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Audio Script

Unit 1

Exercise 2.2

- Alex* Hi, Karen. Do you want to go to the mall after class?
- Karen* Oh, no, thanks. Actually, I hardly ever go to the mall now. I'm always studying! And I need to pick up some books from the library after class.
- Alex* OK, no problem. Do you reserve your books online?
- Karen* Yes, I usually do because it's so easy. Do you use the library a lot?
- Alex* Yeah, I do! It has really fast wifi so it's great. Sometimes I go to the library on the weekend because it's quiet.
- Karen* You do? That's interesting. I never study in the library. I always study at home in my apartment.
- Alex* Well, I study for a couple of hours and then I often meet up with friends for a coffee. You should join us.
- Karen* That sounds like a really good idea.
- Alex* How about next weekend?
- Karen* Yeah! Thanks! I need a break sometimes, so that's great.

Unit 2

Exercise 3.3

A

Large corporations often need to make decisions about new products. Do people want this product? At the present moment, are people looking for a product like this in the stores? New products cost a lot of money and need a lot of research. Corporations usually pay experts to do market research. But there is another way. One large corporation is trying a new idea this year. Every time the company needs market information for a new product, managers ask the employees for their opinions. The employees vote yes or no on the new idea. They tell the managers, "I like the idea" or "I don't like the idea."

Manager Rick Jons said, "Right now we are using the collective brain of our employees, and it seems to work. The results are more reliable than expensive market research."

Unit 3

Exercise 3.1

B

- A OK, group, Let's think of two more questions.
- B Wait a minute. How will we distribute the questionnaire to everyone?
- A Let's not worry about that now. We can ask the teacher for help when we're ready.
- B I have some ideas for the presentation. Let's talk about that.
- A Let's just finish the questionnaire first. We still need two more questions.
- C Let's see. How about: "How many text messages do you send in a day?"
- A Great question. One more.
- B What about: "Do you sleep with your cell phone near you?"
- A I love it! That's six questions. Let's stop there for today, OK? Can we meet again on Thursday or Friday?
- C Let's not meet on Friday. I have to work all day. Thursday's good. Same time?
- A OK, let's meet on Thursday.

Unit 4

Exercise 2.2

Verbs ending in /t/ or /d/ If the base form of the verb ends with the sound /t/ or /d/, say -ed as an extra syllable /ɪd/ or /əd/.	/ɪd/ or /əd/ /t/ rent – rented /d/ decide – decided
Verbs ending in voiceless consonants If the base form of the verb ends in /f/, /k/, /p/, /s/, /ʃ/, and /tʃ/, say the -ed as /t/.	/t/ /f/ laugh – laughed /k/ look – looked /p/ stop – stopped /s/ miss – missed /ʃ/ finish – finished /tʃ/ watch – watched
Verbs ending in voiced consonants or vowels If the base form of the verb ends in a voiced consonant or vowel, say the -ed endings as /d/.	/d/ live – lived change – changed learn – learned play – played

A

rent; rented
decide; decided
laugh; laughed
look; looked
stop; stopped
miss; missed
finish; finished
watch; watched
live; lived
change; changed
learn; learned
play; played

B

1. My family moved here six years ago.
2. I needed to earn some money, so I decided to get a job in a factory.
3. I earned a lot of money, but I wanted to be my own boss.
4. I studied business and learned how to start a company.
5. I finished the program and graduated two years ago.
6. Finally, I started my own business.

Exercise 3.1

B

Sarah Breedlove McWilliams Walker was the first American female self-made millionaire. However, before she became a millionaire, life wasn't easy for young Sarah. Her parents died, and Sarah was an orphan at the age of seven. For a time, Sarah and her sister were cotton pickers. By the age of 14, Sarah was already married. Her husband died two years later, and she went to live with her brothers. They were barbers in St. Louis.

In the 1890s, Sarah lost some of her hair. At that time, there were no good products in the stores for this problem. In fact, there weren't a lot of hair care products for African Americans in those days. Sarah worked for a hair product company for a while in Denver. Sarah saw that there was an opportunity for a new business, so she invented "Madam Walker's Wonderful Hair Grower." The business grew. Soon there were other "Madam Walker" products such as shampoos and cosmetics, and she employed over 3,000 people. She started a school to

train people to sell her products. She was very successful and eventually became a millionaire.

Unit 5

Exercise 2.3

A and B

- Interviewer* Today, I'm talking to Mike Ruiz. Mike is the inventor of a new printer. This printer is very small and light, so you can take it with you when you travel. His new printer has made life easier for millions of business travelers. OK, let's start at the beginning. Mike, you were born in Juarez, Mexico, correct?
- Mike* Yes.
- Interviewer* When did you come to the United States?
- Mike* After I graduated from high school.
- Interviewer* You went to college here in the States, correct?
- Mike* Yes.
- Interviewer* So, when did you get the idea for your invention?
- Mike* Uhm, when I was a student in college.
- Interviewer* And how long did you study at college?
- Mike* Until I got my degree.
- Interviewer* When did you build your first printer?
- Mike* After I graduated from college. I built it with my partner, Ana Ramirez.
- Interviewer* And when did you start your printer company?
- Mike* As soon as we got the money to start – the funding, you know.
- Interviewer* So, when did you get the money for your company?
- Mike* Oh, after I presented my idea to some banks and investors. I was really nervous about that, but they all liked it.
- Interviewer* And when did the company start making a profit?
- Mike* As soon as my first printer reached the stores. It was an immediate success.

Unit 6

Exercise 2.3

A

1. The most important day in my life was April 25, 2005. On that day, I was starting school in the United States. I was studying English for the first time. I was feeling nervous. But also, I was feeling hopeful.
2. The most important day in my life was June 3, 2009. On June 3, I was finally getting my driver's license. I was feeling very excited.
3. The most important time in my life was in the spring of 1999. I was leaving home and coming to the United States. I was thinking about my family and missing them.

Unit 7

Exercise 3.2

B

A lot of supermarket shoppers have store club cards these days. Club cards give you lower prices or points for shopping. To get the lower prices, you swipe your card every time you make a purchase. The card tells the store who you are and what you buy. Here is an example. Shopper 1 buys three loaves of bread, two cartons of juice, a gallon of milk, a tube of toothpaste, a package of rice, a bar of soap, and two boxes of cereal each week. What does that tell the store? It probably tells the store that he has a big family, and he probably has children. Shopper 2 buys seven bottles of water, seven cans of tuna, and a pound of turkey each week. What does this tell the store? Shopper 2 is probably single, and she is probably dieting or is concerned with her health. How does the store use this information? It sends advertising to the shoppers with specific information about the products that they buy. This gets them back into the store to buy more products.

Unit 8

Exercise 2.3

B

Public relations (PR) firms create publicity

for companies. For example, a PR person writes an interesting story about a company and tries to get the story into a newspaper. PR firms also try to get people on TV or on the radio to talk about the company. PR firms like to use these media. However, today, they also get their stories into new media, for example, on social networking sites or in blogs. PR firms often hire young people to help them do this. For example, while Ali Lewis, a 25-year-old from Boston, was in college, he wrote a popular blog about the media. A PR firm read his blog and asked him to come in for a job interview. Ali is a good writer, and he understands how new media work, so they gave him the job. In his new job, Ali helps companies work with social networking sites and blogs.

Unit 9

Exercise 3.2

B

Is it possible to change the way you think? Sometimes. Take Ken, for example. Ken was a biology student at a community college. Ken had very strong opinions about a lot of things. He argued with the other students a lot. One day, Ken's teacher, Mrs. Green, gave an exam to the class. The exam tested the students' ability to support their opinions with facts. When Mrs. Green showed the test results to Ken, he was shocked. The results showed that he didn't always base his ideas on correct information. Ken then decided to challenge himself, and Mrs. Green helped Ken. First, she found a website for Ken. It published articles on ideas that were different from Ken's. It was a free website, and the articles were very interesting. Ken discussed the articles with Mrs. Green. Mrs. Green also made quizzes for Ken on the articles he read. Ken did very well on the quizzes. In addition, Mrs. Green found a critical thinking skills class for Ken. He attended the class regularly and kept notes for Mrs. Green. He also e-mailed some reports on the class to Mrs. Green. Today, Ken has excellent critical thinking skills. Both he and Mrs. Green are very proud.

Unit 10

Exercise 2.2

A and B

- Chris Green* My guest today is Dr. Marty Robles. Dr. Robles is the president of Rain Forest Biotech. Rain Forest Biotech has made some exciting discoveries in the rain forests of the Amazon. Dr. Robles, you have an exciting company, and you've had an exciting life, too, I think. Tell us a little bit about your life. How many times have you been to the Amazon?
- Dr. Robles* I've made 100 trips to the Amazon region.
- Chris Green* Who has gone with you?
- Dr. Robles* My team.
- Chris Green* And who else have you worked with there?
- Dr. Robles* Well, I've met many traditional healers on my trips. These people have taught me how they use local plants to cure diseases. I've learned a great deal about their lives and about their land, too.
- Chris Green* Have you been to Africa?
- Dr. Robles* No, I haven't been to Africa, but my team has visited New Guinea, and I've done research in Australia.
- Chris Green* Where else have you been?
- Dr. Robles* I've traveled to rain forests in Central America.
- Chris Green* What kinds of medicines have you found?
- Dr. Robles* My team has discovered medicines for heart disease and diabetes.
- Chris Green* You have a busy professional life. How do you find time to be with your family?
- Dr. Robles* I've brought my kids with me on some of my expeditions. We've traveled to Costa Rica together, and a few other places.

Unit 11

Exercise 2.2

B

Have you ever noticed that groups of cows all face the same way? Scientists have never been able to explain this. Satellite photos have recently shown that cows around the world all face either north or south. Scientists have still not learned why cows do this. One theory involves magnets. The Earth is like a huge magnet, and magnets point to the north. Studies have already shown that this helps some small animals, such as bats, find their way. In addition, researchers have already found that fish and whales have tiny magnetic particles in their brains. Therefore, some researchers have recently guessed that cows also have magnetic particles in their brains. However, they have not found any proof yet. They still have not done any tests to see if cows have magnetic particles in their brains.

Unit 12

Exercise 3.2

B

There have been a lot of changes in my neighborhood in the last year. Some changes have been good. For example, four new restaurants have opened. The city has been building a new children's playground, and it should be ready next month. They have also built some green apartments – they finished them six months ago. A lot of new people have moved in already.

Unfortunately, some things have been getting worse. About six stores have closed down, just on my street. Two of my favorite stores have gone out of business. Also, crime has been increasing. Thieves have broken into the deli on my street twice in the last six months. I guess both good and bad things can happen at the same time.

Unit 13

Exercise 2.2

A and B

- Nick* I hear you have a new job.
Annie Yes. I'm a technician at PC Emporium.
Nick That's great. What are your hours?
Annie We work 40 hours a week.
Nick And do you get a vacation?
Annie Yes. Even new employees get a long vacation – two weeks.
Nick That sounds fantastic! Do they train you?
Annie Sure. I'm taking an interesting training course right now. It goes for three days.
Nick Everything sounds great!
Annie Not everything. We have to wear an ugly uniform. I wear cotton pants and a sport shirt. The pants are black and the shirt is beige. Oh, and black shoes.
Nick Running shoes?
Annie No! Leather shoes.

Unit 14

Exercise 3.4

A

- Alison* So, what are some tips for studying and getting good grades?
Dinh Well, it's important to study really hard.
Alison Right. It's also pretty important to do all of your homework. What do you think, Carlos?
Carlos Um, my vocabulary notebook is so helpful to me!
Alison How does that help?
Carlos When I want to use a new word, my notebook has sentences to help me remember how to use it.
Dinh Hmm, I don't know ...
Carlos Oh, it works amazingly well, in my opinion.
Dinh OK. So, a vocabulary notebook is a really good idea.
Alison Yes. So we have three tips. Study, do your homework, and keep a vocabulary notebook. What else?
Dinh Asking questions. Ask questions in class. That's kind of important.
Carlos Here's another one: I think it's a really good idea to have a study group. It's

incredibly important to have people to study with and to talk about class with, in my opinion.

Dinh I agree. Studying together is so helpful!

Unit 15

Exercise 3.2

Some common prepositions have two pronunciations: a strong form and a weak form.	Strong Form	Weak Form
at	/æt/	/ət/
for	/fɔːr/	/fər/
from	/frʌm/ (or /fra:m/)	/frəm/
of	/ʌv/ (or /ə:v/)	/əv/
to	/tuː/	/tə/

Use the weak form in informal conversation, when you speak quickly and naturally.	<i>Let's go to the supermarket. These tomatoes are from Florida.</i>
Use the strong form: <ul style="list-style-type: none"> • when you speak formally, slowly, and carefully • when you need to stress the preposition • when the preposition is at the end of the sentence • with to when the next sound is a vowel sound 	<i>Welcome to this presentation of my work.</i> <i>I was driving to the store, not from the store.</i> <i>Where do these peaches come from?</i> <i>Let's go to a farmers' market.</i>

A

- A* Are they from [frəm] California?
B No.
- A* So, where are they from [frʌm]?
B From [frəm] Georgia.
- A* Is that a box of [əv] apples?
B No, it's a box of [v] tomatoes.
- A* I'll see you at [ət] the restaurant.
B No, let's go to [tə] the cafeteria.
- A* Who is this peach for [fɔːr]?
B It's for [fər] you. Enjoy!

6.

A Are you going to [tə] the supermarket today?

B No, we're going to [tu:] a farmers' market.

Exercise 3.3

A

Good morning. My talk today is about merchandising. Supermarkets position items carefully. They place things in refrigerator cases, on shelves, and even at the checkout stand. This is called *merchandising*.

Merchandising helps supermarkets sell more items to people in the store. For example, they put candy with other food items, so children ask for the candy when their parents are buying other things. Supermarkets also place certain items near the floor. They put them in a place that children can see easily. For example, they put items children want on the lower shelves. And have you ever noticed kitchen gadgets between the food items on the shelves? This is another example of merchandising.

Supermarkets also place items like magazines at the checkout stands. People see them when they are waiting in line and put them into their carts. In addition, research shows that people buy more cold items, for example juice or cheese, when the refrigerated shelves are open. That's because they can see what is on them.

So, next time you're waiting in line at the checkout stand, ask yourself, "Why did I buy this? Was it because I needed it, or just because I saw it?" Even as careful shoppers, we all sometimes put things we don't need in our carts.

Unit 16

Exercise 2.3

A and B

Anne So, Jin, what are you going to do this weekend?

Jin I'm finally accomplishing one of my big goals: I'm riding in a hot-air balloon.

Anne Wow! Did you already make a reservation?

Jin Yes. I'm taking the flight that goes over the ocean.

Anne The ocean! You're going to have a great time.

Jin Yeah, and I heard the weather report. It's going to be great this weekend. Do you want to come?

Anne When are you going?

Jin We're meeting in the park at noon on Sunday, and the flight leaves at 1:00 p.m.

Anne I'd love to come, but I have other plans.

Jin What are you doing?

Anne I'm going to the airport on Sunday afternoon. I'm picking up an old friend. She's staying with me for a week, and her flight arrives right at noon.

Jin Well, it sounds like you're going to have a good time, too!

Unit 17

Exercise 2.3

A and B

Man So, Sara, how long do you think you'll live?

Sara I'll probably live to be about 85 or 90.

Man Why do you think that?

Sara Because my grandmother lived to be 85.

Man Will you work in your 80s?

Sara I'll undoubtedly work in my 80s.

Man What kind of job will you have at that age?

Sara I'll probably have the same job I have now.

Man Hmm. So what will you do after retirement?

Sara I'll possibly travel or garden.

Man But will you have enough money to travel?

Sara That's a good point. I very likely won't have enough money!

Man Will you get Social Security?

Sara No, I certainly won't get Social Security.

Man Why won't you get Social Security?

Sara The government undoubtedly won't have any money left in the future!

Man You're probably right.

Unit 18

Exercise 3.1

Bob Diaz Edna is a mature female ape. Researchers are going to try to

find out if they can teach Edna to communicate. We asked Dr. Sheila Viss, one of the researchers, about the study. Dr. Viss, if you teach Edna, will she learn human language?

Dr. Viss That is what we hope to find out. First, if we use American Sign Language, Edna will learn the meaning of some signs. For example, we think Edna will use the sign for “more” if she wants more food.

Bob Diaz If Edna learns a sign that works in one situation, will she use the same sign in a different situation?

Dr. Viss Yes. For example, we think Edna will make the sign for a toy when she wants a different toy.

Bob Diaz So, if she wants something special, will she combine the signs?

Dr. Viss We think she will. If she does this, Edna will make simple sentences. For example, when she wants food quickly, she will make the signs for “give-food-hurry.”

Bob Diaz When she learns to communicate, will she learn quickly?

Dr. Viss Well, probably not. Edna will learn slowly compared to a human child.

Exercise 3.3

A

Woman Why are you here at the community college, Jawad?

Jawad Well, if I speak, read, and write English well, I'll be successful. And if I get a certificate, I'll get a good job.

Woman True. What are your plans?

Jawad If I do well in my English classes, I'll apply for a certificate program at the community college. When I finish the certificate program, I'll apply for a good job.

Woman How will you feel when you finish the program?

Jawad When I graduate and get my certificate, I'll feel very proud.

Unit 19

Exercise 2.2

B and C

Woman 1 Good morning. I'm here to demonstrate some of the inventions we are going to see in our hospitals in the near future. Today I want to show you the nurse robots we are developing. Before we look at them, though – are there any questions?

Woman 2 Yes – what can these robots do? I mean, can they do everything that a human nurse can do?

Woman 1 They can do a lot of things. And I'm going to talk about that in a moment. To answer your second question, though – they can't do everything that a human nurse can. For example they can't change beds.

Woman 2 Can they speak?

Woman 1 Yes, they can. They can speak quite well.

Woman 2 How many languages can they understand?

Woman 1 So far, they can understand eight languages.

Man And – can they lift patients?

Woman 1 Yes, they can. For example, they can move patients from beds to wheelchairs.

Man So, how much weight can one robot lift?

Woman 1 They can lift up to 134 pounds. They can't lift very heavy patients right now.

