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Audio Script

Unit 1

Exercise 3.2

Interviewer New York City is known for its green practices, so it isn't a surprise that it has recently begun another green venture to reduce pollution. This is Sandra Reyes talking with commuters about the new bikeshare system in New York City. Today, I'm talking with Carol Campbell, who was on the planning committee for the bikeshare. Hi, Carol. Can you first tell us what a bikeshare is?

Carol Hi, Sandra. Sure. A bikeshare works like a subway because there are stations, but unlike subways, people are getting on and off bikes. The stations, you see, are the places that people can take and drop off bikes.

Interviewer I see. Who uses it and why?

Carol Quite frankly, I see people of all ages. It's quicker and cheaper than mass transit. It's also great exercise.

Interviewer Can anyone take a bike?

Carol Well, not exactly. You need to become a member. It's extremely affordable, though. It costs much less than taking the subway or bus every day. You can even sign up online.

Interviewer What if there's an accident or your bike is stolen?

Carol Not a problem. The program has 24/7 customer service, too. They're always available to answer questions or help you in case of a flat tire or accident.

Interviewer That's great to know! Bikeshares sound like a wonderful alternative to the regular forms of transportation.

Carol They are when they work well. But sometimes they don't.

Interviewer Tell me more about that.

Carol Well, in order for the program

to be successful, there need to be enough bikes and stations all over. In other words, it has to be competitive with other modes of transportation.

Interviewer It seems to me that the program would be especially good during rush-hour traffic.

Carol Actually, during rush hour, there sometimes aren't enough bikes, or the bike stations are full. That's the challenge for cities – finding the right number of both that suits the demand. Some cities even have an app that riders can use to find available bikes or spaces at stations.

Interviewer Really? There's an app for that? That's incredible. Who wouldn't want to hop on a bike? Especially when it's so easy?

Carol Well, some people don't like riding a bike with the name of a company on it. They don't like to feel like an advertisement for that company. But, in general, I'd say that most people don't mind.

Interviewer Thanks, Carol. It sounds like a great program.

Unit 2

Exercise 2.3

A

Interviewer Today I'm interviewing people on their buying habits. With me now is Roger. Hello, Roger. Thank you for taking the time to do this interview. My first question is very general. Do you sometimes go shopping when you don't need anything in particular?

Roger Yes, definitely. I didn't really need anything today, but as you can see, I've bought quite a few things.

Interviewer Yes, I see that. Why do you think that is?

Roger Well, because I like to shop. I'm happy when I'm shopping.

Interviewer How do you control your spending?

Roger I have a budget. I don't allow myself to spend more than a certain amount.

Interviewer And do you use a credit card or debit card for your purchases?

Roger I generally use a credit card.

Interviewer If you don't mind my asking, why?

Roger Well, for one thing, I want to avoid debit card fees.

Interviewer I see. Let's talk about expensive purchases now. When you have to buy an expensive product, for example, a computer, how do you choose a product?

Roger Carefully. Ever since I had a bad experience, I do very careful research. I bought a computer without checking into it, and it stopped working after a few months.

Interviewer You have to be careful as a consumer these days. My next question has to do with food. Do you eat out a lot?

Roger No, I don't.

Interviewer Can you tell me why?

Roger Because of my profession. I'm a chef. I prefer to stay at home and cook. Even though I spend my day in the kitchen, it's still nice to cook at home with a few friends.

Interviewer That's understandable, then. Well, that's all the questions I have. Thank you for sharing your buying habits with us, Roger. I'm sure many listeners can identify with you.

Roger My pleasure.

Unit 3

Exercise 3.2

A

Host Good evening. I'm Todd Richter, and you're listening to *Seattle at Its Best*. Tonight our guest is Rachel Adams. She's going to talk about how important it is for all of us to help our communities. Welcome to the show, Rachel.

Rachel It's great to be here, Todd. Thanks for having me.

Host So, tell us, what is one thing more people should be doing to help our communities be great places to live?

Rachel Well, let's start with something people can do at home. More people have to start recycling their old electronic devices responsibly at a recycling center. Dumping them in their household trash is very bad for the environment. Recycling things like computers and cell phones will keep dangerous toxins out of the environment and absolutely have a huge impact on the environment.

Host OK. Good idea. There's a link on our website to a recycling center for you listeners.

Rachel Another thing more people need to do is to donate clothes and food to community organizations. Many people are struggling financially these days. These organizations can get the clothing and food to the families who really need them.

