noodles  
5. and our other restaurants can't, either  
6. and the other branches will, too  
7. and most other Asian restaurants won't, either  
8. and the cake has, too

**5**

**Editing Task** page 317

My roommate and I come from different cultures, so ~~either~~ <sup>both</sup> our eating habits and food preferences differ. Fortunately, we have some food preferences in common. I do not eat junk food, and he does not, ~~too~~ <sup>either</sup>. There are no cookies ~~and~~ <sup>or</sup> other desserts in our house. Instead, we have ~~either~~ <sup>both</sup> fresh fruits and nuts for snacks.

However, we have some differences. I eat ~~either~~ <sup>both</sup> rice and pasta every day. My roommate, however, thinks meals with rice/and dishes with pasta will make him gain weight, so he does not want to eat them often. Likewise, I do not like to eat a lot of meat ~~and~~ <sup>or</sup> dairy products because I believe they are not healthy. Fortunately, I do not complain about his tastes, and he does not complain about mine, ~~too~~ <sup>either</sup>. When we cook, we try to make food that represents ~~either~~ <sup>both</sup> his culture and mine.



## Unit 27

### 1

**A** page 318

*Answers will vary; Possible answer:* Shopping is an addiction when someone is unable to control spending.

**B** page 318

*Possible answers:*

1. Shopping addictions aren't considered a serious problem by most people because shopping is viewed as an amusing addiction.
2. Shopping addiction can lead to feelings of depression or guilt after a shopping trip. Also, shopaholics might have financial problems. Shopping addiction can also lead to lies which may destroy families.
3. Shopaholics can treat their problem by admitting they have a problem and getting help or by taking a friend with them when they go shopping.

**C** page 318

1. Even though; a
2. Because; b
3. Even though; a

### 2

**Exercise 2.1** page 321

2. Many people feel that it is patriotic to shop because some politicians say that it is good for the economy.
3. Even though we may not need items, we sometimes want what others have.
4. Although shopping addiction seems to be a recent problem, it has almost certainly existed for centuries.
5. While addicts may shop to escape negative feelings, normal people shop to buy things they need. *OR* Addicts may shop to escape negative feelings, while normal people shop to buy things they need.
6. While normal shoppers use the items they buy, compulsive shoppers often do not use them. *OR* Normal shoppers use the items they buy, while compulsive shoppers often

do not use them.

### Exercise 2.2

**A** page 322

2. Because my insurance pays for it, I was able to sign up for therapy.
3. Although I've only been in therapy a short time, I'm feeling better already.
4. Since I only buy what I really need, I'm spending much less money.
5. Even though I was at the mall yesterday, I only went to one store.
6. Since I had a list, I only bought things I truly needed.

**B** page 322

*Same as A.*

**Exercise 2.3** page 322

*Answers will vary.*

### 3

**Exercise 3.1** page 324

2. Understanding that he had a problem
3. Having spent so much money on clothes
4. Having received treatment
5. Having worked with a therapist
6. Having gotten help

**Exercise 3.2** page 325

2. While spending money
3. before getting treatment
4. Before spending more money
5. After joining DA
6. after starting DA
7. since receiving treatment

### 4

**Exercise 4.1**

**A** page 326

2. Some people buy things <sup>to</sup> feel good about themselves.
3. Some people acquire things <sup>so that</sup> they have a sense of who they are.



4. It's also possible that people acquire things <sup>in order to</sup> feel secure.
5. They buy a lot <sup>in order to</sup> feel that they are financially secure.
6. They buy a lot <sup>so that</sup> they are prepared for any emergency.
7. <sup>To find</sup> Find out how little you really need, think about what you would do if you had to move.
8. I think that <sup>in order to</sup> have true peace of mind, you should have as little as possible.

**B** page 326

Answers will vary.

**C** page 326

Answers will vary.

## 5

**Editing Task** page 327

After <sup>looking</sup> look at research, we see clearly that alcohol and drug addictions are serious physical conditions. Psychologists are now considering adding shopping to the list. <sup>Even though</sup> ~~Eventhough~~ these experts say that shopping is as addictive as drugs, I disagree that it should be considered a serious addiction.

People who argue that shopping is addictive have good reasons. While <sup>shopping</sup> shop, many people get a good feeling. They like spending money <sup>even though</sup> even they may not need to buy anything. However, after <sup>going</sup> go home, they feel regret. They have spent money on something they did not want or <sup>need because</sup> need. ~~Because~~

buying something makes them feel a sense of power.