Man Can a robot recognize people?

Woman 1 Yes. It can recognize patients, doctors, and other nurses.

Man Can they give medicine to people?

Woman 1 Yes, they can, but they can't change a patient's medicines.

Man What kinds of decisions can they make?

Woman 1 So far they can make very simple decisions. For example they can call a doctor in an emergency. Now, let's go look at the nurse robot prototypes we've got ...

Unit 20

Exercise 2.2

A and B

- Simon* Professor Brown? Could I ask you a question, please?
- Prof. Brown* Hi Simon. Sure. What can I do for you?
- Simon* Well, we're having a Halloween party on Wednesday evening.
- Prof. Brown* Nice.
- Simon* So I was wondering, could I leave class early on Wednesday?
- Prof. Brown* How early?
- Simon* Only about 15 minutes. I want to pick up the food.
- Prof. Brown* Well ... we have a lot to do on Wednesday, but all right. I guess you can ask a classmate about the last 15 minutes.
- Simon* Thank you. The other thing is, do you mind if we use the computer room?
- Prof. Brown* What? For the party?
- Simon* No. We need a place to change into our costumes and the computer room is ideal because it has no windows.
- Prof. Brown* Oh, I see. Yes, that's fine.
- Simon* And do you mind if we borrow your CD player? I mean for the music.
- Prof. Brown* No, not at all. That's fine. Sounds like it'll be a great party.
- Simon* We hope so, and so I wanted to ask: do you mind if we give you our homework on Friday, not Thursday?
- Prof. Brown* No, no problem. And so can I ask a question?
- Simon* Sure.
- Prof. Brown* Could I come to your party?
- Simon* Oh, yes, of course! We'd love you to come.

Exercise 3.2

A

- 1.
- A Hi, Tony. I'll drive to the raffle tonight. OK?
- B Oh, that would be great. Thanks.

2.

- A Sarah, we can help you carry those bags.
- B OK, thanks. They're really heavy.

3.

- A Could I help you move those tables, Mr. Lee?
- B No, thank you. I just finished.

4.

- A Can I put the snacks and drinks out now?
- B Yes, please. Thanks!

5.

- A Jordy, we'll help you take tickets.
- B OK, thanks.

6.

- A Ms. Moncur, may I help you with the decorations?
- B Yes, please. Thank you.

7.

- A Oh, no!
- B I can clean it up.
- A Thanks!

8.

- A Can I finish that for you, Paula?
- B Yes, thank you.

Unit 21

Exercise 2.2

C

1. Arthur had better not take the job and move. It sounds like he might be unhappy if he does. This is a difficult decision, but he needs to consider what is more important to him – friends and family or the perfect job.
2. Ari should probably talk to a career counselor. A counselor could help him figure out what he wants.
3. Maybe Camilla ought to take the job. If she really needs money, she could take the job and continue looking for another one.
4. Perhaps Samuel should look for another job, but still keep this job. He really shouldn't quit this job before he has another one.
5. Yes, Eleni really ought to do some volunteer work. It's a great way to find out if you really are interested in another field.
6. Katya should really start talking to people and getting information. She should get information about any job or field that seems interesting to her.

7. I think Terry had better start looking for another job. It doesn't sound good, but he should probably talk to his boss, too. Maybe there is a problem that he can solve.
8. Helen ought to do what makes her happy. She's an adult now.

Unit 22

Pronunciation Focus

In informal conversation ...

have to is often pronounced "hafta."

has to is often pronounced "hasta."

got to is often pronounced "gotta."

Exercise 2.1

A

Good morning, everyone. Thanks for coming. I know we're all excited about our new project to create three new advertisements together. But we've got to do this quickly, so we really have to work together. Here are a few points to get us started:

First of all, you'll work in teams of four. I'll hand out the team assignments in a few minutes. Each team needs to choose a leader. The leader has to organize the team. We have some time scheduled tomorrow for you to do this.

Then, you'll all need to work together to make a plan for the project. I know that might take a few days, but please send me your plan as soon as possible. I absolutely must have all plans by the end of the week.

A point for team leaders: We have four weeks to complete this project. You really must e-mail a report of your progress to me at the end of each week. The report doesn't have to be long, but it needs to explain your progress clearly. You can't forget this because I need to report to the president every week. I'll remind you.

OK – Now, one final point. The most important of all, really. Be creative! We've got to create some really interesting ads. But remember, we must be honest in all of the ads. That's an important rule.

I think that's everything for right now. Do you have any questions? No? OK then! Let me get you those team assignments ...

Unit 23

Exercise 2.1

A and B

Man I read an interesting article today about a new trend. A lot more young adults are moving back home to live with their parents.

Woman That shouldn't be hard to understand. The economy must be part of the reason, especially for people just out of college. It can't be easy if you have a lot of debt and college loans. And it must be hard for young people to find a good job these days.

Man Yes, but there could be other reasons too. I've heard that a lot more people are going back to school. So they may not be able to afford an apartment, even if they have jobs. It might be better financially for them to live at home.

Woman I wonder how easy it is for the parents. It can't always be easy for them. They think they've finished raising their children, but then their children come back home. I guess parents should expect this to happen sometimes, but that doesn't mean it's easy.

Man Maybe, but it could be nice too. Some parents might like to have their children around as they get older.

Woman That's true. I guess it could depend on the family.

Man Of course. It must.

Exercise 3.1

A and B

Interviewer We're talking to Professor Meredith Li today. We're discussing how she thinks schools may or may not be different in the future.

Welcome. Dr. Li, do you think schools will be different in the future?

Dr. Li Oh, there's no doubt. Schools and education will be quite different.

The question is how? There may be small changes, or there could be larger ones. But, things will be different. Technology will be the most important thing.

Interviewer How will technology affect education?

Dr. Li Well, it's already an important part of education. Schools have computers, and many students have their own computers, too. And this trend should continue. More and more students should have computers in the future. More interesting, though, is this question: Will we actually need physical schools in the future?

Interviewer What do you mean?

Dr. Li Well, we can access so much information on the Internet. It might not be necessary to have physical schools in the future. It may be more efficient for all students to study from home with their computers. They could see and hear the teacher over the Internet and not actually need to go to school.

Interviewer I've heard this idea before. But, what about all the social aspects of going to school? Won't children still need those?

Dr. Li It's true that learning social skills is an important part of school. But it's possible to learn these skills outside of school. For example, parents and schools could organize social activities in new places. There should be places to do this even if children don't go to an actual school.

Interviewer Hmm. What about books and libraries? Do you think we're still going to have those?

Dr. Li Interesting question. In some ways, we might not need libraries. We can access so much information online! And we can read books electronically, so you could say that paper books are not necessary anymore. But, I'm

not sure. There could always be some people who want to read real books and go to real libraries. I may be wrong, but that's what I think.

Interviewer Well, thank you Professor Li. It's been a very interesting discussion ...

Unit 24

Exercise 3.1

Man How was work today?

Woman Good, but it was really busy. I had a meeting with the new employees early this morning. I explained company policies to them.

Man How did that go?

Woman OK, but a few people didn't understand everything. I spent some time with them after the meeting. I discussed everything with them one more time. I think they understood by the end.

Man That's good. It sounds like it took extra time, though.

Woman It did, so I was behind on my other work today. Then, to make matters worse, I had computer problems.

Man Oh no!

Woman Yeah. I couldn't fix them, so I borrowed a laptop from the technology department. I had to work on a presentation for tomorrow. I asked Robert for some information, but he didn't have it. I had to wait and get it from Carrie. That took even more time. I was finally getting started on the presentation when Carrie reminded me about a department meeting at 11:30. So I had to run to that.

Man You were busy!

Woman Yeah. I finally finished the presentation after lunch. Robert and Carrie both had time to help me with it then. We got it done late this afternoon, just in time! I need it early tomorrow morning. I thanked Carrie and Robert for their help, cleaned up my desk a little, and

rushed home. What a day! It's nice to relax!

Unit 25

Exercise 3.2

Interviewer Dana Wikman is a money expert. Welcome, Dana. Can you give us some simple, basic money strategies?

Dana Yes, definitely. One of the most basic things you can do is just to put away a little money each month. It doesn't even matter how much it is; the point is to get into the habit of saving.

Interviewer OK, so save a little money each month.

Dana Yes, you'll be surprised. Even a small amount will add up over time.

Interviewer What else?

Dana Well, obviously, you need to work out a budget. You won't get anywhere if you don't do that. Write down your expenses. And, don't throw away receipts.

Interviewer OK, you're saying to keep good records.

Dana Exactly. Then you know how much you have and how much you're spending.

Interviewer How about credit card debt?

Dana First, don't build up a lot of debt. If at all possible, pay off your credit card every month. That's the best approach if you can do it.

Interviewer Now, what about couples? I know money can be a problem for couples sometimes.

Dana Well, the most important thing is to talk about it. You need to bring the topic up and discuss it. It can be easy to ignore, but that will just create problems. It's important for couples to understand how each person thinks about money.

Interviewer OK, good advice. I have to say that this all sounds like fairly simple advice.

Dana

Well, it is. The thing is that money management isn't that complex. The problem is doing it. Of course it's hard for people to just do it. So, my last piece of advice is: Don't put off money matters. They are very important.

Unit 26

Exercise 2.1

A Norwegian study says that there may be differences in intelligence between brothers. The study showed that older siblings are more intelligent than their younger siblings. The researchers gave intelligence tests to 60,000 pairs of brothers. They found that the older siblings did better than their brothers on the tests. The younger boys' scores were definitely worse, although not by very much.

Researchers say one reason for this may be that older siblings have better language skills. Their language may develop more quickly because they have been in an adult environment longer. It is possible that younger siblings are more intelligent in other ways, for example, in emotional intelligence.

The Norwegian study did not look at age differences. However, earlier research suggests that when the age difference between two brothers is bigger, the difference in intelligence is smaller.

Unit 27

Exercise 2.2

A and B

Now we're going to talk about a few major disasters in history. We'll consider their impact on society. We'll start by going far back in history.

The first example is the eruption of a volcano in Italy in the year 79 CE. The eruption of Mount Vesuvius is one of the most famous natural disasters in history. It is also probably the most important disaster in history because of what we learned from it about life at that time. The volcanic eruption destroyed two ancient Italian cities. However, the way the ash fell meant that many city structures – for example, homes, markets, and roads – were

not destroyed. And we have learned a lot from that. The eruption of Mount Vesuvius was certainly a terrible disaster. However, it has also been one of the most helpful events in history for archeologists.

The next disaster I want to discuss happened in Chicago in 1871. The Great Chicago Fire lasted three days. It was the biggest fire and the worst disaster in the history of the city. Most of the city was destroyed. There are different stories about how the fire started. The most popular story is that a cow kicked over a lantern in a barn and started the fire. No one knows for sure, though. The way people worked together after the fire was the most interesting result. They rebuilt the city very quickly. They built 300,000 buildings in only three months, and they made the buildings more resistant to fire. I think that has to be one of the fastest building projects in history. This also shows how people often work together the best when they are helping one another. We've also seen this in more recent disasters. We'll discuss those next time ...

Unit 28

Exercise 2.1

Most people feel that time speeds up as they get older. At the end of each day, adults often ask themselves: Why haven't I done the things that I planned to do today?

When you are a child, time seems to go very slowly. As you get older, time tends to pass more quickly. Why do adults and children see time differently?

According to psychologists, one theory is that children tend to look forward. On a car trip, for example, children always want to arrive. They ask, "Are we there yet?" Children look forward, so time seems to last longer. Adults, on the other hand, enjoy looking back and thinking about their memories.

In addition, adults tend to be busy, so time often passes more quickly for them. Also, most adults will keep looking at their watch throughout the day, and as a result, are more aware of time.

Finally, children have a lot of new experiences to process, but as people get

older, they do not tend to have so many new experiences. This also speeds time up. Maybe experiencing new adventures as we get older can help us feel as if we can regain a little bit of that childhood sense of time.

Unit 29

Exercise 3.1

It was very difficult to be a woman in the United States in the early part of the twentieth century. Women did not have many rights. For example, they were not able to vote.

In 1917, Alice Paul organized a group of women to fight for the right to vote in national elections. The group demonstrated in front of the White House in order to get the president's attention. This angered many people. The police arrested many women to stop the demonstrations. However, this didn't work, so they arrested Paul and gave her a 7-month jail sentence in order to frighten the other women. This was unfair, but Alice Paul was strong. She stopped eating. She went on a hunger strike to call attention to the issue of women's rights.

Paul suffered in order to earn the right to vote, but in the end, this and other demonstrations worked. Congress finally gave women the vote in 1920.

Unit 30

Exercise 3.1

Why do we sleep? This is still a mystery. Scientists who study sleep are still not completely sure of the reasons. They know some things about sleep, however. Here are some facts:

- People who are asleep have active brains. Their brains are most active during the "rapid eye movement," or REM, phase of sleep.
- Different animals sleep in different ways. For example, a dolphin that is sleeping may continue to swim.
- Humans and animals that lose sleep need to make it up later on.
- A person who needs less than eight hours of sleep should not worry about sleeping less than other people.
- There are animals that sleep very little. For

example, a horse only sleeps three hours a day. There are other animals that sleep a lot. For example, a small animal called a ferret sleeps about 15 hours a day.

Scientists who study sleep also have a few guesses about the reasons for sleep. There is a study that has shown REM sleep helps learning and memory. However, there are other studies that have shown the opposite results. For example, certain drugs shorten REM sleep. A group of people who were taking these drugs showed no memory problems in a recent study.

Most scientists agree on one thing. They need to do more research to solve the mysteries of sleep.

Unit 31

Exercise 3.1

A and B

A vaccine is a substance that a health practitioner gives to help a person avoid getting a disease. There are two types of flu vaccines. One is a shot that a practitioner usually gives the patient in the arm. The other type is a nasal spray that the practitioner sprays directly into the patient's nose. Scientists develop new flu vaccines every year. They study flu viruses that people around the world had the previous year. Then they choose three critical viruses and make vaccines for them. For example, in 2009, the viruses they chose were the most likely to continue to cause disease in 2010.

People often don't like to get their flu shots. However, the flu shot that scientists developed for 2009 was in high demand in the United States. More people than usual received that shot. According to doctors, getting a flu shot each year is the most important thing a person can do to prevent the flu. Maybe their message is now being heard.

Unit 32

Exercise 2.3

B

Interviewer Many people know about

Vanessa

Thanksgiving in the United States, but some people might not know about Canadian Thanksgiving. I have with me in the studio Vanessa Speers, who's a native of Toronto. Welcome, Vanessa. So, tell us about Canadian Thanksgiving. What are the differences between the United States and Canada? Well, there are a lot of similarities and some differences. Canadian Thanksgiving is a little older. It started in 1578, but as you know, Thanksgiving started a little later in the United States – in 1621.

In 1578, a man named Martin Frobisher arrived in Canada from Europe and had the first Thanksgiving dinner. In the United States it was English Pilgrims who – or so the history books say – started the tradition. The two Thanksgivings are also on different dates. U.S. Thanksgiving is in November, but in Canada, Thanksgiving is in October. In the United States, Thanksgiving Day is always on a Thursday, but in Canada it's on a Monday. However, both holidays have similar traditions. In both countries people get together with family and have the traditional Thanksgiving dinner; and they both eat turkey and pumpkin pie.

In the United States, the meal is always on a Thursday – that is, on Thanksgiving Day – but in Canada, it can be on one of several days. Canadians can have Thanksgiving dinner on Saturday, Sunday, or Monday. One other difference is that in the United States, Black Friday, the day after Thanksgiving, is the big holiday shopping day, when many things are on sale. Many people have the day off, too. But in Canada,

people don't have the day off,
so it's not a big shopping day.
In Canada, the big sales are a
month later, on December 26th,
the day after Christmas Day.

Both the U.S. Thanksgiving

and the Canadian Thanksgiving
are important holidays, but they
have minor differences.

Interviewer

Thank you, Vanessa. Vanessa
Speers there, talking to us about
Thanksgiving ...

Answer Key

Unit 1

1

A page 2

Answers will vary; Possible answer: One bad thing about spending time online is that some people do not spend time together as a family very often. One good thing is that social networking sites help people stay in touch with friends and family who live far away.

B page 2

Possible answers:

1. Does spending a lot of time with computers and less and less time with people change how people interact with family and friends? Does it help or hurt people and relationships?
2. The average person in the United States spends 24 hours a week online.
3. Face-to-face time is meeting with someone in the same place directly.
4. No. It says to try to balance online time with face-to-face time.

C page 2

1. spend; spend
2. disagree
3. spends
4. helps

Verbs end in -s: sentences 3 and 4.

2

Exercise 2.1

A page 7

2. use
3. shops
4. check
5. isn't / is not
6. don't / do not buy
7. spends *OR* spend
8. interacts
9. doesn't / does not hurt

B page 7

Answers will vary.

Exercise 2.2 page 8

2. always
3. usually
4. sometimes
5. never
6. always
7. often
8. sometimes

Exercise 2.3 page 8

2. every day
3. often
4. on Saturday
5. twice
6. hardly ever
7. always
8. never

Exercise 2.4

A page 9

2. Do you read the news online?
3. How often do you shop online?
4. Where do you usually check your e-mail?
5. What is your favorite website?
6. Do you sometimes download music?
7. *Answers will vary.*
8. *Answers will vary.*

B page 9

Answers will vary.

C page 9

Answers will vary.

3

Exercise 3.1

A page 11

2. After
3. before
4. While
5. As soon as
6. while
7. while
8. before

B page 11

Answers will vary.

Exercise 3.2 page 12

2. (She usually starts with a search engine when she does research.)
3. If the topic is general, (Dani thinks about the best words to put into the search engine.)
4. For example, if the topic is "How to avoid identity theft," (Dani uses avoid identity theft)
5. If she gets too many results, (she puts quotation marks around the words "identity theft.")
6. (She clicks on a result) if it comes from a useful site.
7. When she gets to the page, (she usually skims the information first.)
8. (She reads the entire page) if the information seems useful.

Exercise 3.3

A page 12

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

B page 12

Answers will vary.