Host Great ideas! What about volunteering?

Rachel There are tons of volunteer jobs. Schools, for instance, are always looking for volunteers to help young children with their homework after school. This type of work can help a child do better in school. More volunteers means that more children would improve their grades. That's a good enough reason to volunteer, don't you think?

Host It sure is. What about teenagers? Can they volunteer, too?

Rachel Why not! Parks and community centers would love to have teenage volunteers. For teenagers, volunteering is a wonderful way to discover their talents and learn new skills. And, of course, it's great to put on a college application.

Host OK. Finally, what about those of us who're too busy to volunteer? What can we do?

Rachel Give money! Many community organizations often don't have enough money. More people need to give money. With more money, these organizations can buy more supplies for their programs.

Host Thank you so much, Rachel. That ends our program.

Unit 4

Exercise 2.1

A

There are several major benefits to wind power. One is that wind power costs about the same as coal or oil per kilowatt-hour. This makes it an affordable source of alternative energy. We're now working on the technology. The costs will decline even more as technology improves. This is very important because most of the cost of wind power is in manufacturing the actual turbines. Once the wind turbines are in place, there will be little cost to maintain them, and wind power is free.

Another benefit of wind power is it's a sustainable source of energy and a clean source of energy. Wind power generation produces zero carbon dioxide emissions. This means that we should see a reduction in air pollution. Finally, wind power is also renewable. This means that it's a steady source of power. All in all, wind power appears to be an excellent alternative to fossil fuels. However, to be honest, there are some problems with wind power that opponents like to point out. We feel certain that we can eliminate any concerns in the near future.

Unit 5

Exercise 3.2

A

Welcome, sports fans! Today we're going to talk about two famous sisters in sports history. Of course, we're talking about Venus and Serena Williams. Let's face it, having one person in your family play professional tennis successfully is incredibly rare ... but imagine two, and then imagine that they dominate the

sport! Venus and Serena became professional tennis stars in the 1990s and continue to be a very important part of U.S. sports. But who are they? To be fair to both, let's discuss each one in turn.

Let's talk about the older Williams, Venus, first. She was born in Lynwood, California, on June 17, 1980. She's physically intimidating, standing six feet one inch, with overpowering strength. She turned professional in 1994 and had an astonishing year in 2000 when she won the singles titles at Wimbledon and the U.S. Open. To top off that amazing year, she also won at the Olympics and was named Sportswoman of the Year by *Sports Illustrated* magazine. In 2001, she won again at Wimbledon and at the U.S. Open. She made it a family matter by beating her sister Serena in the finals of the U.S. Open that year! Since then, she's also won Wimbledon in 2005, 2007, and 2008. In 2008, she beat Serena in the finals. Off the court, Venus is a successful businesswoman and CEO of her own interior design firm, V Starr Interiors. She also launched her own fashion line, EleVen.

Venus's sister, Serena, was born on September 26, 1981, in Saginaw, Michigan. She began playing very young, even before she started elementary school. Serena is a year younger than Venus and, at five feet ten inches, not as tall as her sister. She turned professional in 1995, and won her first U.S. Open singles title in 1999, a year before Venus, and later outperformed her sister on the court. In 2002, she won three titles: the French Open, Wimbledon, and the U.S. Open. Then in the following year, in 2003, she won the Australian Open. She also won Wimbledon in 2003, 2009, and 2010. And in 2008, once again she won the U.S. Open. Like her sister, Serena's also a successful businesswoman. She has her own line of designer clothing, called Aneres – her first name spelled backward. She's also had a successful career in advertising over the years.

Not bad at all for a pair of sisters who learned tennis as children at public courts in Compton, California, where their father taught them how to play.

Unit 6

Exercise 4.2

A

Interviewer This is the third part in our six-part series on “Who Does the Work?” – a look at the changing roles of men and women at home and in the workplace. Today we will be talking to Dr. Johnson, a sociologist who studies gender roles. Welcome, Dr. Johnson, and thank you for taking the time to talk to us.

Dr. Johnson Thank you for having me.

Interviewer So, today’s topic is about men’s and women’s responsibilities in the home. I think all of us would agree that the roles of men and women have changed and that there is a lot more sharing of responsibilities like cooking and laundry. For example, my wife and I work out who cooks dinner for the week and who will do the laundry, but what about society as a whole? What do studies show?