However, after <sup>examining</sup> examine the situation of over-shopping closely, one can see that many people are victims of advertising. <sup>Even though</sup> Even they may not plan to buy something, a powerful advertisement can change their mind. If people did not watch so much TV, they would not feel the urge to shop as strongly. In this way, shopping addiction differs from drug and alcohol addictions, which create a chemical change in the body that is very difficult to resist.

<sup>Even though</sup> ~~Eventhough~~ shopping too much is a serious problem, it should not be considered an addiction. If advertisements disappeared, society would not have this problem called shopping addiction.

## Unit 28

### 1

**A** page 328

Answers will vary; Possible answer: It has made the video games more realistic looking.

**B** page 328

Possible answers:

1. Mocap is short for motion capture, which is the use of sensors to record movements.
2. Mocap is used in video games, movies, medicine, and job training.
3. Mocap isn't used more often because it's expensive, and it can't capture every motion.

**C** page 328

1. b
2. a
3. c



## 2

### Exercise 2.1 page 331

2. Due to / Because of
3. In addition to / As well as
4. instead of
5. as well as / in addition to
6. Because of / Due to

### Exercise 2.2 page 332

- |                   |               |
|-------------------|---------------|
| 2. As a result of | 5. instead of |
| 3. because of     | 6. due to     |
| 4. besides        | 7. Despite    |

### Exercise 2.3

#### A page 332

2. Due to quick access to your records, doctors can share information with each other more easily.
3. In spite of many advantages to electronic records, some doctors still have serious concerns.
4. Instead of accurate information in the records, the information could contain data input errors.
5. Despite a lot of security, hackers could still steal information from hospitals.

#### B page 333

Answers will vary.

## 3

### Exercise 3.1

#### A page 335

- |      |      |
|------|------|
| a. 4 | d. 3 |
| b. 6 | e. 2 |
| c. 1 | f. 5 |

#### B page 335

Same as A.

#### C page 335

- |            |                |
|------------|----------------|
| 2. Second, | 5. After that, |
| 3. Next,   | 6. Finally,    |
| 4. Then    |                |

### Exercise 3.2 page 335

- |                |                  |
|----------------|------------------|
| 2. First       | 5. In contrast   |
| 3. Instead     | 6. In conclusion |
| 4. Furthermore | 7. therefore     |

### Exercise 3.3

#### A page 336

2. *War of the Aliens* has excellent computer graphics. However, it has a dull plot.
3. Furthermore, *War of the Aliens* has unappealing characters.
4. On the other hand, *The Magical Forest* has an interesting story.
5. In addition, *The Magical Forest* has likeable characters.
6. Moreover, *The Magical Forest* has good dialog.
7. In contrast, *War of the Aliens* has bad dialog.
8. In conclusion, *The Magical Forest* is a better movie than *War of the Aliens*.

#### B page 337

Answers will vary.

## 4

### Editing Task page 337

Filmmaking is a durable industry. Despite ~~the economy is slow~~ <sup>the slow economy</sup>, the movie industry is doing well. People always seem to find money for entertainment. As a result, movie production companies often hire people because it takes many professionals to create a movie. In addition to ~~they hire~~ <sup>hiring</sup> actors and directors, they hire tens of thousands of other professionals that are not well known – for example, grips (people who set up and tear down the sets), production assistants, and camera operators. The jobs can be exciting and challenging; ~~in~~ <sup>on</sup> the other hand, some can



be low paying. As with most other careers, it is necessary to work hard and be ambitious to succeed. The work can also be especially tough for production crews – for example, camera operators, production assistants, and makeup artists – who work up to 18 hours a day. Despite <sup>having</sup> ~~they have~~ long hours, these jobs can be difficult to find because there is a lot of competition for them. In general, moviemaking is seen as a glamorous profession, and some people want to be a

part of that glamour more than anything else. Movies often require celebrities and artists; <sup>on</sup> ~~in~~ the other hand, they also rely on many people with other skills. It is a growing industry, too. The Bureau of Labor Statistics states that employment opportunities for people in the filmmaking industry will increase 12 percent between now and 2016. In short, this industry is competitive, but young people should pursue it if they have an interest in movies.

## 64 Answer Key