4

Editing Task page 13

My roommate Mark plays online games. He ~~doesn't~~ own a computer, so he goes to a computer lab. How often ~~he does~~ ^{does he} play? He plays every night! As soon as he finishes his homework, ^{he} ~~he~~ goes to the lab. ~~He does not sometimes~~ ^{Sometimes he does not / doesn't} come home until midnight. He usually plays with people from around the world. He ~~don't~~ ^{doesn't} know the other players, but it doesn't matter. When Mark gets home, ^{he} ~~he~~ always has stories about the games he plays. Why ^{do} ~~do~~ people play these games? I do not understand. ~~I am not~~ ^{I'm not / I am not} like Mark. I always play with people face-to-face when I play a game. When I play a game, ^I ~~I~~ know the people. ~~Does~~ ^{Do} many people play online games? How often ~~you do~~ ^{do you} play online games?

Unit 2

1

A page 14

Answers will vary; Possible answer: They are improving their brains by looking at interesting websites, doing word puzzles, eating blueberries, jogging, and thinking beautiful, calm thoughts.

B page 14

2. c 3. d 4. a

C page 14

1. is sitting
2. live
3. helps

True in general: sentences 2 and 3

In progress right now: sentence 1

2

Exercise 2.1

A page 18

2. is using
3. is not driving
4. is walking
5. is running
6. are going
7. are trying
8. is not going
9. is not eating

B page 18

2. My best friend is / is not / 's not / isn't learning a musical instrument.
3. I am / am not / 'm not improving my vocabulary.
4. My friends are / are not / aren't improving their vocabulary.
5. I am / am not / 'm not eating less junk food.
6. My family are / are not / aren't eating less junk food. *OR* My family is / is not / 's not / isn't eating less junk food.
7. I am / am not / 'm not studying math.
8. My co-workers are / are not / aren't studying math.

Exercise 2.2

A page 19

1. b. are; doing; *Answers will vary.*
2. a. Are; trying; *Answers will vary.*
b. are; doing; *Answers will vary.*
3. a. Are; reading; *Answers will vary.*
b. are; reading; *Answers will vary.*
c. are; reading; *Answers will vary.*
4. a. Are; getting; *Answers will vary.*
b. Are; eating; *Answers will vary.*
5. a. Are; taking; *Answers will vary.*
b. are; studying; *Answers will vary.*
6. a. Are; working; *Answers will vary.*
b. Are; getting; *Answers will vary.*

B page 19

Answers will vary.

C page 19

Answers will vary.

3

Exercise 3.1 page 21

- | | |
|----------------|------------------------------|
| 2. seems | 9. reads |
| 3. has | 10. 's / is studying |
| 4. understands | 11. looks |
| 5. loves | 12. likes |
| 6. writes | 13. does not / doesn't spend |
| 7. designs | 14. 's / is playing |
| 8. owns | 15. is having |

Exercise 3.2 page 21

- | | |
|-------------|------------|
| 2. have | 6. have |
| 3. looks | 7. looking |
| 4. think | 8. having |
| 5. thinking | 9. look |

Exercise 3.3

A page 22

- | | |
|-----------------|----------------|
| 3. are; looking | 10. vote |
| 4. cost | 11. tell |
| 5. need | 12. like |
| 6. pay | 13. don't like |
| 7. is trying | 14. are using |
| 8. needs | 15. seems |
| 9. ask | |

B page 22

2. Are you looking for a better dictionary right now?
3. Are you using a dictionary in this class today?
4. Do you prefer an online dictionary or a paper one?
5. Do you use a dictionary when you prepare for tests?
6. Are you preparing for a test at the moment?

C page 22

Answers will vary.

4

Editing Task page 23

The human brain ^{resembles} is ~~resembling~~ a computer. It stores a lot of information. But humans are smarter than computers because we store things outside of our brains that we do not need to store ^{store} ~~are storing~~ in our brains. For example, we ^{are storing} information in books, newspapers, images, and of course, computers. Another example is this text. At this moment, you ^{reading} ~~are read~~ this text. You ^{don't / do not need} ~~are not needing~~ to remember all the information in it. The book ^{has} ~~is having~~ the information, and you read it when you need it. If you are ^{planning} ~~planning~~ an essay, you can make notes on paper or on a computer. When you are ^{writing} ~~writing~~ the essay, you can read those notes again. If you are ^{studying} ~~studying~~ a subject, you can go online and find information about it. The information is on the Internet. We do not look into people's brains to see it. When we are ^{enjoying} ~~enjoying~~ an online video, we ^{are} ~~are~~ watching something that is outside of the human brain. So computers are like extensions of our brains.

Unit 3

1

A page 24

Answers will vary; Possible answer: Some good rules to follow in an e-mail to a professor include: using an e-mail address that shows your name; writing the purpose of your e-mail in the subject line; starting with a greeting; being brief, clear, and specific; and being polite.

B page 24

a. A b. NA c. NA d. A e. A

C page 24

1. Use an e-mail address that shows your name.
2. Always start with a greeting, for example, "Dear Prof. Smith."
3. Do not write pages and pages of text.
4. Don't use text messaging abbreviations.

2

Exercise 2.1

A page 27

3. Let
4. don't / do not answer
5. Keep
6. Send
7. Find
8. Don't / Do not take; leave

B page 28

Possible answers:

1. Always turn your cell phone ringer off in the office.
2. Never use a pop song for a ring tone.
3. Always let unimportant calls go to voice mail.
4. If your cell phone rings in a restroom, never answer it!
5. Always keep your voice down.
6. Always send text messages instead of making phone calls.
7. Always find a quiet, private place to take calls, and be brief.
8. Never take a call in a meeting. Always leave the room and take the call outside.

Exercise 2.2 page 28

2. When you are in a face-to-face meeting, don't check your messages.
Don't check your messages when you are in a face-to-face meeting.
3. If you are in a meeting, don't keep checking your messages.
Don't keep checking your messages if you are in a meeting.
4. When you are in a presentation, don't reply to a call or an e-mail.
Don't reply to a call or an e-mail when you are in a presentation.
5. If you are expecting a call, tell the other people in a meeting.
Tell the other people in a meeting if you are expecting a call.
6. If you take a phone call in a meeting, leave the room to talk.
Leave the room to talk if you take a phone call in a meeting.
7. If you leave the room to take a call, be brief.
Be brief if you leave the room to take a call.
8. After you finish your call and come back to the room, apologize.
Apologize after you finish your call and come back to the room.

Exercise 2.3

A page 29

Answers will vary.

B page 29

Answers will vary.

Exercise 2.4

A page 29

2. you do
3. you be; you play
4. don't you worry
5. you be
6. you be; you take
7. you think
8. you find

B page 30

2. Somebody / Someone
3. everybody / everyone
4. Somebody / Someone

5. somebody / someone
6. Somebody / Someone
7. everybody / everyone
8. everybody / everyone

3

Exercise 3.1

A page 31

2. Let's choose a topic
3. let's write down
4. Let's see
5. let's not put it first
6. let's ask

B page 32

2. Let's not worry
3. Let's talk
4. Let's just finish
5. Let's see.
6. Let's stop
7. Let's not meet
8. let's meet

Exercise 3.2 page 32

3. let's try brainstorming ideas.
4. Let's divide the ideas up so that everyone presents something.
5. Let's not worry about that now.
6. Let's vote on it.
7. Let's stop for now and meet tomorrow.

4

Editing Task page 33

What are the rules for making an appropriate social networking profile? First, ^{don't} ~~don't~~ use a silly photo of yourself. Choose a professional-looking photo. For example, ^{don't / do not} ~~no~~ use a picture of yourself at a party or at the beach. And ^{don't} ~~don't~~ use a photo that is too old. Update your photo every few years.

For your profile, ^{do not} ~~don't~~ give too much information. Always remember: Strangers are looking at your profile. Include details that can give possible employers a good impression.

A professional social networking profile is like a ^{don't / do not} ~~no~~ résumé, so ~~no~~ lie in your profile. Always be honest about your experience and your skills.

Unit 4

1

A page 34

Answers will vary; Possible answer: Google started when Sergey Brin and Larry Page designed a new Internet search engine.

B page 34

Possible answers:

1. They met at Stanford University.
2. Sergey's roommate complained about the noise from his computers.
3. Google Maps, Android phones, and YouTube are other products started by Google.
4. About 60,000 people worked for Google after 20 years.

C page 34

Group A

Group B

- | | |
|-------------|--------------|
| 1. started | 5. came |
| 2. moved | 6. was, were |
| 3. studied | 7. became |
| 4. happened | 8. met |

Group A forms the past by adding -ed, while Group B forms the past by changing the word.

2

Exercise 2.1

A page 38

- | | |
|------------------------------|---------------------------|
| 2. met | 14. stayed |
| 3. graduated | 15. went |
| 4. began | 16. thought |
| 5. drove | 17. chose |
| 6. worked | 18. took |
| 7. tried | 19. saw |
| 8. didn't / did not graduate | 20. didn't / did not have |
| 9. taught | 21. found |
| 10. made | 22. opened |
| 11. wanted | 23. became |
| 12. graduated | 24. had |
| 13. applied | 25. gave |

B page 39

2. Did; meet
No, they didn't.
3. Did; graduate
No, he didn't.
4. Did; teach
Yes, he did.
5. Did; go
Yes, he did.
6. Did; apply
No, he didn't.
7. Did; think
No, they didn't.
8. Did; open
Yes, they did.

C page 39

Possible answers:

2. did Ben and Jerry meet
3. did Jerry teach
4. did Ben and Jerry take
5. did the course cost
6. did Ben and Jerry open their first store
7. did Ben and Jerry's quickly become popular
8. did Ben and Jerry's give away on their first anniversary *OR* did Ben and Jerry's give everyone as a "thank you"

D page 39

- | | |
|--------|--------|
| 2. X | 6. X |
| 3. did | 7. X |
| 4. X | 8. did |
| 5. did | |

Exercise 2.2

A page 40

No answers.

B page 40

1. My family moved here six years ago.
2. I need^{ed} to earn some money, so I decid^{ed} to get a job in a factory.
3. I earned a lot of money, but I want^{ed} to be my own boss.
4. I studied business and learned how to start a company.
5. I finished the program and graduat^{ed} two years ago.
6. Finally, I start^{ed} my own business.

C page 40

Answers will vary.

Exercise 2.3

A pages 40–41

- | | |
|--------------------------|-------------|
| 2. didn't / did not have | 9. moved |
| 3. learned / learnt | 10. hosted |
| 4. began | 11. started |
| 5. went | 12. became |
| 6. worked | 13. grew |
| 7. worked | 14. became |
| 8. became | |

B page 41

Possible answers:

1. did Oprah Winfrey have; She had a difficult childhood.
2. did she learn to do; She learned / learnt to read.
3. did she go to; She went to Tennessee State University.
4. did she do; She worked on a radio show.
5. did she do; She worked at a TV station.
6. did she move; She moved to Baltimore.
7. did she start; She started working on a morning show.
8. did *The Oprah Winfrey Show* become; In 1986, it became a national show.

3

Exercise 3.1

A page 44

- | | |
|---------------------|-----------------------------|
| 2. wasn't / was not | 7. there were |
| 3. was | 8. there weren't / were not |
| 4. were | 9. there was |
| 5. was | 10. there were |
| 6. were | 11. was |

B page 44

Possible answers:

Her brothers were barbers in St. Louis.
Sarah worked for a hair product company for a while in Denver.
Sarah employed over 3,000 people.
She started a school to train people to sell her products.

Exercise 3.2 page 45

2. Was it a good job?
3. What were your co-workers like?
4. What did you do there?
5. Why did you leave?
6. What was your best job?
7. Why did you like it?
8. Where was your worst job?

4

Editing Task page 45

My family ^{moved} ~~move~~ from Mexico City to the United States in 2008. I went to Hamilton High School in Los Angeles. I did not ^{know} ~~new~~ anybody, and I did not ^{have} ~~had~~ any friends here. ^{In 2009,} ~~I in 2009~~ met Jun. ^{OR in 2009} He became my first friend. ^{In 2012,} ~~We in 2012~~ graduated. I got a job at a nice restaurant, but I did not ^{enjoy} ~~enjoyed~~ my job. Jun ^{like} ~~liked~~ the food. I wanted to be my own boss, and I always liked food and cooking. Jun wanted his own business, too. Jun saw an opportunity. There ^{were} ~~was~~ hungry office workers downtown at noon, but there ^{wasn't} ~~weren't~~ a nice place to eat. We bought a food truck and we ^{started} ~~start~~ Food on the Move in 2014.

Unit 5

1

A page 46

Answers will vary; Possible answer: Ice cream today has more air, which makes the ice cream bigger, softer, less expensive, and longer lasting.

B page 46

1. noodles
2. fruit
3. France
4. lasted longer

C page 46

1. Before refrigeration existed, people needed ice to make frozen desserts.
2. After scientists found better processes for freezing things, ice cream became popular with all classes, richer or poor.
3. As soon as ice cream became more available, people began to buy it more often.

2

Exercise 2.1 page 49

2. ¹ Hamwi was a waffle seller at the 1904 World's Fair ² (when he invented the ice cream cone).
3. ² When an ice-cream seller at the fair ran out of dishes, ¹ (Hamwi rolled up a waffle).
4. ² The warm waffle turned hard ² (when Hamwi filled it with ice cream).
5. ¹ As soon as they saw Hamwi's cones, ² (all the other ice cream sellers started using them).
6. ² Before Hamwi started an ice cream cone business, ¹ (he returned from the fair).
7. ¹ After Hamwi's story became popular, ² (many people said that they invented the ice cream cone).
8. ¹ Another man, Italo Marchiony, invented an edible ice cream cup ² (before Hamwi invented his cone).

Exercise 2.2 page 49

2. Until
3. After
4. Before
5. when
6. until
7. Before
8. As soon as

Exercise 2.3

A page 50

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

B page 50

Same as A.

Exercise 2.4

A pages 50–51

Possible answers:

2. As soon as cheap air travel became possible, people started to fly more.
3. Until everyone had a cell phone, people made calls from pay phones.
4. People paid for things with cash or checks before credit cards became popular.
5. Before free education was available, most people did not read or write.
6. When traffic lights came into our cities, roads became safer.
7. After Ford made the first mass-produced car, millions of people learned / learnt to drive.
8. Before the first supermarket opened, people bought food from small local stores.

B page 51

Answers will vary.

C page 51

Answers will vary.

3

Exercise 3.1

A page 55

- | | |
|---------------------------------|----------------------|
| 2. used to listen | 8. used to work |
| 3. did; use to spend | 9. used to write |
| 4. used to play | 10. used to take |
| 5. used to play | 11. Did; use to type |
| 6. used to have | 12. used to write |
| 7. didn't / did not use to have | 13. used to get |

B page 55

Answers will vary.

Exercise 3.2 page 56

3. would burn *OR* burned / burnt *OR* used to burn
4. made *OR* used to make *OR* would make
5. didn't / did not travel *OR* didn't / did not use to travel
6. visited *OR* used to visit *OR* would visit
7. didn't / did not use to think *OR* didn't / did not think

8. used to think *OR* thought
9. were *OR* used to be
10. believed *OR* used to believe
11. preferred
12. would make *OR* made
13. changed *OR* would change

Exercise 3.3

A page 56

Possible answers:

2. Before electricity, how would you light your house?
3. Before electricity, how would you clean your house?
4. Before electricity, what would you do in the evenings?
5. Before electricity, what would you play with?
6. Before electricity, how would you get to work or school?
7. *Answers will vary.*
8. *Answers will vary.*

B page 56

Answers will vary.

C pages 56–57

Answers will vary.

4

Editing Task page 57

How did people ^{use} ~~used~~ to wash dishes?

People did not ^{use} ~~used~~ to have dishwashers before ^{they} ~~it~~ invented electricity, so they would

wash dishes by hand. But did men and women ^{use} ~~used~~ to share the dishwashing equally? Not

usually. Mostly it was women who did it.

Before there was electricity, women ^{used} ~~use~~ to heat up water on the stove and use it for washing dishes. It took hours and hours, and dishes often broke or chipped.

In 1886, one woman finally got tired of

washing dishes by hand. "If nobody else is going to invent a dishwashing machine," she said, "I'll do it myself." Her name was Josephine Cochrane, a housewife and engineer's daughter who was tired of washing – and sometimes breaking – her favorite dishes after dinner parties. Cochrane worked and worked on her invention until 1893 when ^{she} finally created a machine that washed dishes. She showed the machine at the World's Fair that year. People operated it by hand, so it was still hard work. After the fair ended, she started a company to make the machines. When ^{she} first tried to sell dishwashers, only restaurants and hotels bought them from her. However, after electricity became more easily available, her company built electric dishwashers for people to use in their homes. Today, homes around the world have electric dishwashers.

Unit 6

1

A page 58

Answers will vary; Possible answer: On August 21, 2017, one blogger was waiting outside for the eclipse; another blogger was staying with friends in Missouri and getting ready for the eclipse; another blogger was hosting an eclipse watching party in Greenville, South Carolina; and another blogger was working inside a factory when the eclipse happened.

B page 58

Possible answers:

1. People were buying special eclipse glasses to protect their eyes.

2. Emily was staying with friends in Missouri.
3. Steve and his friends were taking pictures when the moon blocked the sun.
4. Bao was feeling sad when the eclipse happened.

C page 58

1. was studying
2. were getting
3. was packing

The sentences show an action that was in progress in the past.

2

Exercise 2.1

A page 62

- | | |
|----------------------------|--------------------------------|
| 3. was having | 12. Were; doing |
| 4. were; celebrating | 13. was driving |
| 5. were celebrating | 14. were moving |
| 6. were; doing | 15. were starting |
| 7. wasn't / was not having | 16. was driving |
| 8. was sleeping | 17. was |
| 9. were; sleeping | 18. weren't / were not feeling |
| 10. was working | 19. were feeling |
| 11. was having | |

B page 62

Answers will vary.

Exercise 2.2

A page 63

2. in; *Answers will vary.*
3. on; *Answers will vary.*
4. at; *Answers will vary.*
5. last; *Answers will vary.*
6. in; *Answers will vary.*
7. in; *Answers will vary.*
8. at; *Answers will vary.*

B page 63

Answers will vary.