Dr. Johnson Well, men’s and women’s roles have changed, and you’re right that there’s more participation of men in housework. One of the most interesting and comprehensive studies was taken by the Bureau of Labor Statistics in 2010 on this subject. The survey looked at the way that Americans, specifically people in the United States, spent their time during the day. As you might guess, on an average day, more women than men spent time doing household activities – 84 percent of women. That’s no surprise.

Interviewer No, it’s not. In fact, I thought the percentage might be even higher. What about the men?

Dr. Johnson Actually, I think the percentage is quite high for men – 67 percent said that on an average day,

they spent time doing things like housework, lawn care, and other household tasks.

Interviewer Really? Actually, when I think about my male friends, it seems pretty accurate. With both spouses working, what else can you do?

Dr. Johnson That may be true, but I wouldn’t say that there’s true equality even though typically women work almost as many hours as men in a given day. When the tasks are broken down, the percentages show that there appears to be a higher expectation for women to be more responsible. For example, in terms of cleaning and doing laundry, 49 percent of women said that they did those chores on an average day while only 20 percent of men said that they did them.

Interviewer Given that many women have full-time jobs and sometimes children to take care of, that difference in percentages is a bit frustrating.

Dr. Johnson I agree. One other interesting fact: In terms of preparing food and cleaning up, the numbers show some degree of sharing. Sixty-eight percent of women cooked the food and cleaned up, which is a little surprising. It’s no longer the chore that women are responsible for.

Interviewer Hmm, that statistic seems to indicate that women can rely on men for this task. It’s such a time-consuming task. That’s definitely good to hear. What about men?

Dr. Johnson A whopping 41 percent said that they were involved in cooking and cleaning up.

Interviewer Well, if you include bringing home take-out as “cooking,” then I can believe it. Otherwise, I’m not so sure I agree.

Dr. Johnson Even so, the statistics do appear

to show a rising trend, perhaps due to economic factors as well as changes in gender equality.

Interviewer Thank you, Dr. Johnson, for sharing the results of the study.
Dr. Johnson Thank you for having me.

Unit 7

Exercise 2.3

A

Okay ... Next, let's talk about cultural differences. For now, we'll look at two basic areas – context and degree of individualism.

The first area of cultural differences is called context. Context refers to the type of communication style that a culture uses. Cultures can be low context or high context. In low-context cultures, communication is direct. For example, in low-context cultures like the United States and many European countries, people speak logically and directly about their ideas. They value concise words. In high-context cultures, on the other hand, the tone of voice, gestures, and people's status are just as important as words. Japan is an example of this, and so is South Korea.

The second area of cultural differences we'll talk about is collectivist cultures versus individualistic cultures. Collectivist cultures, which include much of Africa, Latin America, and Asia, value the group more highly than the individual. Personal goals in this type of culture are encouraged less, and harmony in interpersonal relationships is encouraged more. Family ties are much stronger while merit or expertise is less important. In individualistic cultures, such as the United States and England, each person's goals are more important in many ways than those of the larger group. It could be said that family ties are less strong.

People from different cultures can have misunderstandings in both areas. One of the most critical skills for people who communicate with individuals from different cultures is identifying and understanding these cultural differences.

Unit 8

Exercise 2.1

A

Interviewer We are honored to have Julio Sanchez, a professor of business from Mexico, on our show today. He will be talking about important differences between the way people in Mexico and the United States conduct business.

Professor Sanchez, welcome. So, in your opinion, what are some differences that businesspeople from the U.S. and Mexico need to be aware of?

Julio Well, I think the most important characteristic is that time is stricter in the U.S. than in Mexico.

Interviewer What do you mean?

Julio For example, when someone schedules a meeting at 9:00 a.m. in the U.S., he or she expects people to arrive at or before 9:00. In Mexico, you can expect the person you're meeting with to arrive up to 30 minutes late. This is because personal obligations are very important in Mexico. So if something personal comes up, a person will take care of that issue even if it means being late for a meeting. In fact, unlike in the U.S., in more informal situations like dinner parties, guests are expected to arrive 30 minutes late. To arrive on time is inappropriate.

Interviewer I can see how this can lead to misunderstandings. What else should we know?

Julio Another important difference is that many people in the U.S. get right to business in meetings. They don't share a lot of personal information with people that they're doing business with. However, people doing business in Mexico should expect to answer questions about their

families, interests, and personal backgrounds.

Interviewer I see.

Julio Another thing to keep in mind is that while they don't normally share personal information, most people in the U.S. are fairly informal with new business contacts. For example, they call each other by their first names at their first meetings. But in Mexico, you should wait until you are invited to use someone's first name. Until then, use a person's professional title, such as "Doctor." If the person doesn't have a title, use *Señor* for "Mr.," *Señora* for "Mrs.," or *Señorita* for "Miss."

Interviewer This is all great information!

Julio Thank you. Oh, I just thought of another very important difference. Many businesspeople in the U.S. are very direct in their communication style. Mexicans are somewhat less direct. So if you invite Mexican businesspeople to a dinner party, for example, they will say, "We'll see," or something along those lines even though they can't attend. They'll tell you just before the event whether or not they actually can make it.

Interviewer This is all very interesting and helpful information, Julio. I'm sure this conversation will help businesspeople from both Mexico and the United States. Thank you very much for your time.

Julio Thank you.

Unit 9

Exercise 3.2

A

My friends Rita and Edwin moved to the United States from a small rural town in the Dominican Republic over 10 years ago. They lived in Florida for two years. Then they moved to New York in 2008 and have lived there ever since.

When they came to New York City, life was difficult in the beginning for them, but they were both determined to do well. They didn't know much English, so every semester they enrolled in the free English classes that were offered at schools. In many of the classes, students came from all over the world. As a result, Edwin and Rita had to speak English to communicate. Every day, Edwin took advantage of this fact and always sat next to someone who spoke a different language so that he had to speak English. In the beginning, Rita was so shy that she didn't speak when the teacher called on her. Once she even began crying because she was so nervous. She had always been shy, so she never talked much to her classmates. Edwin finally found a job at a hotel through a classmate. The commute in the beginning was long. Every day, he took a crowded subway to work. Sometimes he took a bus, which was slower, but he could get a seat.

Last year, Edwin was promoted to assistant manager, and Rita found a job as a teaching assistant. They are happy with their jobs, but they still dream of a better life. For years Edwin and Rita would encourage each other by describing their own American Dream. They haven't achieved it yet, but they feel that the dream is still possible to achieve.

Unit 10

Exercise 3.1

I was born in Vietnam. My family moved to the United States when I was eight. For six years, I lived in San Jose, California. All our neighbors were immigrants. Every time a new immigrant family arrived, we helped them settle. We lived there for many years.

Over the next few years, I studied very hard in school. My parents taught me to value education even though they were poorly educated. Then after graduating high school, I went to college and a few years later to medical school. I now work in a hospital in the same neighborhood that I grew up in, and every day I feel happy that I can give back to my community.

I am very grateful for the life I have now.

Even though it is years ago that I arrived, sometimes that first day here seems like yesterday. Years later I still remember how terrified I felt the first time I took the bus to school. Now every morning I wait for my young son's school bus to arrive and watch him get on the bus. Over the next 20 years I intend to teach my son about the values of hard work and the sacrifices that his grandparents made so that he can enjoy the world he lives in.

Unit 11

Exercise 3.2

Higher education can be classified in many ways. The College Board categorizes colleges into five types: universities, community colleges, liberal arts colleges, vocational-technical and career colleges, and finally, special interest colleges. Let's compare universities and community colleges first. What determines whether a school is considered a community college or a university? Well, generally, the two are divided by two criteria: the types of degrees available and the fields of study or programs that are offered. Universities are generally composed of three different degree programs: undergraduate, graduate, and professional. Community colleges are two-year schools. They offer associate degrees and certificates in career areas such as education, criminal justice, engineering, and the culinary arts. In contrast, universities are generally larger and offer a wider variety of majors. In addition, there's a wider variety of degrees. Students can earn several types of degrees, for example, a Bachelor of Arts or Bachelor of Science, a master's degree, or a doctorate. Another way that schools can be divided is by their funding sources. In the United States there are publicly supported schools – which generally rely on state funding – and private schools. Publicly supported schools are divided into three groups: two-year community colleges, state universities, and state colleges. As publicly supported schools, two-year community colleges provide a lot of advantages for students. Among the advantages are lower tuition and, usually, smaller class sizes. In

terms of private schools, as you might think, the schools in this category are typically much more expensive ...

Unit 12

Exercise 2.2

A

Woman OK, let's go over the definitions for our exam tomorrow.

Man OK, I'll test you first. What's the definition of *admissible evidence*?

Woman All right. Admissible evidence is the kind of evidence that juries or judges can consider in civil and criminal cases.

Man That's right. OK, next. What is *law*?

Woman Law is a system of rules that a community recognizes as regulators of behaviors and actions of people.

Man Perfect! OK, how about *testimony*?