Exercise 2.3

A page 63

Name	Day / Time	What he or she was doing	How he or she was feeling or thinking
1. Wei	April 25, 2005	1. starting school in the United States 2. studying English for the first time	1. feeling nervous 2. feeling hopeful
2. Nick	June 3, 2009	1. getting his driver's license	1. feeling very excited
3. Ana	the spring of 1999	1. leaving home 2. coming to the United States	1. thinking about her family 2. missing them

B page 63

Answers will vary.

C page 63

Answers will vary.

3

Exercise 3.1 page 65

- | | |
|------------------|-------------------|
| 2. was traveling | 8. was walking |
| 3. was reading | 9. saw |
| 4. saw | 10. were waiting |
| 5. decided | 11. decided |
| 6. said | 12. started |
| 7. arrived | 13. was happening |

Exercise 3.2 page 65

- When the eclipse happened,^VBao was working in a factory.
- When the power went out,^Vwe were riding home on the subway.
- While we were standing in a doorway,^Vthe ground started to shake.
- When the earthquake hit,^Vshe was driving across the bridge.
- Asha was standing in the town square when the sky got dark.
- Rob was shopping when the lights went out.
- While we were working, the hurricane hit.

Exercise 3.3

A page 66

- | | |
|--------------------------------|------------------------------------|
| 2. hit | 10. got |
| 3. were waiting | 11. was waiting |
| 4. shouted | 12. was making |
| 5. stayed | 13. went |
| 6. ate | 14. stayed |
| 7. was shaking <i>OR</i> shook | 15. played |
| 8. was walking | 16. was crashing <i>OR</i> crashed |
| 9. told | |

B page 66

Possible answers:

- Where was Samir eating when the earthquake hit?
- What was Samir eating when the earthquake hit?
- What was Luisa doing when the hurricane hit?
- Where was Luisa walking when the lifeguard told her to go home?
- What was her mother doing when Luisa got home?

C page 67

Answers will vary.

4

Editing Task page 67

Interviewer: Where ~~you were~~ ^{were you} when Apollo 11 landed on the moon?

Maria: Well, in the summer of 1969,^V I was nine. I was living in Mexico. On July 20, I was playing on the beach with some friends. My ~~parents was~~ ^{were} listening to the radio when the speaker ~~was announcing~~ ^{announced} the landing.

Interviewer: What ~~you were~~ ^{were you} doing when the astronauts landed on the moon?

Tom: At that time, my wife and I ~~moved~~ ^{were moving} from Chicago to San Diego.

To save money, we stayed in campgrounds every night. We ~~were listening~~ ^{listened} to the car radio at our campsite when the astronauts stepped on the moon. That night, while we ~~was~~ ^{were} lying on the ground, ^vwe looked up at the moon. We were ~~being~~ amazed!

Unit 7

1

A page 68

Answers will vary; Possible answer: You can protect your personal information by shredding bills and documents with personal information, by only shopping online at well-known sites, and by never answering unsolicited e-mail.

B page 68

1. c 2. a 3. b

C page 68

2. X 3. X 4. an 5. a

Can count: e-mail, bank, papers

Cannot count: permission, information

Plural: papers

2

Exercise 2.1

A page 72

Noun	Count	Noncount	Plural Form
2. document	✓		documents
3. information		✓	
4. research		✓	
5. equipment		✓	
6. computer	✓		computers
7. software		✓	
8. credit card	✓		credit cards
9. identity	✓	✓	identities

10. safety		✓	
11. privacy		✓	
12. e-mail	✓	✓	e-mails

B page 72

3. X 4. X 5. X 6. X 7. -s 8. X
9. -s 10. -s 11. X 12. X 13. -s 14. X

C page 73

Answers will vary.

Exercise 2.2 page 73

2. experience; NC 6. crimes; C
3. papers; C 7. Life; NC
4. paper, NC 8. lives; C
5. crime; NC

Exercise 2.3

A page 73

Department	Shop for ...
Furniture	desks, sofas, tables
Clothes	jeans, shirts, sweaters
Entertainment	CDs, computer games, movies
Sports Equipment	basketballs, soccer balls, tennis rackets
Luggage	backpacks, briefcases, suitcases

B page 74

Answers will vary.

Exercise 2.4

A page 74

2. airports 6. people
3. publicity 7. travelers
4. evidence 8. traffic
5. progress 9. fun

B page 74

Answers will vary.

3

Exercise 3.1

A page 77

2. A lot of 4. some
3. a lot of 5. a lot of

6. some
7. any
8. any
9. any
10. not many

B page 78

2. enough
3. Too many
4. enough
5. too much
6. enough
7. too many
8. enough

Exercise 3.2

A page 78

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

B pages 78–79

2. cartons
3. gallon
4. tube
5. package
6. bar
7. boxes
8. bottles
9. cans
10. pound

C page 79

Answers will vary.

4

Editing Task page 79

Spyware is ^a type of computer software. Someone sends it to ^a computer without your ~~knowledge~~ ^{permission} or ~~permissions~~ ^{information}. It takes control of your computer. It can make your computer run slowly or even crash. Spyware often records ~~an~~ information about your computer use. It gives the information to advertisers or other people who want to collect ~~informations~~ ^{information} on you. ~~Many~~ ^{A lot of} spyware sneaks into your computer when you are downloading and installing programs from the Internet. One way to prevent a spyware is to put security settings on

your Internet browser. Set your browser to a medium or higher setting. There is also ^{a lot of} ~~much~~ software you can buy that blocks spyware.

Unit 8

1

A page 80

Answers will vary; Possible answer: People get news online through social networking sites, e-mail, and customized news sites.

B page 80

Possible answers:

1. She checks her phone for news headlines. Then she checks a social networking site and her e-mail.
2. The news is becoming an online social activity.
3. People who get the news online leave comments for other people to read. They write their reactions to news stories on social networking sites and e-mail their friends links to interesting stories on news sites.
4. Some popular news subjects are the weather, health, business, and international events.

C page 80

1. no; yes
2. no
3. yes; yes

2

Exercise 2.1 page 83

1. A; a
2. a; an
3. an; a
4. a; a; an
5. a; an
6. a; a; an
7. an; a

Exercise 2.2 page 84

1. b 2. b 3. a 4. b

Exercise 2.3

A page 84

2. a
3. an
4. a
5. the

- | | |
|--------|---------|
| 6. the | 10. A |
| 7. Ø | 11. a |
| 8. Ø | 12. a |
| 9. a | 13. the |

B page 84

Same as A.

Exercise 2.4

A page 85

Possible answers:

- | | |
|--------------------|-------------------|
| 2. the world | 7. The future |
| 3. the media | 8. the president |
| 4. The environment | 9. the government |
| 5. the sun | 10. the public |
| 6. the past | |

B page 85

Answers will vary.

3

Exercise 3.1 page 86

- | | |
|------|---------|
| 2. Ø | 7. Ø |
| 3. Ø | 8. Most |
| 4. Ø | 9. Ø |
| 5. Ø | 10. Ø |
| 6. a | |

Exercise 3.2 page 87

- | | |
|-------------|-----------------------|
| 2. An adult | 6. A twenty-something |
| 3. a minor | 7. A tween |
| 4. Parents | 8. Preteens |
| 5. Seniors | |

4

Editing Task page 87

Microblogging is ^a way of keeping in touch with other people. ~~The people~~ ^{People} write microblogs for their friends and families. They use microblogging sites to publish information about their activities. It is an economical way to give a lot of information to a lot of people.

Microblogs are ^a very useful method of communicating for companies, too. ~~The~~

~~Companies~~

~~companies~~ advertise their products with microblogs. They send ~~the~~ information in short messages to customers.

In education, some teachers use microblogging with ~~the~~ students. Students write down all their study activities, and teachers send ~~the~~ advice. Some people use audio blogs in ~~the~~ education. They record ~~the~~ spoken messages and upload them to a microblogging site.

People first started using microblogs in 2005. By 2007, there were 111 microblogging sites around ~~the~~ ^{the} world. ~~The microblogs~~ ^{Microblogs} are becoming more and more popular.

Unit 9

1

A page 88

Answers will vary; Possible answer: You will become more confident and more creative, and you will improve your problem-solving skills.

B page 88

Possible answers:

- If you challenge yourself, you can be ready to handle tough situations in the future, you will become more confident and more creative, and you will improve your problem-solving skills.
- Small challenges give people strength to help when they have real problems.
1. Write down your goal and give your plan a start and a finish date.
2. Tell people about your goal.
3. Go one step further than you originally planned.

C page 88

- Mari; Mari
- Ken

2

Exercise 2.1

A page 92

- | | |
|------------|-----------------|
| 2. myself | 10. it |
| 3. myself | 11. yours |
| 4. me | 12. Ours |
| 5. it | 13. our |
| 6. their | 14. We |
| 7. yours | 15. ourselves |
| 8. herself | 16. one another |
| 9. me | 17. each other |

B page 93

Answers will vary.

Exercise 2.2 page 93

- | | |
|---------|---------|
| 2. one | 6. ones |
| 3. one | 7. one |
| 4. ones | 8. one |
| 5. ones | |

Exercise 2.3

A page 94

- | | |
|----------|----------|
| 2. for | 6. about |
| 3. about | 7. for |
| 4. to | 8. for |
| 5. about | |

B page 94

Answers will vary.

3

Exercise 3.1

A page 96

2. Mrs. Ramirez gave Vu the names of 10 ^{IO} scholarship organizations.; IO + DO ^{DO}
3. Vu and Mrs. Ramirez sent the completed ^{IO} applications to the scholarship organizations.; DO + PREP + IO
4. A few months later, Vu told Mrs. Ramirez ^{DO} the good news.; IO + DO
5. Five of the 10 organizations offered a

^{DO} scholarship to Vu.; ^{IO} DO + PREP + IO

6. Vu chose one organization, and it sent a ^{DO} ^{IO} check to his college.; DO + PREP + IO

B page 96

2. Mrs. Ramirez gave the names of 10 scholarship organizations to Vu.
3. Vu and Mrs. Ramirez sent the scholarship organizations the completed applications.
4. A few months later, Vu told the good news to Mrs Ramirez.
5. Five of the 10 organizations offered Vu a scholarship.
6. Vu chose one organization, and it sent his college a check.

Exercise 3.2

A page 97

- | | | |
|--------|--------|--------|
| 2. to | 3. for | 4. for |
| 5. for | 6. to | |

B page 98

Possible answers:

Ken was a biology student at a community college.

Ken argued with the other students a lot. The exam was about people's ideas and opinions.

It was a free website, and the articles were very interesting.

Ken did very well on the quizzes.

He attended the class regularly and kept notes for Mrs. Green.

Mrs. Green is very proud of him.

Exercise 3.3 page 98

2. him; She gave an exam to him.
3. him; She found him a critical thinking skills class.
4. him; She wrote a letter of recommendation for him.
5. them; Yes, he e-mailed the applications to them.
6. them; No, it didn't mail them the money.
7. us; No, our school gave a loan to us.
8. you; No, but I can give \$100 to you.

Exercise 3.4

A pages 98–99

Answers will vary.

B page 99

Answers will vary.

4

Editing Task page 99

Lara was afraid of heights. The fear caused many problems for ^{her} ~~she~~. Her life was very difficult. For example, ^{she} ~~her~~ was very uncomfortable on airplanes. She also did not like to take elevators

in tall buildings. Lara's husband gave ~~to~~ her some advice. He told ~~to~~ Lara a secret: If she deals with her fears, she can improve in all areas of her life. Then her husband found a skydiving class ~~to~~ ^{for}

her. He found a schedule online, and he gave ^{her the schedule} ~~her it~~. Then he gave Lara money to pay for the class. He also bought the equipment ~~to~~ ^{for} her. Lara took the class. It was hard, but she challenged herself. After Lara finished the class, her husband gave a present ~~for~~ ^{to} her. He baked ~~for~~ her a cake, and they celebrated together.

Unit 10

1

A page 100

Answers will vary; Possible answer: Dr. Smith finds new medicines in the ocean.

B page 100

	Did Dr. Smith' team go there?	Did other scientists go there?	Did people find medicines or chemicals there?
1. the Amazon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. the Arctic Ocean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Africa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the Pacific Ocean	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. an underwater volcano	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C page 100

- have discovered
- 've been
- 've visited
- took

We know the exact time the action happened: sentence 4

The exact time is indefinite: sentences 1, 2, 3

2

Exercise 2.1 page 104

- have come
- have gotten / got
- have lived
- haven't / have not received
- haven't / have not thought
- haven't / have not taken
- has taken
- has developed
- has set

Exercise 2.2

A pages 104–105

- have; been
- 've made
- has gone
- have; worked
- 've met
- have taught
- 've learned
- Have; been
- haven't been
- has visited
- 've done

B page 105

- Central America
- heart
- some

Exercise 2.3

A page 105

2. Have you lived in Chicago?
3. Where have you traveled?
4. Have you ever visited New York City?
5. Who have you traveled with?
6. How has your family helped you?
7. Has your family given you advice about life?
8. What have you learned in this class?

B page 106

Answers will vary.

3

Exercise 3.1

A page 107

- | | |
|------------|----------------|
| 2. grew up | 7. has orbited |
| 3. studied | 8. went |
| 4. was | 9. has studied |
| 5. joined | 10. has seen |
| 6. became | 11. saw |

B page 107

- | | |
|-----------------------|----------------------------|
| 1. definite, finished | 7. indefinite, unfinished |
| 2. definite, finished | 8. definite, finished |
| 3. definite, finished | 9. indefinite, unfinished |
| 4. definite, finished | 10. indefinite, unfinished |
| 5. definite, finished | 11. definite, finished |
| 6. definite, finished | |

Exercise 3.2

A page 108

- | | |
|---------------|--------------|
| 2. discovered | 8. felt |
| 3. sank | 9. have seen |
| 4. have had | 10. looked |
| 5. told | 11. saw |
| 6. was | 12. hit |
| 7. tried | 13. was |

B page 108

Answers will vary.

4

Editing Task page 109

Claire Smith: How did you decide to become
a rain forest explorer?

Bettie Silva: I ^{was} ~~have been~~ interested in the
rain forest when I was a child.
I ^{grew} ~~have grown~~ up in Brazil, and
I heard many stories about the
rain forest regions in my country
as a child.

Claire Smith: When did you go on your first
expedition?

Bettie Silva: I ^{went} ~~have gone~~ on my first
expedition in 2005. I ^{saw} ~~have seen~~
a lot of amazing sights on that
first trip.

Claire Smith: Where ^{did you go} ~~have you gone~~ on your
first trip?

Bettie Silva: I went to rain forests in the
Amazon and in Asia.

Claire Smith: Who ^{have you} ~~you have~~ traveled with?

Bettie Silva: I've traveled with teams of
scientists and other explorers at
different times.

Claire Smith: Have you ever had any dangerous
experiences in the rain forest?

Bettie Silva: Yes. Sadly, I ^{lost} ~~have lost~~
team members. For example,
last year, a poisonous snake
^{bit} ~~has bitten~~ one of my group
members. But I ^{have} ~~met~~ had many
wonderful experiences on
trips so far, too. I have helped
scientists discover new
medicines, and I ^{met} ~~have met~~ had many interesting local people.

Unit 11

1

A page 110

Answers will vary; Possible answer: Some mysteries that science has not yet solved include bird migration, earthquake lights, disappearing bees, and yawning.

B page 110

Possible answers:

1. Birds have magnetic particles in their brains to help them find their way.
2. Photographs from the 1960s prove the lights exist.
3. Billions of bees have died since the 1980s.
4. People yawn when they are tired, when they exercise, and when other people yawn.

C page 110

1. no; yes
2. yes
3. no; yes

2

Exercise 2.1 page 113

	The action has happened.	The action has not happened.
2. have; noticed	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. has; done	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. hasn't / has not proven	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. haven't / have not been	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. have; determined	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. have; used	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. haven't / have not done	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Exercise 2.2

A page 114

2. recently
3. still
4. already
5. already
6. recently

7. yet
8. still

B page 114

Same as **A**.

Exercise 2.3 page 114

2. We have ^{already} seen that humans are living longer and longer.
3. However, we ^{still} have not seen many people live beyond the age of 100.
4. So far, humans have not ^{ever} lived past the age of 130.
5. Researchers have ^{just} begun to understand the processes that occur in the body as we age.
6. Scientists have ^{recently} discovered chemicals in the body that tell it to start aging ^{OR recently}.
7. Many people wonder what we can do to extend our lives, but science has not found ^{yet} the answers _Λ.
8. Some say that eating a low-calorie diet can extend life, but science ^{still} _Λ has not proven this.

Exercise 2.4

A page 115

Possible answers:

2. What planets have we already sent spaceships to?
3. Have people ever found a cure for the common cold?
4. What medicines have researchers recently discovered? *OR* What medicines have researchers discovered recently?
5. Where have people already looked for new medicines?
6. Has anyone figured out why we dream yet?
7. Have any scientists recently been in the news? *OR* Have any scientists been in the news recently?

8. Have you ever wondered about a scientific mystery?

B page 115

Answers will vary.

3

Exercise 3.1

A page 117

- | | |
|----------|----------|
| 2. for | 6. since |
| 3. since | 7. for |
| 4. for | 8. for |
| 5. since | 9. since |

B page 117

Answers will vary.

Exercise 3.2

A page 118

2. for
3. 've / have been
4. since
5. 've / have worked
6. since
7. have; owned
8. 've / have owned
9. since
10. 've / have learned / learnt
11. have; done
12. for
13. haven't / have not done
14. haven't / have not eaten
15. since
16. 've / have gotten / got
17. for
18. haven't / have not exercised
19. for

B page 118

Well, I've lived in California ~~for~~ 50 years, and I have been in San Miguel since 1972.

I have not exercised ⁱⁿ for a long time, but my work keeps me active.

C page 119

Answers will vary.