Woman Oh, I know that one. Testimony is evidence presented orally by witnesses during trials or before grand juries.

Man That's correct. OK, now you test me.

Woman All right. What is the definition of *to appeal*?

Man Uh ... To appeal means to ask a higher court to review a decision after a trial to determine if it was correct.

Woman Yes, that's right. How about the meaning of *to sentence*?

Man To sentence ... To sentence means to announce a punishment to someone convicted of a crime.

Woman What about *bankruptcy*?

Man Let's see ... Bankruptcy is a legal procedure for dealing with debt problems of individuals and businesses.

Woman Great job!

Man Thanks. Let's take a break.

Unit 13

Exercise 2.3

More and more people want to eat fresh, locally grown food. In fact, many people who

live in small towns and suburbs have started to grow their own vegetables, fruits, and herbs. Most residents of urban areas, however, live in apartments with no yards or gardens. So what can they do?

These urban dwellers have come up with some innovative ways to grow their own food. For example, rooftop gardening has become quite popular in urban areas like Los Angeles and New York City. Mark Johnson, a resident of Los Angeles, has been growing his own produce on a rooftop for five years now.

When he has a lot of one kind of food, he goes to a neighborhood swap, which is a place where he and his fellow urban farmers trade vegetables for other crops. The neighborhood swap was started about four years ago, and it's been attracting more and more participants every year since. By going to the swap, each person can try different kinds of produce rather than only what he or she has grown.

Some people bring cooked foods containing ingredients from their gardens to the swap every week. Emily Ling is one of these people. She's brought things like zucchini bread, eggplant lasagna, and corn bread weekly since it started. The neighborhood swap is so successful that Emily and her neighbors haven't bought vegetables from a grocery store in several years.

Neighborhood gardens are becoming popular in Emily's city now. Residents of a city who don't have rooftops can own a small piece of land in a garden. Neighborhood gardens are areas of land in the middle of large urban centers. People become members of the garden and receive a patch of land that they can grow food on.

Annie Suarez never enjoyed gardening and never knew much about it until she decided to try to eat more healthily a few years ago. She's been gardening at her local neighborhood garden since 2010. In the past few years, she's learned so much about gardening that she's started a gardening blog. She's been writing the blog for about a year now, and she says that her readership has been increasing steadily since she started.

Unit 14

Exercise 4.1

A

At the beginning of the last school year here at Cascades High School, a group of teachers came to me to discuss the lack of energy and high absences of students. The teachers and I came to believe that these low energy levels were related to students doing too little exercise, eating poorly, sleeping too little, and watching too much TV. As a result of their concerns, we created a program that addressed their concerns. The program involved the students doing more exercise, eating better, sleeping more hours, and spending less time in front of the TV.

I'd like you now to take a look at this line graph that shows how students' energy levels went up and down during the year while participating in the program that we developed for them. The graph shows that when we started in September, most students reported that they felt a very low level of energy. During the first month of the program, there was a slight increase in energy levels so that by October, students were reporting low, rather than very low, energy levels. The graph then shows that energy levels fluctuated between low and moderate from October to December. From this, it can be inferred that students were feeling some increase in energy, but were having a little trouble adapting to the new program.

In January, after the winter vacation, there was a slight decline in energy levels. Most students reported feeling low energy once again. It can be inferred from this that the cold weather and the rich foods that many students ate during the break contributed to their low energy. However, there was a sharp increase in energy levels in February. During that month, students actually began reporting high energy levels. This level remained steady from February to April. Then, between April and May, there was a sudden rise. Students reported very high energy levels in May. From this, I think we can conclude that the combination of decreasing time in front of the TV, increasing time doing physical activities,

and increasing the number of hours students slept per night had a positive effect on their energy levels.

Unit 15

Exercise 2.2

A

Interviewer This is Jeff Osborne on *Health Matters*. Today we're talking to Cindy Friedman, who recently wrote an article on consumers' use of digital tools to maintain and even dramatically improve their health. Welcome, Cindy. Tell us how you got interested in this topic.

Cindy Well, about a year and a half ago, I was diagnosed with type 2 diabetes at the age of 26. I felt overwhelmed by the number of changes in my diet and behavior that my doctor wanted me to make. I knew there were tons of digital tools out there, so I decided to interview people to understand how they used these tools to monitor and improve their health.

Interviewer It seems like almost everyone is using some app or online tool for health reasons. In fact, did you read about that *New York Times* reporter who lost over 70 pounds using Twitter?

Cindy Really? No, I hadn't heard that. Why use Twitter?

Interviewer Well, the writer said he needed a "cheering section" to hold himself responsible for his eating at all times.

Cindy I love it! One woman I interviewed, her name is Pam, is another example of someone who's making digital technology work for her health needs. She was overweight, overstressed, and she also had serious food allergies. She's had amazing results with apps. For example,

she uses an app to take pictures of her food when she's eating out.

Interviewer Why?

Cindy Well, because the app gives her an estimate of the calories and nutritional content of the food.

Interviewer What do you mean?

Cindy She just snaps a picture of it, and the app gives her data on the fat, calories, and protein in the meal. I've heard of it, but I've never tried it. Does it work?

Cindy Yes, it does. Pam said it's pretty accurate, too. Actually, she uses that in combination with other things. For example, she also uses a running app. It keeps track of how long she runs in the morning and the calories she uses.

Interviewer That's fabulous. I definitely could use that app.

Cindy And that's not all, Jeff. Pam's also an active member of an online support group for people with food allergies. She's lost about 30 pounds and feels better than ever. But she's very committed to her health. And that's one of the points I want to make. The gadgets and online groups don't guarantee success. People need to commit to the digital resources so that the changes become long-term habits.

Interviewer Yes, and that's the hard part, Cindy, isn't it? Don't you think the Internet has also changed our roles with doctors, as well? I mean, we have so much information at our disposal.

Cindy That is so true. We can no longer sit there and let our doctors prescribe and diagnose our symptoms. With so much knowledge out there, how can we expect doctors to keep up with it? We have to do our part. We all know cases where doctors didn't listen to their patients, and

their patients were ultimately right, don't we? It happens. In any case, in this technological age, we need to arrive at the doctor's office armed with knowledge so as not to waste time in our discussions.

Interviewer I totally agree with you. It's also very important these days when doctors are so expensive. This change in roles has got to bother some doctors, don't you think? That's a huge shift.

Cindy Honestly, I think that doctors who are serious about their profession welcome the change. They'll have to change their relationship with patients in order to keep them, I think. More and more patients may want a doctor who will work as a partner with them.

Interviewer I have a feeling that it will be tough for some doctors, especially ones who're not comfortable being challenged by patients.

Cindy I think it'll be tough for some patients, as well. Not everyone feels comfortable taking more responsibility for their health.

Interviewer I can understand that kind of thinking, too. I have enough on my mind these days with my job, family, and kids. Unfortunately, we have to stop now, but before we do, Cindy, please tell the listeners one last thing to inspire them to use digital technology to improve their health.

Cindy OK, Jeff. Here it is: Knowledge is power. It's an old saying, but it may be even more true today.

Unit 16

Exercise 3.1

A

Many businesses rely on workers who do all their work in front of a computer. For example, data-entry workers sit at a computer for hours every day. This habit leads to many

health problems, including weight gain, back pain, neck pain, and wrist pain, among others. Here are a series of steps that companies can follow to address these health issues.

The first step is to identify the health issues of employees. One way to do this is through an online survey, which employees can complete anonymously, if they prefer. This will give you a comprehensive list of ailments and employees' feelings about their health and the impact of their ailments on their work.

Next, it's necessary to determine which strategies will address them. For example, if the problem is with weight gain, a possible strategy would be to have an onsite weight loss program and to offer discounts to health clubs in the area. If the problem is with back pain, offer workshops by certified trainers or physical therapists on ways to keep the back strong and flexible. Following that, implement the strategies. Invite workers to offer other suggestions.

Finally, evaluate the effectiveness of the solutions after six months. The management should ask employees, "Did the strategies really work? If not, what else could be done?"

If companies followed these steps, they should have healthier and happier employees.

Unit 17

Exercise 3.2

Kim Hey, Mike.

Mike Hi, Kim. What're you doing?

Kim I'm reading an article about the most common Internet passwords.

Mike What does it say?

Kim Well, the author starts the article by saying that a website was recently hacked. She goes on to say that a data firm analyzed the passwords of the site's 30 million users and learned some interesting things about how people use passwords.

Mike So, what did the firm find out?

Kim Let's see ... The author believes that people need to think creatively when they create their passwords. According to the article, a good computer hacker can break one password a second. So

the author goes on to say that people shouldn't use the same password for multiple accounts. If a hacker gets that password, he or she can have access to all the accounts that use the same password.

Mike I know it's wrong, but I always use the same password myself.