4

Editing Task page 119

Max is a drama major. Today, he is presenting a scene from a play in one of his classes. He ~~is taking~~ ^{has taken} acting classes since he was a child. He ~~is acting~~ ^{has acted} in front of people ~~since~~ ^{for} many years, and he has been in the drama department ~~since~~ ^{for} three years. He has ~~ever~~ ^{never} felt uncomfortable on the stage. However, for some reason, Max ~~just has~~ ^{has just} forgotten his lines, and his face has become red. Max is blushing.

Many people blush when they are embarrassed, but science has not ~~never~~ ^{ever} been able to explain why we blush. Researchers know how we blush: The nervous system causes the blood vessels in our face to dilate. This increases blood flow to the face, and this makes it look red. Researchers ~~have known~~ ^{know} for many years that teenagers blush more than adults do, but ~~still there~~ ^{there still} has not been much research on blushing.

Unit 12

1

A page 120

Answers will vary; Possible answer: City life is improving through "green" buildings and green belts

B page 120

Possible answers:

1. People migrate to cities in search of jobs and a better life.
2. When cities grow too fast, there often isn't enough housing for all the new people. Environmental problems get worse, too.

3. Architects and urban planners have found solutions. Architects have designed “green” buildings. Urban planners have been creating green belts in cities.
4. Some green buildings use solar power and less water. In Seoul, South Korea, planners uncovered a small river in the middle of the city and built a park on both sides of the river.

C page 120

1. Environmental problems have been getting worse, too.
2. In addition, urban planners have been creating green belts in cities.

2

Exercise 2.1 page 124

2. have been noticing
3. has been picking
4. hasn't / has not been leaving
5. have been feeling
6. have been patrolling
7. has been improving
8. haven't / have not been complaining
9. have been staying
10. have been using

Exercise 2.2

A pages 124–125

- | | |
|-------------------------|--------------------------|
| 3. have; been working | 9. Have; been addressing |
| 4. for | 10. for |
| 5. has; been focusing | 11. has been happening |
| 6. since | 12. since |
| 7. Has; been developing | 13. since |
| 8. since | |

B page 125

Answers will vary.

3

Exercise 3.1

A page 127

1. ☒
2. ☐
3. ☐

4. ☒
5. ☒
6. ☒
7. ☐
8. ☐

B page 128

Answers will vary.

1. Environmental problems in our city have been increasing.
4. Studies have been showing that green belts have been reducing air pollution.
5. Planners have been talking about creating more green belts in our city.
6. They've / They have been studying the effects of green belts in other cities for the past year.

Exercise 3.2

A page 128

2. have opened
3. has been building
4. have; built
5. have moved
6. have been getting *OR* have gotten / got
7. have closed
8. have gone
9. has been increasing *OR* has increased
10. have broken

B page 128

- | | |
|----------------------|------------------------|
| 2. have opened | 7. have closed |
| 3. has been building | 8. have gone |
| 4. have; built | 9. has been increasing |
| 5. have moved | 10. have broken |
| 6. have been getting | |

Verbs you can use both present perfect progressive and present perfect: (6) get, (9) increase

C page 128

Answers will vary.

4

Editing Task page 129

Kyle Jones: Urban planners and architects^{have}_Λ been remodeling city buildings to make them more energy efficient.

^{has}
 This ^{has} been making life in our city
 kinder to the environment. It ^{has} ~~have~~
 also been making life healthier
 for city residents. Today, we are
 asking the architect Vinh Hu about
 his work. Mr. Hu, how long ^{have} you
 been designing green buildings?
 Vinh Hu: Oh, a long time. ^{We've / We have been} ~~We're~~ designing
 these buildings for almost 20
 years. We've ^{believed} ~~been believing~~ for
 a long time that green buildings
 are an important way to improve
 city life. We've also ^{known} ~~been knowing~~
 for a long time that most people
 prefer green apartments. In the
 future, no one will want to live in a
 building that isn't environmentally
 friendly.
 Kyle Jones: ^{have} What ^{have} you been working on lately?
 Vinh Hu: We've been building two new
 apartments on Murray Street.
 Kyle Jones: ^{have been} Yes, I ~~am~~ watching those
 apartments go up for a while.
 What makes them green?
 Vinh Hu: They use solar energy for heat.
 Kyle Jones: Very interesting! Thank you, Mr.
 Hu.

Unit 13

1

A page 130

Answers will vary; Possible answer: Workers

have the right to safe conditions and to fair treatment in the workplace.

B page 130

Possible answers:

1. Some employers are not ethical, so you should know your rights on the job.
2. Women and men have the right to equal pay for the same job. You also have a right to a workplace that is not hostile.
3. You have the right to free training courses on the safety issues in your workplace. Your company cannot fire you for reporting dangerous or unsafe conditions.
4. You report unsafe conditions to your supervisor or the Occupational Safety and Health Administration (OSHA).

C page 130

1. Ethical
 2. fair
 3. hostile
 4. embarrassed; humiliated
- Words described: employers, treatment, workplace, you

2

Exercise 2.1

A page 133

2. are low
3. are bad
4. are long

B page 133

2. ethical bosses
3. free training courses
4. an eight-hour work day

Exercise 2.2

A page 134

- | | |
|----------------|-------------|
| 2. long | 8. sport |
| 3. fantastic | 9. black |
| 4. interesting | 10. beige |
| 5. great | 11. Running |
| 6. ugly | 12. Leather |
| 7. cotton | |

B page 134

Possible answers:

2. two-week
3. three-day
4. black; cotton
5. beige; sport
6. black; leather

Exercise 2.3

A page 135

2. -ful
3. -able
4. -ic
5. -ive
6. -ive
7. -ial
8. -ous
9. -ical
10. -ous

B page 135

Answers will vary.

3

Exercise 3.1

A page 137

1. embarrassed; annoying
2. interested; boring; fascinating; bored
3. annoyed; surprised; depressing
4. relaxing; relaxing; exciting
5. embarrassing; embarrassing

B page 137

Answers will vary.

Exercise 3.2 page 137

2. less friendly ones
3. boring ones
4. older ones
5. unfair one

Exercise 3.3

A page 138

2. However, many ~~aware~~ people are not ^{aware} of size and age discrimination in the workplace.
3. For example, if a thin woman and an overweight woman apply for the same job, the ^{one} thin ~~one~~ often gets the job.
4. If a tall man and a short man try to get a promotion, the ^{one} tall ~~one~~ often gets the promotion.
5. A recent survey showed that the average

Chief Executive Officer (CEO) in the United States is 6 ~~tall~~ ^{tall} feet _λ

6. Another survey showed that only 3 percent of CEOs in the United States are less than ~~tall~~ ^{tall} 5 feet, 7 inches _λ
7. Many older ~~afraid~~ ^{afraid} workers are ^{afraid} of age discrimination.

8. An older employee with a lot of experience can make ~~nervous~~ ^{nervous} a young boss _λ

9. Some laws make ~~illegal~~ ^{illegal} age discrimination _λ

10. For example, after you are 40 years ^{old} _λ, a law called the Age Discrimination Employment Act protects you.

B page 138

Answers will vary.

Exercise 3.4

A page 138

Answers will vary.

B page 138

Answers will vary.

Exercise 3.5

A page 139

Answers will vary.

B page 139

Answers will vary.

4

Editing Task page 139

I have a very busy life. I have a fun job, and ^{interested} I am ~~interest~~ in my work. My boss is fair, and I work for an ethical company. I have friends.

My life sounds perfect, right? However, I work ^{60-hour} ~~60-hours~~ week. I can't get all my work done

during the day, so I take it home. I do not spend much time with my husband and our ~~beautiful little~~ ^{year} ~~little beautiful~~ four-year-old daughter. I also do not see my ~~wonderful~~ ^{wonderful} friends. This makes me feel very ~~stressed~~ ^{relaxed} stress. I am never ~~relax~~ ^{worried} relax. I know my friends and family are ~~worry~~ about me.

I think I have a problem. I need some balance between my work life and my personal life. I know there are ~~usefull~~ ^{useful} articles with tips for balancing your life. The problem is, I do not have the time to read them!

Unit 14

1

A page 140

Answers will vary; Possible answer: Some ways to learn a language include listening carefully and taking notes, making a list of new words and studying them, not studying for a test at the last minute, not staying up late the night before a test, and talking to people.

B page 140

Possible answers:

1. A learning strategy is a technique that helps you learn.
2. Listen carefully and take notes. Also, make a list of new words and study the list regularly.
3. A good night's sleep helps you think clearly.
4. Politely ask a person to speak slowly and clearly. If you do not understand a word or phrase, politely ask the person to explain.

C page 140

1. carefully
 2. regularly
 3. late
 4. politely
- The words describe how an action happens.

2

Exercise 2.1 page 143

2. carefully
3. regularly

4. well
5. alone
6. hard
7. early
8. clearly
9. well
10. quickly
11. slowly

Exercise 2.2 page 144

I'm learning English, and memorization is hard for me. I've heard that some people learn languages quickly because they use *mnemonics*. Mnemonics are memory tricks. They're good for memorizing vocabulary.

The word *mnemonics* looks strange. The spelling is unusual. It seems hard to pronounce, too. But you can say it right if you forget about the *m* at the beginning – “nuh-mon-iks.” Why is there a silent *m* at the beginning? I don't know. Sometimes English spelling is silly like that.

There's a friendly vocabulary study group at our Student Learning Center, but I like to study alone. In fact, I easily found two or three great tricks on a website. Here's one: Link new words with words you already know. Take the word *memory*, for example. You can link *memory* with *remember* in your head. Another trick is to find an easy rhyme for a word that looks hard, like the word *guess*. It sounds like *mess* or *dress*. If you need a new strategy that works well, try mnemonics. And let me know if you can find a rhyme for *mnemonics*!

Exercise 2.3 page 144

1. well; poorly
2. good
3. late
4. nervous
5. carefully; soundly
6. peacefully
7. properly
8. frequently

Exercise 2.4

A page 145

Possible answers:

2. Max is taking notes neatly. *OR* Max is neatly taking notes.
3. Tim always studies alone.
4. She asks questions politely in class. *OR* She politely asks questions in class.
5. My teacher pronounces new words clearly. *OR* My teacher clearly pronounces new words.
6. I study hard, so I pass all my tests easily! *OR* I study hard, so I easily pass all my tests!

7. Ana has learned some mnemonics quickly.
OR Ana has quickly learned some mnemonics.
8. I proofread my paper carefully. OR I carefully proofread my paper.

B page 145

Answers will vary.

3

Exercise 3.1

A pages 146–147

- | | |
|-------------|------------|
| 2. really | 7. very |
| 3. kind of | 8. so |
| 4. pretty | 9. fairly |
| 5. somewhat | 10. pretty |
| 6. very | |

B page 147

Answers will vary.

Exercise 3.2

A page 147

- | | |
|-------------------|---------------------|
| 2. g; too short | 6. b; long enough |
| 3. d; too late | 7. e; loudly enough |
| 4. h; good enough | 8. a; long enough |
| 5. c; too early | |

B page 147

Answers will vary.

Exercise 3.3 page 148

- | | |
|--------------|--------------|
| 2. fairly | 6. quite |
| 3. very | 7. extremely |
| 4. extremely | 8. very |
| 5. rather | 9. very |

Exercise 3.4

A pages 148–149

- | | |
|--------------|---------------|
| 2. pretty | 6. kind of |
| 3. so | 7. really |
| 4. amazingly | 8. incredibly |
| 5. really | 9. so |

B page 149

Answers will vary.

4

Editing Task page 149

Marisa: I didn't do ~~good~~^{well} on the test today!

Sam: Did you study ~~hardly~~^{hard} last night?

Marisa: I tried, but it was so loud in the library.

How about you?

Sam: I didn't do ~~good~~^{well}, either. I studied, but I didn't sleep ~~pretty~~^{very} well.

Marisa: And the test seemed easy.

Sam: But it wasn't. It was too hard!

Marisa: Well, what happened? We took ~~carefully notes~~^{notes carefully}.

Sam: And we listened ~~good~~^{well} in class.

Marisa: Maybe we didn't study ~~careful~~^{carefully} enough.

Sam: I'm suddenly getting nervous!

Marisa: Why?

Sam: Well, we don't have a ~~pretty~~^{very} long time before the next test!

Unit 15

1

A page 150

Answers will vary; Possible answer: Three places that food goes before it reaches plates are farms, processing plants, and warehouses.

B page 150

Possible answers:

1. Americans throw out 150,000 tons of food a day. Most of this food is perfectly good and safe to eat.
2. Farmers throw away food that is the wrong size, shape, or color.
3. Processing plants throw away food that they cannot transport or sell.
4. Food banks are groups that distribute food to poor and hungry people.

5. It is better to buy food from local farmers because this food does not go through processing plants, so there is less waste.

C page 150

- | | |
|-------------|-------------|
| 1. In; in | 3. From; to |
| 2. from; to | 4. across |

Time: in

Place: in

Movement: from, to, across

2

Exercise 2.1

A page 154

- | | |
|-----------|-----------|
| 2. near | 6. After |
| 3. During | 7. Before |
| 4. in | 8. on |
| 5. On | 9. for |

B page 154

2. To a processing plant.
3. Near Jeff's farm.
4. For three days.
5. In plastic containers.
6. On the supermarket shelf.

Exercise 2.2

A page 155

- | | |
|-----------|------------------------|
| 2. under | 6. at <i>OR</i> behind |
| 3. on | 7. on; in |
| 4. in | 8. in; on |
| 5. behind | 9. behind |

B page 155

Answers will vary.

3

Exercise 3.1 page 158

- | | |
|-----------|------------|
| 2. from | 6. into |
| 3. across | 7. through |
| 4. over | 8. around |
| 5. to | |

Exercise 3.2

A page 159

No answers.

B page 159

No answers.

Exercise 3.3

A page 159

- | | |
|---------|------------|
| 2. in | 8. between |
| 3. on | 9. into |
| 4. at | 10. on |
| 5. with | 11. at |
| 6. in | 12. as |
| 7. on | |

B page 160

Answers will vary.

4

Exercise 4.1 pages 162–163

2. such
3. well
4. outside
5. Because
6. instead
7. close
8. instead; well

Exercise 4.2 page 163

2. in front of
3. next to *OR* close to
4. close to *OR* next to
5. because of
6. as well as
7. out of
8. outside of

Exercise 4.3

A page 164

- | | |
|----------|---------|
| 2. about | 6. from |
| 3. at | 7. to |
| 4. for | 8. with |
| 5. of | |

B page 164

Answers will vary.

C page 165

Answers will vary.

D page 165

Answers will vary.

5

Editing Task page 165

Meg Handford lives ⁱⁿ at a small town in Oregon. She read about food processing and distribution. She was worried ^{about} on the amount of gas people use to transport food from farms to supermarkets and from supermarkets to homes. She thought it was bad ^{for} to the environment, so she decided to do something about it.

Meg wanted to make things better. She thought, "Maybe people can share shopping trips." So in July 2014, Meg set up Food Pool.

Food Pool is like a car pool. In a car pool, neighbors and colleagues travel to work together in one car instead of two or three. With Food Pool, neighbors go to the supermarket or a farmers' market together. They do this ^{on} in Saturdays or other free days.

Meg started a website. She was surprised at the number of interested people. Soon her inbox was full ^{of} in e-mails. Now there are more than 50 families ⁱⁿ at her area that share the trip to the supermarket. Food Pool has been running ^{for} since five years and is growing every year.

Unit 16

1

A page 166

Answers will vary; Possible answer: The writer hopes to ride in a hot-air balloon, live in Spain, write a poem, and travel to all 50 states in the United States.

B page 166

Possible answers:

1. A life list is a list of things that you are going to do before you die, if you can.
2. People should create life lists because life lists help to motivate people and encourage them to try new things.
3. Make a list that reflects the direction you want for your life. Also, understand that it is going to take time to accomplish the things on your list.

C page 166

1. 'm going to
 2. 'm going to
 3. Are; going to
 4. is going to
- The sentences are about the future.

2

Exercise 2.1 page 170

2. is going to create
3. isn't / is not going to miss
4. are going to attend
5. isn't / is not going to achieve
6. 'm / am going to do
7. 'm / am going to take
8. 'm / am going to learn
9. are going to ride
10. aren't / are not going to do

Exercise 2.2

A page 170

2. are; going to work
3. are; going to do
4. Are; going to get
5. are; going to take
6. Is; going to be
7. is going to happen
8. is; going to happen

B page 171

Possible answers:

2. Where is he going to work?
3. What is he going to do?
4. Is he going to learn a lot on the job?
5. Is he going to take a class at the community college?
6. What is he going to take?
7. Does he think the class is going to be hard?

Exercise 2.3

A page 171

- | | |
|----------------------|-----------------------|
| 2. accomplishing | 9. leaves |
| 3. 'm riding | 10. are; doing |
| 4. 'm taking | 11. 'm going |
| 5. 're going to have | 12. 'm picking up |
| 6. 's going to be | 13. 's staying |
| 7. are; going | 14. arrives |
| 8. 're meeting | 15. 're going to have |

B page 171

Same as **A**.

Exercise 2.4

A page 172

2. 'm moving
3. leave *OR* 'm leaving
4. 'm going to work
5. start *OR* 'm starting
6. 'm going to travel
7. 's going to be
8. 's going to be
9. 're going to have
10. 's going to rain
11. 're going to need
12. 'm traveling / travelling *OR* 'm going to travel
13. arrive *OR* 'm arriving
14. 'm staying *OR* 'm going to stay
15. 's going to be

B page 172

Answers will vary.

Exercise 2.5

A page 172

Answers will vary.

B page 172

Answers will vary.

3

Editing Task page 173

The following is the second in a series by Alex Wu of interviews with people about their life lists.

Alex: So, Heather, what^{are} you and your husband ^{are} going to put on your

life lists?

Heather: We^{are} going to put a lot of things on our list. We^{are} going to do some things together and some things separately.

Alex: What^{is Tom} ~~Tom~~^{are} is going to do?

Heather: Well, Tom is a twin. He and his brother^{are} is going to attend the International Twins Convention.

Alex: I've heard of that. That's right here in Ohio.

Heather: Right. In fact, the convention is this weekend. They^{are} going to drive there on Saturday.

Alex: That's usually an outdoor event, right?

Heather: Yes, and unfortunately, it^{is} going to rain this Saturday.

Alex: Too bad. What^{are they} ~~they~~^{are} are going to do?

Heather: The event is going to be inside at a hotel now.

Alex: That's good. I bet they^{are} ~~is~~ are going to have a great time this weekend.

Unit 17

1

A page 174

Answers will vary; Possible answer: Some of the effects of people living longer include: more people will have illnesses, there will not be enough doctors, there will be less money for programs such as Social Security and Medicare, many older people will not have enough money, people will need to work into their 70s and 80s, but people may be happier.

B page 174

Possible answers:

1. By the end of the twenty-first century, there will be several million centenarians in the United States, according to the U.S. Census Bureau.
2. More people will have illnesses such as cancer and heart conditions. Also, there will be less money for programs such as Social Security and Medicare. Therefore, many older people will have to work to an older age.
3. Older people tend to be happier than younger people.
4. Older people tend to be happier because they spend more time on their relationships and know themselves better.

C page 174

1. will 3. will
2. will 4. will

We use *will* to talk about the future.

2

Exercise 2.1 page 177

2. will see
3. will be
4. will need
5. won't / will not retire
6. will work
7. won't / will not do
8. will help; won't / will not cause

Exercise 2.2

A page 178

2. Why will people have
3. Will people live
4. will everyone be
5. What will happen
6. What will happen
7. how will people like me support
8. What other sources of income will people have

B page 179

- certainly / definitely / undoubtedly*
2. Better medical care will ^Λmean a healthier life.
probably / likely
3. A lot of countries will ^Λhave more centenarians.

Maybe / Perhaps OR possibly

4. ^ΛPeople will ^Λhave more long-term illnesses such as cancer and diabetes.

probably / likely

5. Social Security will ^Λbegin to have serious problems in the future.

probably / likely

6. Social Security payments will ^Λbe very low.
certainly / definitely / undoubtedly

7. Most people will ^Λneed other sources of income as they age.

Maybe / Perhaps OR possibly

8. ^ΛA lot people your age will ^Λwork longer.
certainly / definitely / undoubtedly

9. Many will ^Λcontinue to work full-time for many years.

Exercise 2.3

A page 179

1. will probably not 2. will probably

B page 179

2. undoubtedly 5. very likely
3. probably 6. certainly
4. possibly 7. undoubtedly

C page 180

Answers will vary.

3

Exercise 3.1 page 182

2. will grow
3. will increase
4. will probably double
5. will need
6. will announce *OR* is announcing
7. will open *OR* is opening
8. is holding *OR* will hold
9. are teaching *OR* will teach

Exercise 3.2

A pages 182–183

2. 'm/am not going to retire *OR* won't / will not retire
3. 'm/am going to travel *OR* 'll/will travel
4. 're not / aren't / are not going to have *OR* won't / will not have
5. 'll/will start

6. are; going to do *OR* will; do
7. 'm/am going to go
8. 're not / aren't / are not going to like *OR* won't / will not like
9. 'm/am going to change
10. 'll/will change
11. 'll/will drive

B page 183

Answers will vary.

Exercise 3.3

A page 183

likely / probably Maybe / Perhaps OR possibly

2. Computers_Λ won't have keyboards. _Λ We are_Λ going to use our voices to communicate with them.

certainly / definitely / undoubtedly

3. There will_Λ be no ice in the Arctic.

Maybe / Perhaps OR possibly

4. _Λ People are_Λ not going to drive their own

Maybe / Perhaps OR cars_Λ Satellites

possibly
or computers will_Λ control them.

certainly / definitely / undoubtedly

5. Space flight is_Λ going to be available to anyone.

certainly / definitely / undoubtedly

People will_Λ take vacations in space.

B page 184

Answers will vary.

C page 184

Answers will vary.

4

Editing Task page 185

Pablo Percy: A lot of women actors quit around the age of 40 or 50. They say there aren't good parts for older women. What ^{will} ~~would~~ you do in your later years?

Melanie Hinton: Well, I won't retire and sit at

^{will}
home. I _Λ work until I'm 90!

Pablo Percy: But there aren't many good parts for older women.

^{will}
How ~~would~~ you find work?

Melanie Hinton: The entertainment business is changing. In the future, there _Λ ^{will} be a lot more older

people making movies

and watching movies.

That means there ^{will} ~~would~~

definitely be more parts

for older people, including

older women, in the future.

Pablo Percy: Are you sure?

Melanie Hinton: Absolutely. In fact, I ^{won't / will not} ~~wouldn't~~

wait for these parts. I will ~~to~~

write my own scripts. I _Λ ^{am} going

to have a script ready next

year.

Pablo Percy: What is it going to be about?

Melanie Hinton: ^{am}
I _Λ going to write a love story

about two 80-year-olds.

Pablo Percy: Sounds wonderful!

Unit 18

1

A page 186

Answers will vary; Possible answer: Humans learn to communicate through a combination of natural, genetic features and their social environments.

B page 186

Possible answers:

1. A typical American two-year-old child knows about 200 words.
2. They talk mostly about things around them – where they are and what they are doing at the moment.
3. They learn to speak about things that are not happening right around them – the past, the future, and faraway people and places.
4. They are our natural, genetic features and our social environment.

C page 186

1. (a) Before; (b) will
2. (a) When; (b) will
3. (a) After; (b) will
4. (a) Once; (b) will

The words in the *a* blanks refer to time.

The verbs in the *b* blanks talk about the future.

2

Exercise 2.1 page 190

1. starts; will learn
2. will teach; starts
3. goes; will start
4. will learn; starts
5. gets; will learn
6. is; will recognize
7. will read; goes
8. finishes; will know

Exercise 2.2 page 190

2. Once
3. As soon as
4. When
5. until
6. When
7. after
8. Before

Exercise 2.3

A page 191

2. will know; 1,500
3. finishes
4. knows; 2,500
5. reaches; will know; 3,500
6. reads; writes; will apply

B page 191

2. finish; *Answers will vary*

3. will get; *Answers will vary*
4. complete; *Answers will vary*

C page 191

Answers will vary.

3

Exercise 3.1 page 194

- | | |
|---------------|-------------------|
| 3. use | 11. wants |
| 4. will learn | 12. will; combine |
| 5. will use | 13. does |
| 6. wants | 14. will make |
| 7. learns | 15. wants |
| 8. will; use | 16. will make |
| 9. will make | 17. learns |
| 10. wants | 18. will; learn |

Exercise 3.2

A page 195

1. b
2. c
3. a

Answers will vary.

B page 195

Possible answers:

2. If you have a new development in technology, you will get a new word that describes it.
3. New words will also enter the language if there is a big world event such as a war.
4. If someone uses the new word on the Internet, people will copy it.
5. For example, if you use the word, your social networking friends will use it, too.
6. If a new word or expression becomes popular, a lot of people will use it.
7. If a person on a TV news show says the new word, it will sound important.
8. A new word will appear in the dictionary if a lot of people use it in speaking and in writing.
9. If people stop using the new word or expression, it will die.

C page 196

Answers will vary.

Exercise 3.3

A page 196

1. speaks, reads, and writes English well
2. gets a certificate

3. will apply for a certificate program at the community college
4. he finishes the certificate program
5. will feel very proud

B page 196

Answers will vary.

4

Editing Task page 197

A team of scientists is doing experiments with crows to test their intelligence. This is what the scientists think will happen:

- When the crows ^{are} ~~will be~~ thirsty, they will look for water.
- As soon as they ~~will~~ find water, they ^{will} drink it.
- If there is no water, the crows ^{will} search for it.
- If they don't get the water easily, the crows ^{will} think of ways to get it.

For example, if the water ^{is} ~~will be~~ in a narrow tube, it will be difficult to reach it. However, the scientists think that the crows will learn the following:

- If they ~~will~~ drop a stone into the tube, the water level will rise.
- If they ~~will~~ drop more stones, the level will rise more.
- The crows ^{will} drop stones into the tube until the crows reach the water.
- ^{If} ~~When~~ the experiment is successful, the scientists will prove that crows are intelligent birds.

Unit 19

1

A page 198

Answers will vary.

B page 198

2. c 3. a 4. d

C page 198

- line 2 can
 line 2 can't
 line 6 are not able to
 line 14 could
 line 18 will be able to
 line 21 can
 line 26 can't
 line 28 can
 lines 35–36 were not able to
 line 39 will be able to

2

Exercise 2.1 page 201

2. can't move
3. can't talk / speak
4. can't breathe
5. can move
6. can speak / talk
7. can send
8. can use

Exercise 2.2

A page 202

2. Can they speak?
3. How many languages can they understand?
4. Can they lift patients?
5. How much weight can one robot lift?
6. Can a robot recognize people?
7. Can they give medicine to people?
8. What kinds of decisions can they make?

B page 202

2. They can speak quite well.
3. They can understand eight languages.
4. They can move patients from beds to wheelchairs.
5. They can lift up to 134 pounds.
6. It can recognize patients, doctors, and other nurses.
7. They can give medicine to people.
8. So far they can make very simple decisions.

C page 202

Possible answers:

1. They can't change beds.

2. They can't lift very heavy patients right now.
3. They can't change a patient's medicines.

Exercise 2.3

A page 203

- | | |
|-------------|--------------|
| 2. can | 7. couldn't |
| 3. can | 8. can |
| 4. can | 9. Can |
| 5. can't | 10. can't |
| 6. couldn't | 11. couldn't |

B page 203

Answers will vary.

3

Exercise 3.1

A page 207

- | | |
|-------------------------|--------------------------|
| 2. Are; able to read | 7. are able to tell |
| 3. Are; able to see | 8. will be able to use |
| 4. were able to prove | 9. will be able to see |
| 5. was able to show | 10. will; be able to use |
| 6. will; be able to use | |
- Can use *could*: 5

B page 207

Answers will vary.

Exercise 3.2

A page 208

Answers will vary.

B page 208

Answers will vary.

4

Editing Task page 209

Will people really need to^{be} able to speak other languages in the future? That is a question language students ask after they hear about the Instant Interpreter. This little machine translates for you when you visit a foreign country. It listens to what you say and is able^{to} to translate your speech into eight world

languages. It is also easy to use. If you are able^{to} to use a smart phone, you will^{be} be able to use this.

I tried the Instant Interpreter last week and I liked it. I^{was} was able to order a cup of coffee in a restaurant. When the server asked me a question, the Interpreter gave me the translation, and I was able to answer. In the end, we were able to have a simple conversation. However, we^{were} were not able^{to} to understand everything we said to each other.

One problem with this machine is that it ~~cannot~~ can not work quickly when your conversation becomes more complex. It needs time to^{be} be able to learn your voice, too. I ~~could~~ was able to solve the problem by talking to it a lot, so it learned my voice.

If you need to be able^{to} to get around in a foreign city, this is a good buy. You ~~cannot~~ can not find a better translating machine on the market today.

Unit 20

1

A page 210

Answers will vary; Possible answer: Lisa is trying to organize volunteers to serve Thanksgiving dinner at the Bay City Homeless Shelter.

B page 210

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

C page 210

1. could you
2. would you
3. may I
4. can I

Ask permission to do something: sentences 3

and 4

Ask someone else to do something: sentences 1 and 2

2

Exercise 2.1 page 214

2. Hi, Lisa: Do you mind if I ^{pick} picks up the turkey on Wednesday morning? Thank you, Professor Rodriguez
3. Dear Lara: Ana's oven is not working. Do you mind if she ^{cooks} cook the turkey at your house? Thanks! Lisa
4. Hello, Lisa: Can my roommate ^{call} calls you about volunteering? Do you mind if I give him your number? Mohammed
5. Dear Ana: May I ^{I please} please call you early on Wednesday morning to arrange a time? Professor Rodriguez
6. Dear Lisa: Yes, I can bring plates. Can you ^{help} helping me carry them? Thanks! Marcus
7. Dear Professor Rodriguez: Yes, ^{you may} may you call on Wednesday morning. I'm available after 8:00 a.m. Ana
8. Hi, Ana: My car is not working. Could I please ~~to~~ ride to the shelter with you? Eun

Exercise 2.2

A–B pages 214–215

	Yes	No
2. Could I leave	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Do you mind if we use	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Do you mind if we borrow	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Do you mind if we give you	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C page 215

No answers.

Exercise 2.3

A page 215

Answers will vary.

B page 216

Answers will vary.

C page 216

Answers will vary.

3

Exercise 3.1

A pages 218–219

2. Would you please set up tables? *OR* Would you set up tables, please?
3. Can you please sell raffle tickets? *OR* Can you sell raffle tickets, please?
4. Will you please buy prizes for the raffle? *OR* Will you buy prizes for the raffle, please?
5. Would you please decorate the room? *OR* Would you decorate the room, please?
6. Could you please serve snacks and drinks? *OR* Could you serve snacks and drinks, please?
7. Will you please give a speech about the charity? *OR* Will you give a speech about the charity, please?
8. Would everyone please help clean up after the party? *OR* Would everyone help clean up after the party, please?

B page 219

Answers will vary.

Exercise 3.2

A pages 219–220

2. we can help you; OK, thanks
3. Could I help you; No, thank you
4. Can I put; Yes, please. Thanks!
5. we'll help; OK, thanks.
6. may I help you; Yes, please. Thank you.
7. I can clean it up.; Thanks!
8. Can I finish; Yes, thank you.

B page 220

3 and 6.

Exercise 3.3

A page 220

Answers will vary.

B page 220

Answers will vary.

C page 220

Answers will vary.

4

Editing Task page 221

Hi, Luis. Do you mind if we change the time to meet at the park tomorrow? Could we ~~to~~ meet at noon? Peg

Hi, Peg. Yes, we ~~could~~^{can}. I will be there a few minutes before noon. Do you mind if Omar comes, too? He wants to help. Luis

Would you please ask him to call me? /

Would you ask him to call me, please?

Hi, Luis. No, that's fine. ~~Please would you ask him to call me?~~ Peg

Hi, Peg. Yes, I ~~would~~^{will}. We'll ~~to~~ bring soda. OK?

Luis

Hi, Luis. That would be great. I can ~~to~~ make some snacks. Oh, could ~~please~~^{please} you ~~bring~~^{OR} plates and napkins^{, please}? Thanks! Peg

Unit 21

1

A page 222

Answers will vary.

B page 222

1. different things
2. can
3. difficult
4. Not everyone

C page 222

1. ought to
2. should
3. could

Ought to and *should* show advice.

Could makes a suggestion.

2

Exercise 2.1 page 226

Possible answers:

2. You really had better think about the hours you prefer.
3. Perhaps you ought to decide if you want to be on call 24-7.
4. Maybe you should look for job advertisements online.
5. You probably ought to tell your family about your plans.
6. You really shouldn't get discouraged.
7. I think you should ask for advice from a career counselor.
8. You really had better not take a job you don't like!

Exercise 2.2

A pages 226–227

2. Who should
3. Should
4. What should
5. Should
6. What should
7. Should

B page 227

Answers will vary.

C page 227

2. should probably talk
3. Maybe; ought to take
4. Perhaps; should look
5. really ought to do
6. should really start
7. I think; had better start; should probably talk
8. ought to do

Exercise 2.3

A page 228

Answers will vary.

B page 228

Answers will vary.

3

Exercise 3.1 pages 229–230

2. Why not
3. might want to
4. You might want to
5. we could
6. might not want to
7. You might want to
8. Why don't

Exercise 3.2

A page 230

Answers will vary.

B page 230

Answers will vary.

4

Editing Task page 231

Jordan: There are a lot of changes happening at my company. I'm worried I might lose my job.

Isabela: Well, you ^{had} better ~~probably~~ start looking for something else.

Jordan: I guess so.

Isabela: At the same time, you ^{had} better try to keep your current job. They say it's a lot harder to find a new job when you're unemployed.

Jordan: Is there anything I can do?

Isabela: Yes, there's a lot you can do. First, why not ~~to~~ talk to your boss? You get along well, right? Why not ^{ask} ~~asking~~ for feedback on your work? Then, you probably ought to tell your boss you're

working on those things. You might want to keep in touch with her by e-mail.

Jordan: OK. What else?

Isabela: Well, do extra work. You ought to take on extra tasks whenever you ^{might not want to} can. And you ~~could not~~ complain about anything.

Jordan: That makes sense. Thanks, Isabela. ^{I should} ~~I'd better~~ ask you for advice more often!

Unit 22

1

A page 232

Answers will vary; Possible answer: Difficulties for advertisers: consumers have a large number of choices; advertising is very expensive; advertisers must follow many rules.

B page 232

Possible answers:

1. In the past, sellers called out to people on the street and tried to persuade people to buy their products.
2. It is difficult because people have so many choices these days.
3. They see or hear up to 3,000 advertising messages each day.
4. Advertisers must not lie.

C page 232

1. need to
2. would rather
3. would prefer
4. has to

Necessary: sentences 1 and 4

Preferred: sentences 2 and 3

2

Exercise 2.1

A page 236

2. needs to
3. has to
4. need to
5. must
6. must
7. doesn't have to; needs to
8. can't; need to
9. 've got to
10. must

B page 236

Not Necessary: sentence 7

Prohibited: sentence 8

Exercise 2.2 pages 236–237

- | | |
|---------------------------|------------------|
| 2. have to | 8. needs to |
| 3. Do; have to | 9. does; need to |
| 4. don't / do not need to | 10. Do; have to |
| 5. must | 11. have got to |
| 6. have to | 12. needs to |
| 7. has to | |

Exercise 2.3

A page 237

Answers will vary.

B page 237

Answers will vary.

C page 238

Answers will vary.

3

Exercise 3.1 page 240

2. would rather not get
3. prefers to get
4. Would; rather see
5. wouldn't / would not like to see
6. 'd / would rather see
7. Would; prefer to see
8. 'd / would rather not
9. 'd / would prefer to hire

Exercise 3.2 pages 240–241

2. Do you prefer advertising by mail *OR*

e-mail ads? *OR* Do you prefer e-mail ads or advertising by mail?