Kim So do I, and we're not the only ones. The author quotes one Internet user who says, "I always use the same password for everything because otherwise I can't remember them." She then lists the 10 most common passwords.

Mike What are they?

Kim According to the list, the tenth most common password is *abc123*.

Mike Really?

Kim Yeah. And the article claims that the most common password is *123456*.

Mike That's amazing. What are some of the other ones?

Kim Let's see. Some of the other most common passwords are *password*, *iloveyou*, and *princess*.

Mike That's funny. Does the author have any advice for ways to create safer passwords?

Kim Yes, she does. She describes a few things people can do to create strong passwords. One idea is to choose a line from a song or the title of a book and use the first letter of each word to make your password.

Mike That's very clever. I like that idea. I think I'll try it.

Unit 18

Exercise 2.2

A

Host Hello, Tom Barnes here. Welcome to another edition of *Let's Talk*. We're here today with experts and parents to talk about media violence and children. To my left is Dr. Marc Richards. He works as a school psychologist. Dr. Richards, how much of a problem is media violence?

Dr. Marc Richards It's a terrible problem. I feel strongly that exposure to violence in the media encourages young children to react violently when they're upset.

Host I see. Does anyone here agree? Let's hear from Kevin McDonald. He has two children in elementary school.

Kevin McDonald I think Dr. Richards is right. My two boys used to fight a lot with each other, and I think it was from the cartoons they were watching. Now, I don't let my children watch violent cartoons, and their behavior is better.

Host This is Dr. Marcia Chan. She's a well-known child psychologist and author. Why don't you think cartoon violence affects children, Dr. Chan?

Dr. Marcia Chan I have to say, I respectfully disagree with Dr. Richards. I don't think there's enough evidence to prove that kids are affected by cartoon violence.

Host These are some interesting opinions. Does anyone else want to share their ideas? Yes, let's hear from Catherine Wong. What do you think?

Catherine Wong Well, I have two teenage boys. They play violent video games all the time, but they don't behave violently. On the other hand, some of their friends who also play these games are often violent. In my opinion, I think each child has a different response to media violence.

Host That may be true. So if parents think their children are affected by media violence, and they want to lessen the negative effect, what can they do? Yes, let's hear from Dr. Eric Lopez. He works at a children's hospital and has done a lot of research on the subject.

Dr. Eric Lopez The parents need to have firm rules regarding what's allowed and what's not.

Host But children still seem to find a way to play video games and watch TV when their parents aren't paying attention.

Dr. Eric Lopez That's true. With both parents working, it can be hard. So it's also important to talk with your children, and if they act violently, discuss other ways to deal with their anger.

Host That's great advice, Dr. Lopez. If any of our viewers has an opinion to share, please call in and let us know what you think ... Here's our first caller. Hello, welcome to *Let's Talk*.

Barbara Cramer Hello, my name is Barbara Cramer. I think as consumers, we need to actively protest against violence in the media. That's all there is to it. The media provides violence because it sells. If it didn't sell, do you think anyone would create movies with violence or video games with violent content?

Host Excellent point, Barbara. And can I ask what you do?

Barbara Cramer Sure, I'm a spokesperson for No Violence Please, a nonprofit organization against media violence.

Host OK. Thanks again for calling. Next caller, please. Hello, you're on *Let's Talk*.

Noah Friedman Hi, my name is Noah Friedman.

Host Hi, Noah. So, tell us your thoughts.

Noah Friedman I'm a social worker. I agree with Dr. Lopez. Parents must talk to their children and answer questions, especially the young ones.

Host Excellent advice to end on! I think everyone here would agree with you on that. Well, that's all the time we have today. Thanks so much to my guests today on *Let's Talk*. Join us next week for a discussion on the issue of year-round schooling ...

Unit 19

Exercise 2.2

A

In the past, our options for communicating with friends were either face-to-face, over the phone, or by postal mail. Similarly, inter-office communication was conducted face-to-face, over the phone, or with paper documents. These days, we have these sources as well as many electronic sources bombarding us every waking hour. I wonder how this information overload impacts us. And I also wonder what we can do about it.

First, however, let's examine what some of the causes of information overload are. Technology is an obvious cause. We receive dozens of emails and text messages a day. We check Facebook, Twitter, and numerous other social networking sites. We read articles online that our friends post or send us to read. And we watch TV and videos and listen to the radio.