3. Would you like to see a lot of ads before you buy things?
4. Would you prefer to watch TV without commercials?
5. Would you rather not have advertising online?
6. Do you prefer ads on the radio or ads on TV? *OR* Do you prefer ads on TV or ads on the radio?
7. Would you like to see more informative ads or more funny ads?
8. Would you rather not have any advertising at all?

4

Editing Task page 241

Dear Adam,

I want to check in on our progress. Would you like ^{to} do it via e-mail, or would you rather ~~to~~ ^{doesn't / does not need / have to} meet in person? It ~~must not~~ take long. It ^{'d / would} probably only take half an hour, but I ^{'d} rather not wait too long.

– Ingrid

Hello, Ingrid,

Good idea. I would prefer ^{to} meet in person. ~~We must not~~ ^{don't / do not need / have to} meet in the office if we don't want to. We could meet at the café on the corner.

Where would you rather ~~to~~ meet? And when would you prefer to meet? I am free tomorrow afternoon or Thursday after 4 o'clock.

– Adam

Hi, Adam,

Sam would like to join us, and he would rather ~~to~~ meet on Thursday. How about Thursday at the café at 4:15?

– Ingrid

Hi, Ingrid,

OK! See you then.

– Adam

Unit 23

1

A page 242

Answers will vary; Possible answer: In the United States now, the yearly birthrate is declining. This may continue in the future, causing less crowded cities, less pollution, fewer people in the workforce, or a decline in the number of doctors and the quality of health.

B page 242

Possible answers:

1. Women might be choosing to have fewer children because more women now have careers. The economy might also affect birthrates.
2. Today, it costs more than \$300,000 to raise a child from birth to age 17.
3. Cities could become less crowded, and there may be less pollution.
4. There might be fewer people in the workforce. There could be fewer doctors, and this could cause a decline in general health.

C page 242

1. might
2. could
3. could
4. might

Might and *could* describe things that are uncertain. They are used to talk about both the present and the future.

2

Exercise 2.1

A page 246

2. can't
3. must

4. could
5. may not
6. might
7. can't
8. could
9. might
10. could
11. must

B page 246

	Not Certain	Almost Certain
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
10.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Exercise 2.2 pages 246–247

2. may be
3. must
4. should
5. might not
6. can't be
7. might
8. may

Exercise 2.3

A page 247

Answers will vary.

B page 247

Answers will vary.

3

Exercise 3.1

A page 249

2. may
3. could
4. will
5. might not
6. could
7. might not
8. could

B page 250

	Not Certain	Certain
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Exercise 3.2 page 250

2. might
3. might
4. may
5. could
6. might
7. could
8. could
9. may
10. may

Exercise 3.3

A page 250

Answers will vary.

B page 251

Answers will vary.

4

Editing Task page 251

Jim: OK. The trend we're going to discuss in our presentation is the increase in the number of people going to college. We ^{might} have to start by discussing reasons.

Lucy: Well, it ^{may / might / could} ~~can~~ be because a lot of people are unemployed. They ^{might / may / could} ~~can~~ be getting a degree because they don't have work. They stay busy at school.

Alex: Yes, I think that ^{may be} ~~maybe~~ the most important reason.

Jim: But is that the only reason?

Lucy: No, it can't. ^{be} ~~It~~

Alex: ^{Maybe} ~~May be~~ students are also preparing for a better job.

Lucy: ^{might / may / could} Yes, that ~~can~~ be another reason.

Jim: OK, good. ^{Maybe} ~~May be~~ we'll add more reasons later. What about the future effects of this trend, though? Will they be good or bad?

Alex: ^{will} There ~~must~~ be a lot of good effects in the future, I'm sure. It ^{will} ~~must~~ be good to have more educated people in the workplace in the future.

Lucy: ^{may / might / could} Yes, but there ~~can~~ be some problems in the future, too. People could have a lot of debt when they finish school.

Jim: ^{may not / might not / shouldn't} Hmm. Good point. I think it ~~couldn't~~ be difficult to think of several more effects. We're doing very well so far. Let's summarize our ideas and see if we need any more information. We ^{might not / may not} ~~couldn't~~ have enough, or we might have just what we need.

Unit 24

1

A page 252

Answers will vary.

B page 252

Possible answers:

1. Some people are allergic to perfume.
2. Jorge told a joke that may have offended a co-worker.

- Humor is very different in different cultures.
- Mei Lee's boss makes outrageous demands and asks Mei Lee to do personal tasks for her.

C page 252

- arrived
- happened
- told
- offended

Verbs followed by a noun or pronoun: told, offended

2

Exercise 2.1 page 255

Hi Emily,

Our new assistant ^Tstarted (work) yesterday. He ^Iseems great, except for one thing. He ^Tchews (gum) all the time. It ^Tdistracts (me) and the other employees. We ^Thear (it) all day long. Maybe I should ^Texplain (my feelings), but I do not want to ^Toffend (him). He ^Iworks hard and everyone ^Tlikes (him). I ^Tdiscussed (the problem) with my co-worker, Kyle, but he didn't care. He just ^Ilaughed. When I ^Iarrived at work this morning, my manager and I ^Ispoke. She ^Tunderstood (the problem). She is going to ^Tsay (something) to the new assistant. Maybe that will ^Ihelp.

I hope your workday ^Iis going better than mine!

Yvette

Exercise 2.2

A page 255

- How often do you (stay) late at work (or school)?
- What time do you usually (leave) for work (or school)?
- What has (changed) in your work (or school) life recently?

- What time do you usually begin your workday (or school day)?
- What time does your workday (or school day) usually end?

B page 256

Answers will vary.

3

Exercise 3.1 page 257

- spent; with
- discussed; with
- borrowed; from
- asked; for
- get; from
- reminded; about
- help; with
- thanked; for

Exercise 3.2

A page 257

Answers will vary.

B page 257

Answers will vary.

4

Exercise 4.1 page 259

- talked about
- listened to
- think about
- ask about
- look at
- talking to
- belong to
- ask for
- agreed with
- argued with

Exercise 4.2

A page 260

- What do you usually talk about at work (or school)?
- What do you worry about at work (or school)?
- Who do you depend on for help?
- Whose advice do you listen to most?
- Who do you sometimes argue with?

7. Who do you usually agree with?
8. What clubs or professional organizations do you belong to?

B page 260

Answers will vary.

5

Editing Task page 261

Do these problems sound familiar to you? If so, you are not alone. These are the common problems our readers sent to us in our recent survey. Try our solutions! They could help you change your work life forever!

›Problem: Some people do not appreciate me, or even like ^{me}_λ

Solution: Maybe you should talk ^{to}_λ your boss about the problem.

›Problem: My co-workers often argue ^{with}_λ me. I don't like it.

Solution: You could talk ^{about}_λ with the problem with your co-workers.

›Problem: Nobody listens ^{to}_λ me when I have a new idea.

Solution: Maybe you need to explain your ideas more clearly to them.

›Problem: I always thank my co-workers for their help, but they never thank ^{me}_λ.

Solution: You could discuss ~~about~~ the problem with them, but this may not change.

›Problem: My co-worker always asks me ^{for}_λ help. I don't mind helping him, but then I don't finish my own work.

Solution: Discuss this ^{with}_λ him. Tell him you want to help, but you must also do your work. I think he'll understand.

Unit 25

1

A page 262

Answers will vary; Possible answer: Step 1 is to figure out your income and your spending habits. Step 2 is to set up a budget.

B page 262

Possible answers:

1. You should write down your expenses so that you get a clear picture of your usual spending habits.
2. Rent, food, electricity, and gas are the most important expenses.
3. Movies and dinners out are not important expenses.
4. Two goals are paying off your credit card and saving for a large purchase.

C page 262

1. sort out; set in
2. Sit down
3. write down

Words in each blank: two

Transitive words: sort out, write down

Intransitive words: set in, sit down

2

Exercise 2.1 page 266

1. A: Come on! We're going to be late.
B: Hold on. I'm coming.
2. A: It's Friday night. Let's eat out somewhere.
B: I can't. My money's already run out, and I don't get paid until next week.
3. A: I have some new neighbors. They moved in last week.
B: Are they nice? Do you think you'll get along?
4. A: I want to go out now. Do you want to come?
B: No, go ahead. I'm tired. I'm going to stay home.

Exercise 2.2

A page 266

2. along
3. away
4. back
5. in
6. out
7. out

8. out 11. down
9. on 12. down
10. up 13. on

B page 267

Answers will vary.

C page 267

Answers will vary.

Exercise 2.3

A page 267

2. out 5. up
3. out 6. on *OR* ahead
4. down 7. out

B page 267

Answers will vary.

3

Exercise 3.1 page 269

2. Most experts say it's a good idea to **write down** (all your expenses). T
3. For example, Mariah S., from Chicago, **adds up** (everything) she's spent at the end of the month. T
4. After Mariah **worked out** (a budget), she changed some of her spending habits. T
5. She used to pay for an expensive gym membership, but now she **works out** at home. I
6. She also decided to **give up** (expensive dinners) in order to save money. T
7. Mariah didn't **give up** and eventually saved enough money to start a business. I
8. She also **paid back** (some money) her family had loaned her. T

Exercise 3.2 page 270

2. work out 6. Pay off
3. Write down 7. bring; up
4. throw away 8. put off
5. build up

Exercise 3.3

A page 270

2. A: throw away your receipts / throw your receipts away
B: throw them away

3. A: put off things / put things off
B: sort them out
4. A: take out a loan / take a loan out
B: pay it off
5. A: work out a budget / work a budget out
B: figure it out

B page 270

Answers will vary.

4

Editing Task page 271

It is easy to get into debt. Prices are going ^{up} all the time. Maybe you have to change jobs and your income decreases. Maybe you've picked ^{up} bad habits, like ordering a pizza instead of cooking. You are using your credit card more and more. Soon your debt has grown ~~up~~, and it is more than you can afford. Or maybe you have a loan and you cannot pay ~~back~~ ^{it back} it. If you do not watch ^{out}, you may find that you have thousands of dollars of debt. It is hard to know what to do with debt that has risen ~~up~~. We can help! Our website is full of financial advice. It points ^{out} the things you must and must not do when you get into debt.

Do you have difficulty with your budget?

Read our Budget Guide. It will help you figure ^{it out} ~~out~~ it.

Do you want to get married? First, find ^{out} how your partner feels about money. Read our Money and Relationships Guide.

Unit 26

1

A page 272

Answers will vary.

B page 272

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

C page 272

1. bigger; stronger; than

2. more; adventurous; more; creative; than

Similar: they both show how two things are different

Different: “more” is used before two of the adjectives, the ending -er is used with two of the adjectives

2

Exercise 2.1 page 276

- | | |
|-----------------|---------------------|
| 2. better than | 7. longer |
| 3. younger | 8. more intelligent |
| 4. worse | 9. earlier |
| 5. better | 10. bigger |
| 6. more quickly | 11. smaller |

Exercise 2.2

A page 277

- | | |
|--------------------------|-----------------------|
| 2. older | 7. more conservative |
| 3. taller than | 8. more athletic than |
| 4. heavier than | 9. less friendly than |
| 5. less hardworking than | 10. better than |
| 6. harder | |

B page 277

Answers will vary.

Exercise 2.3

A page 278

Possible answers:

- Louisa is more creative than Sarah is.
- Sarah lives farther from school than Louisa does.
- Louisa is better at writing than Sarah is.
- Sarah learns more quickly than Louisa does.
- Louisa is quieter than Sarah is.

B page 278

When you cross out *be* or *do*, the meaning is still clear.

C page 278

Answers will vary.

Exercise 2.4

A pages 278–279

Answers will vary.

B page 279

Answers will vary.

3

Exercise 3.1

A page 281

- aren't / are not as good as
- aren't / are not as confident as
- don't / do not solve problems as easily as
- aren't / are not as big as
- do as well as
- is as hard as
- are as likely as
- aren't / are not as aggressive as boys
- don't / do not get angry as quickly as men
- can't / cannot throw objects as far as men

B page 282

Answers will vary.

Exercise 3.2

A page 282

Answers will vary.

B page 282

Answers will vary.

Exercise 3.3

A page 282

Answers will vary.

B page 283

Answers will vary.

4

Editing Task page 283

I think I have changed in three important ways since high school. First, I have a ~~more~~ kinder personality now. I used to be less patient ^{than} ~~that~~ I am now, especially with my grandparents. I have spent a lot of time with my grandparents in the last three years, and I have learned to be more patient with them and to understand them ~~more~~ better. I can see that getting old can be ~~more~~ difficult, so I try to help my grandparents as often ^{as} ~~I~~ can.

Second, I did not use to be as serious ^{as} ~~I~~ am now about my education. I now realize that I need to study as much ^{as} ~~possible~~ so I can get a diploma in engineering. Five years ago, I was very ^{young} ~~younger~~ and did not study a lot. Now I'm studying ~~more~~ harder than I did then, and I do not skip classes as much ^{as} ~~I~~ did in high school.

Finally, I worry less ^{than} ~~that~~ I did because I have goals now. I know what I want and where I am going. In general, I have grown up and become ~~more~~ clearer about who I am and what I want out of life. I believe I am a better person ^{than} ~~that~~ I used to be.

Unit 27

1

A page 284

Answers will vary; Possible answer: People use technology during natural disasters to provide current news and to raise money.

B page 284

- Hurricane Harvey happened in 2017.
- Hurricane Katrina hit the hardest before Hurricane Harvey.
- Soon after storm hit, people began to post reports of missing people and to share news and stories; people also used social media to raise money.
- The Red Cross raised more than \$8 million because of social media.
- The ALS ice bucket challenge became one of the fastest worldwide money-raising events in history.

C page 284

Possible answers:

- No. Another city was not hit harder than Cedar Bayou.
- No. There didn't seem to be a quicker or more efficient way to get and give information.
- Yes. There were slower money-raising events before.

2

Exercise 2.1 page 288

- (the) hardest
- (the) most quickly
- the biggest
- least damaging
- the least useful
- (the) least effectively
- worst

Exercise 2.2

A page 289

		Eruption of Mount Vesuvius	Great Chicago Fire
1. bad	<i>the worst</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. big	<i>the biggest</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. famous	<i>the most famous</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. fast	<i>the fastest</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. good	<i>the best</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. helpful	<i>the most helpful</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. important	<i>the most important</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. interesting	<i>the most interesting</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. popular	<i>the most popular</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B page 289

1. one of the most famous
2. the most important
3. one of the most helpful
4. the biggest; the worst
5. The most popular
6. the most interesting
7. one of the fastest
8. the best

Exercise 2.3

A page 290

Possible answers:

1. The Westland fire lasted the longest (number of days).
2. The Highside fire lasted the shortest (number of days).
3. The Westland fire was the most damaging.
4. The Highside fire was the least damaging.
5. The Westland fire was the most expensive.
6. The Highside fire was the least expensive.
7. Firefighters arrived (the) most quickly at the Westland fire.
8. Firefighters arrived (the) least quickly at the Lakeview fire.

B page 290

Answers will vary.

Exercise 2.4

A page 290

Answers will vary.

B page 291

Answers will vary.

3

Editing Task page 291

Hi Miko,

We had a terrible storm last week. It was the ^{worst} ~~baddest~~ storm of the decade. It was probably the ^{most terrifying} ~~terrifyingest~~ experience of my life. The children were home with me. All three of them were scared, but Alexis behaved the ^{best} ~~welless~~. She was the ^{most helpful} ~~helpfulest~~. She kept the

other children calm. The dog was probably the ^{most difficult} ~~difficultest~~! He barked and barked.

After the storm, we went outside. The damage to our house is the ^{worst} ~~baddest~~. ^{My} ~~Me~~ biggest problem is getting someone to help us fix it. There were some people injured, so rescue workers helped the ~~fastest~~ ^{the fastest} those people. After that, they started cleaning up ^{the most quickly} ~~the most quickly~~ our neighborhood. A tree ^{our} ~~us~~ fell on our garage and is still there, so that's ^{us} ~~us~~ biggest problem right now. We hope someone will move it tomorrow.

Pat

Unit 28

1

A page 292

Answers will vary; Possible answer: In some cultures, people see time is linear; in other cultures, people see time as a cycle.

B page 292

Possible answers:

1. One person is missing and the group has not discussed everything on the agenda.
2. Linear.
3. As a cycle.
4. Get others to help create the agenda and try to be flexible.

C page 292

1. Joe needs (to leave) soon.
2. People from these cultures do not expect (to control) time.
3. Joe enjoys (keeping) a schedule.
4. How can Joe avoid (experiencing) problems with multicultural meetings?

The second verbs in sentences 1 and 2 are infinitives; they use the form *to* + verb. The second verbs in sentences 3 and 4 are gerunds; they use the form verb + *-ing*.

2

Exercise 2.1 page 295

- | | |
|--------------|-------------|
| 2. to go | 7. looking |
| 3. to pass | 8. thinking |
| 4. to look | 9. to be |
| 5. to arrive | 10. looking |
| 6. to last | 11. to have |

Exercise 2.2 page 296

- | | |
|---------------|-----------------------------|
| 2. discussing | 10. to arrange |
| 3. ending | 11. you to feel |
| 4. to cover | 12. the team to help |
| 5. continuing | 13. to write |
| 6. combining | 14. everyone to participate |
| 7. not doing | 15. agreeing |
| 8. stopping | 16. following |
| 9. continuing | |

Exercise 2.3

A page 297

Answers will vary.

B page 297

Answers will vary.

3

Exercise 3.1

A page 299

2. My co-workers and I like learning about how different cultures view time. S
3. We began to discuss our plans for next year. S
4. To manage her time, our colleague Kelly tried buying a calendar. D
5. Our boss started accepting that different cultures see time differently. S
6. Kelly and I love to have a very long lunch break. S
7. Our colleague Bill hates to mix work and social activities. S
8. Our co-workers didn't stop to eat lunch until 4:00 p.m. D
9. We continued discussing our problems until very late at night. S
10. Jill forgot contacting Janet last week. D
11. Bo remembered to write and (to) send the memo. D

B page 299

Possible answers:

4. In the first sentence, Kelly did not buy the calendar. In the second sentence, Kelly did buy the calendar.
8. In the first sentence, the co-workers ate lunch until 4:00 p.m. In the second sentence, the co-workers started lunch at 4:00 p.m.
10. In the first sentence, Jill did not call Janet. In the second sentence, Jill didn't remember that she had contacted Janet already.
11. In the first sentence, Bo remembered that he had already written and sent the memo. In the second sentence, Bo stopped to write and send the memo.

Exercise 3.2 page 300

- | | |
|----------------|----------------|
| 2. reading | 6. to bookmark |
| 3. to get | 7. reading |
| 4. reading | 8. crashing |
| 5. to bookmark | 9. to think |

Exercise 3.3

A page 300

Answers will vary.

B page 300

Answers will vary.

4

Editing Task page 301

Do you keep ^{looking}to look at the clock when you are bored? Does time seem ^{to go}going slowly for you? If you expect ^{to have}having a boring life, you will have a boring life. It is time to make a change! Here are things you can do to avoid ^{feeling}to feel bored. First, try ^{to}look at the clock less often. Time will go more quickly. Next, use your time differently. Start thinking about things that interest you. Try ^{to}do things that you know will be interesting. If you enjoy ^{doing}to do an activity, time will pass more quickly. In addition, do

things that involve changing your daily habits.

For example, try wearing your watch on the other wrist or ^{brushing} ~~to brush~~ your teeth with the

other hand. If your mind is active, time will ^{to pass} ~~passing~~ more quickly.

Unit 29

1

A page 302

Answers will vary; Possible answer: Since the 1960s, discriminating due to age, race, gender, or disabilities have become illegal.

B page 302

Possible answers:

1. There was discrimination due to age, race, gender, and disabilities.
2. African Americans had to attend separate school and could not buy homes in “white” neighborhoods.
3. Civil rights workers wanted to change the unfair laws.
4. Women and people with disabilities fought for civil rights after Congress passed the Civil Rights Act of 1964.

C page 302

1. Changing
 2. Discriminating
 3. to segregate
 4. to call
- Gerunds can also occur as subjects, as seen in sentences 1 and 2. In Sentence 4, “to call” shows a purpose or reason for the action.

2

Exercise 2.1

A page 305

2. refusing
3. doing
4. giving
5. trying
6. treating
7. supporting
8. sending
9. pressuring
10. getting
11. working

B page 305

Answers will vary.

Exercise 2.2

A page 306

3. is involved in starting
4. fighting
5. sitting
6. keep on sitting
7. doing
8. succeeds in becoming
9. are involved in marching
10. Not allowing
11. are involved in working

B page 307

Answers will vary.

3

Exercise 3.1 page 308

2. to fight
3. to get
4. to stop
5. to frighten
6. to call
7. to earn

Exercise 3.2

A page 309

2. to improve
3. to help
4. to focus
5. to be
6. to pay
7. to use
8. to stop
9. to help
10. to get
11. to convince
12. to help
13. to show

B page 310

Possible answers:

2. Being a farm worker in the 1950 was difficult.
3. For example, paying farm workers very low wages was common.
4. Using dangerous pesticides (toxic chemicals) on farm crops was also common.
5. Stopping these things was Chávez’s dream.

C page 310

Possible answers:

2. He joined a civil rights group in the 1950s to help Mexican Americans register and vote in elections.
3. He gave speeches to focus people’s attention on workers’ rights.
4. It was difficult to be a farm worker because they were paid very low wages and

dangerous pesticides were used on farm crops.

5. In the 1960s, he organized a strike to help farm workers. In the 1980s, Chávez used another strike to convince growers to stop the use of pesticides on grapes.
6. The purpose of César Chávez Day is to show respect for his important work.

D page 310

Answers will vary.

4

Editing Task page 311

It was more difficult ^{to} ~~be~~ disabled in the United States in the past. It was hard ^{to} ~~do~~ things like enter buildings or cross the street if you were in a wheelchair. In many places, it was impossible ^{to} ~~bring~~ a guide dog into a restaurant. Many people were interested in *helping* ~~to help~~ the disabled. They worked hard ~~for~~ to help people with disabilities. They finally succeeded ⁱⁿ ~~on~~ passing an important law. It was the Americans with Disabilities Act of 1990. Today, sight-impaired people are not afraid ^{of} ~~for~~ bringing their dogs into any building. Making streets accessible to people with physical disabilities ^{is} ~~are~~ another result of the 1990 law. For example, adding gentle slopes to the edges of sidewalks ^{helps} ~~help~~ the disabled. Now a person in a wheelchair doesn't worry about *getting* ~~to get~~ from one side of the street to the other. Making changes like these ^{is} ~~are~~ a slow process, but an important one.

Unit 30

1

A page 312

Answers will vary; Possible answer: Some people only need a few hours of sleep because they have a gene mutation.

B page 312

Possible answers:

1. A gene mutation might control how much sleep we get.
2. People who do not need a lot of sleep are called short sleepers.
3. Scientists studied a mother and her daughter because they were both short sleepers.
4. The mice that had the gene mutation slept less at night than the mice that didn't have the mutation.

C page 312

1. There are many people who need eight or more hours of sleep a night.
2. Researchers recently found a gene mutation that might control our sleep.
3. The researchers then created mice that had the same hDEC2 gene mutation.
4. The mice that did not have the mutation needed extra sleep.

2

Exercise 2.1 page 315

Many researchers have done studies that look at sleep. This article is about a study that compares the habits of good sleepers and bad sleepers. A group of scientists who specialize in sleep research did the study. First, the scientists studied people who sleep well. They learned about the habits that might make these people good sleepers. Then the scientists studied people who do not sleep well. These short sleepers often have habits which are very different from the habits of good sleepers. From this study, the researchers have developed the following tips for people who cannot sleep. First, do not drink caffeinated beverages like tea or coffee after noon. In addition, eat dinner at least three hours before going to bed, and, finally, get some exercise every day. These

are three habits of good sleepers. If you are a person who does not sleep well at night, try to start doing these things. They could help you change your sleep patterns.

Exercise 2.2 page 316

2. Researchers who
3. A study that / which
4. some people who
5. People who
6. people who
7. People who
8. Some men and women who
9. One idea that / which
10. Another strategy that / which

Exercise 2.3

A pages 316–317

2. who / that; sleeps
3. that / which; give
4. who / that; stays
5. who / that; wakes up
6. who / that; take
7. that / which; helps
8. that / which; help

B page 317

Answers will vary.

Exercise 2.4

A–B pages 317–318

Possible answers:

2. In this study, a sleep expert studied people who / that sleep in several different positions.
3. The expert learned many things that / which surprised her.
4. People who / that sleep in a fetal position tend to be shy and sensitive.
5. People who / that sleep on their sides and have their arms at their sides are sociable and relaxed.
6. People who / that are quiet and shy sleep on their backs and have their arms at their sides.
7. People who / that sleep on their backs and have their arms up near their pillows are friendly and helpful.
8. People who / that are easily upset sleep on their stomachs and hug their pillows.

C page 318

Answers will vary.

3

Exercise 3.1 page 319

- | | |
|---------------------|---------------------|
| 2. who are | 7. that sleep |
| 3. that is sleeping | 8. who study |
| 4. that lose | 9. that has shown |
| 5. who needs | 10. that have shown |
| 6. that sleep | 11. who were taking |

Exercise 3.2

A page 320

Possible answers:

2. They believe dreams are about certain things which / that represent important ideas or feelings in our lives.
3. People who / that are worried about something dream about losing a tooth.
4. People whose dreams are about flying may have a special wish for freedom.
5. People who / that have a fear of losing control of something dream about falling.
6. People who / that have trouble with friends sometimes dream about a frightening dog.
7. A dream which / that focuses on fire can represent extreme emotions.
8. For example, a person whose room is too hot might also dream of fire.
9. In any case, most people who / that analyze dreams do not see symbols in a simple way.

B page 320

Answers will vary.

4

Editing Task page 321

Can dreams give us insights into our feelings?

Some people who ~~they~~ analyze dreams believe this. There are dream analysts ^{whose} ~~who's~~ interest is the colors that ~~they~~ are in our dreams. In their opinion, these colors provide clues about our lives. For example, dreams about people ^{who / that} ~~which~~ are wearing black represent sadness. Dreams

which / that

who have a lot of gray, brown, or tan in them
whose
can represent happiness. A dream who's main

color is orange can represent boldness. Many
analyze
people who analyzes dreams think green
represents life or new beginnings. On the other
who / that
hand, there are some people who do not dream in
color. These people dream in black and white.

were
Do you remember the colors that was in
your dreams last night? The next time you
dream, try to remember the colors. Write
which / that
down the colors appear in your dream, and
think about how they made you feel.

Unit 31

1

A page 322

Answers will vary; Possible answer: Viruses are easy to get because they are passed in small drops of liquid in the air, because you can get them from a person you touch or stand near, and because viruses can live on surfaces for a few hours.

B page 322

Possible answers:

1. Viruses cause the common cold and the flu.
2. Viruses spread in small drops of liquid that can live on surfaces or people.
3. They can live from a few minutes to many hours.
4. Wash items an infected person has used, cover your mouth and nose when you cough or sneeze, wash your hands frequently, and stay home if you get sick.

C page 322

1. The common cold and the flu are two well-known illnesses that viruses cause.
2. Infected people can pass viruses easily to others who they interact with.

2

Exercise 2.1

A page 326

In 1918 there was a global flu epidemic. It spread to almost every part of the world. The regions that the flu affected ranged from the Arctic to the South Pacific. In addition, the effects that it had were devastating. The number of people this flu actually killed was between 50 and 100 million. However, the number of people that the virus infected was around 500 million. This was an epidemic scientists could not control. The virus spread very quickly, and it was very powerful. The people who viruses usually affect are very old or very young. However, the people who this virus infected were healthy young adults. The 1918 flu was one of the worst natural disasters the world had ever seen.

B page 326

Same as A.

Exercise 2.2 pages 326–327

2. who / that the flu killed
3. who / that the flu usually affects
4. which / that the flu affected
5. which / that scientists could not control
6. which / that scientists do not understand
7. which / that many people fear
8. who / that these strange new viruses affect

Exercise 2.3

A page 327

2. that / which / Ø; answers will vary
3. who / that / whom / Ø; answers will vary
4. that / Ø; answers will vary
5. answers will vary; that / which / Ø
6. answers will vary; that / which / Ø
7. answers will vary; that / which / Ø

B page 327

Answers will vary.

Exercise 2.4

A page 328

- | | |
|--------------------------|----------------------|
| 3. that / which | 10. attacks |
| 4. causes | 11. that / which / Ø |
| 5. who / that / whom / Ø | 12. affects |
| 6. attacks | 13. who / that |
| 7. that / which / Ø | 14. have |
| 8. affects | 15. who / that |
| 9. that / which | 16. have |

B page 328

Possible answers:

Sentences with subject relative pronouns:

Sometimes the virus that / which causes the flu isn't serious.; A disease that / which attacks a large number of people and areas is an epidemic.; A lot of people who / that have swine flu have mild symptoms.; Others who / that have the disease have more serious symptoms.

3

Exercise 3.1

A page 329

- | | |
|-----------|---------------|
| 2. gives | 9. Ø |
| 3. that | 10. chose |
| 4. gives | 11. that |
| 5. that | 12. developed |
| 6. sprays | 13. Ø |
| 7. that | 14. can do |
| 8. had | |

B page 329

Same as A.

C page 329

Answers will vary.

Exercise 3.2 page 330

- whose vaccines we still use
- which / that / Ø farm animals often get
- which / that / Ø people get from dogs and other animals
- which / that / Ø people get from animal bites
- that / who / whom / Ø a dog bit
- that / who / whom / Ø he cured
- which / that / Ø a lot of farm animals still get

Exercise 3.3

A page 330

Possible answers:

- can do to prevent the common cold is ...
- use is ...
- worry about the most is ...
- worry about the most is ...

B page 331

Answers will vary.

4

Editing Task page 331

Are computer viruses similar to human viruses? In some ways, they are. A virus that invades your computer sometimes behaves like a virus that infects your body.

Computer viruses became a serious problem in the 1990s. One of the first types of virus ^{that / Ø} ~~who~~ computer scientists created was a "worm."

A worm is a computer virus that a computer receives ~~it~~ without the user's knowledge. A user ^{whose} ~~who~~ computer is attacked by a worm may lose data or suffer damage to his or her computer system.

^{who / that / whom / Ø}
The people ~~which~~ we must blame for the very first worm developed it in 1979.

Much like a human virus, the worm of 1979 gradually spread until it became an "epidemic." ^{which / that / Ø}
A virus ~~who~~ thousands of computers received very rapidly was the famous "Melissa" virus of 1999. Luckily, someone developed a "vaccine" for this virus, and it is no longer the cause of a computer virus epidemic.

However, people continue to create viruses

of different kinds. For example, one virus attacks people's electronic address lists and sends e-mails to everyone ^{whose} ~~who~~ name is on a list. The people who you know ~~them~~ may be surprised when they get an e-mail from you that is really an advertisement!

People ^{whose} ~~who~~ computers were infected with viruses needed protection, so companies began to produce anti-virus software in the 1990s. Nowadays, a user ^{who / that} ~~whom~~ has good anti-virus software doesn't need to worry about a sick computer. However, people create new viruses all the time. Viruses will continue to be a problem, and new computer virus "vaccines" will need to be developed to fight them.

Unit 32

1

A page 332

Answers will vary; Possible answer: Black Friday is good because it is crucial for the U.S. economy and because retailers offer very low prices. Black Friday is bad because the deals are often not as good as they seem and because shoppers occasionally get into arguments and fistfights.

B page 332

Possible answers:

1. Retailers can make 18 percent to 40 percent of their yearly sales during the holiday shopping season.
2. Retailers offer very low prices on Black Friday.
3. The deals on Black Friday aren't as good as they seem. People get stressed and angry. There are sometimes fistfights or accidents.
4. You can shop on the weekend after, or stay home and buy online.

C page 332

1. so b. 3
2. but c. 4
3. and d. 2
4. or

2

Exercise 2.1 page 336

2. and 8. or
3. and 9. and yet
4. but 10. but
5. and 11. and
6. but not 12. or
7. so 13. and

Exercise 2.2 pages 336–337

2. There are good deals and ~~there are~~ special offers.
3. For example, at a lot of stores, I can choose free shipping or ~~I can choose~~ a gift with my purchase.
4. I love the deals but ~~I~~ hate the crowds.
5. People become over-excited and ~~people~~ ~~become~~ aggressive on Black Friday.
6. People push and ~~people~~ fight to get to the deals.
7. I stay home and ~~I~~ shop online, or ~~I~~ order things over the phone.
8. I can buy all of my gifts and ~~I can~~ save money, too.
9. We go shopping as a family and ~~we~~ enjoy our day out together.

Exercise 2.3

A page 337

Answers will vary.

B page 337

	Canada	The United States
1.	1578	1621
2.	Martin Frobisher	English Pilgrims
3.	October	November
4.	Monday	Thursday
5.	Turkey and pumpkin pie	Turkey and pumpkin pie
6.	Saturday, Sunday, or Monday	Thursday
7.	December 26	Black Friday

C page 338

2. but; October
3. Thursday; but
4. the United States and Canada; and
5. and; pumpkin pie
6. but; Saturday, Sunday, or Monday
7. or; Monday
8. but; December 26

Exercise 2.4 page 338

Answers will vary.

3

Exercise 3.1 page 340

- | | |
|----------------|-------------|
| 2. Although | 6. Because |
| 3. because | 7. because |
| 4. even though | 8. Although |
| 5. Even though | |

Exercise 3.2 page 341

Possible answers:

2. Stores are crowded during the holiday shopping period even though / although / though some people decide not to give gifts.
Even though / Although / Though some people decide not to give gifts, stores are crowded during the holiday shopping period.
Stores are crowded during the holiday shopping period, so some people decide not to give gifts.
3. Although / Even though / Though holiday shopping can be unpleasant and expensive, sometimes people feel like they can't avoid gift giving.
Sometimes people feel like they can't avoid gift giving although / even though / though holiday shopping can be unpleasant and expensive.
4. Gift giving in the right situations can make our relationships with people stronger because / since it can be a nice reminder of how we feel about other people.
Because / Since it can be a nice reminder of how we feel about other people, gift giving in the right situations can make our relationships with people stronger.
5. Gift giving varies from culture to culture, so

it's a good idea to learn about cultural rules for gift giving.

It's a good idea to learn about cultural rules for gift giving because / since gift giving varies from culture to culture.

6. In some cultures, you open a gift as soon as you get it, although / even though / though you wait until the giver has left in other cultures.
7. A certain color can mean bad luck in some cultures, so people will avoid using the color as a gift wrap.
Because / Since a certain color can mean bad luck in some cultures, people will avoid using the color as a gift wrap.
8. Both men and women enjoy gifts, although / even though / though researchers say that gift giving is more important for females.
Although / Even though / Though researchers say that gift giving is more important for females, both men and women enjoy gifts.

Exercise 3.3

A page 342

Possible answers:

2. even though / although / though
3. because / since
4. because / since
5. even though / although / though
6. because / since
7. even though / although / though
8. even though / although / though

B page 342

Answers will vary.

4

Editing Task page 343

~~Although~~
~~Although~~ Mother's Day is an old holiday,^vit

may surprise you to know that Father's Day is a modern holiday. Some people say the first modern Father's Day was in 1908, ^{although} ~~although~~ most people agree it started in 1910. Father's Day was born in Spokane, Washington, on

June 19, 1910. Father's Day was partly the idea of Mrs. Sonora Smart Dodd. Because her father was a single parent and raised six children, she wanted to honor him. Although she suggested her father's June 5 birthday,^v she did not give the organizers enough time to make arrangements. The holiday moved from June 5 to the third Sunday in June. Father's Day is now a popular holiday. ~~Although~~ ^{Although} people laughed at the idea of Father's Day at first,^v it gradually became popular.

Because retailers saw an opportunity to increase sales in the 1930s, they started to advertise Father's Day gifts. People then felt that they had to buy gifts for their ~~fathers~~ ^{fathers. Even} ~~even~~ though they realized this was commercialization, they still bought them. Father's Day is an international holiday. Even though people celebrate it on different dates,^v it is an important day in many cultures.