One reason for the existence of information overload is the ease with which people can distribute information. People tend to do this without considering whether each recipient of the information really needs it. In the

workplace, for example, information used to be distributed at a face-to-face meeting and was handed out to those people who really needed to have it. Now, because information can be shared with an entire company with almost no effort or expense through the Internet, people often share information with those who may not necessarily need it.

Additionally, because anyone can create information and post it on a website, there's a lot of information out there. No one knows exactly what the daily volume of new web content is, but we do know that there is more information available today than ever before.

All of this may make you wonder what you can do to avoid being overwhelmed by information. Without getting away from technology, it's hard to avoid getting too much information. So one thing you can do is see if you can spend a portion of your day disconnected from technology.

Second, make an effort to focus on one thing at a time. If you're talking to someone, for example, don't check your cell phone for texts. If you're reading a document, don't check any other forms of communication until you have finished reading it.

Third, decide whether you really need to look at that video that your friend sent you. It's probably entertaining, but do you really need to watch it?

And finally, don't add to the problem. You should ask yourself whether you really need to send out emails to people who don't need them. The bottom line is that if you want to cut down on your technology use, think twice before you text, tweet, or email.

Unit 20

Exercise 2.2

Lisa Hey, Ben. Did you hear that our school is considering blocking Internet access to social media sites in some areas of campus? Don't you agree that's crazy? How could they do that?

Ben Maybe they should. I know I spend way too much time online chatting with friends and checking people's posts. I think blocking access could help students study more. I might even delete my account.

Lisa That's crazy! I might even demonstrate against it.

Ben I won't. I can see the benefits of it. If I deleted my account, I might actually see my friends more often. Right now, I don't have time to hang out with my friends because I'm always studying, sleeping, or going online.

Lisa That's funny. Maybe you should delete your account.

Ben By the way, did you hear that one of the most popular social media sites is due to come out with a new policy that would charge people for using some of the site's features?

Lisa Really? No, I didn't know about that. I bet a lot of people will delete their accounts if they do that. They'll just start using a different site, don't you think?

Ben I don't know. I think people might be prepared to pay to use the site because all their friends and photos are on it. And they don't want to go through all the trouble of moving to a different site. And, you know, there might be one good thing that could happen if more sites started asking people for money to use them.

Lisa Really, what's that?

Ben Well, if the site gets money from its users, then it might not have to have advertisements on the site anymore.

Lisa That's a good point. But I still think I wouldn't use a social media site if I had to pay for it.

Answer Key

Unit 1

1

A page 2

Answers will vary; Possible answer: Natural resources will become scarcer.

B page 2

Possible answers:

1. An ecological footprint is the amount of natural resources that someone's lifestyle uses up. Taking long showers could cause a large ecological footprint, and turning the computer off could cause a small ecological footprint.
2. The loss of natural resources, higher greenhouse gas emissions, and the increased pollution of oceans and water sources.
3. The meaning of the proverb is that we have an obligation to keep the environment clean because it will affect future generations. The essay and proverb are related because they are both about how we have an obligation to protect the environment for future generations.

C page 2

1. ^C
Because resources are easily accessible in developed countries like the United States, ^E
people in these countries tend to have large ecological footprints.
2. The first sentence of the third paragraph describes an effect. The writer uses the phrase "lead to" to introduce it.
3. As a result, the Earth gets warmer. (lines 57–58)

2

Exercise 2.1 page 6

2. In 1998, Iceland decided to become independent from fossil fuels.
3. It began to increase its use of renewable energy sources.

4. Electricity in Iceland's homes is generated by geothermal springs, or it comes from the energy of the rivers and glaciers.
5. The water in geothermal springs is already hot, so Icelanders use it instead of fossil fuels to heat their homes.
6. Basic services such as transportation in Iceland are switching to electric vehicles, and all ships in the large fishing industry may eventually operate on hydrogen fuel.
7. Iceland satisfies its country's need for energy without relying heavily on fossil fuels.

Exercise 2.2

A page 7

2. (a) F
(b) ✓
(c) F
(d) ✓
3. (a) R-O
(b) ✓
(c) ✓
4. (a) F
(b) CS
(c) ✓
5. (a) ✓
(b) ✓
(c) F

B page 7

Possible answers:

2. (a) Water pollution is a serious problem.
(c) As a result, the quality of the water in many of our oceans, rivers, and lakes is unacceptable.
3. (a) Environmentalists are constantly trying to come up with ideas to protect the environment. Nobody knows what the environment will be like in the future.
4. (a) People are trying to protect nature in various ways.
(b) Some people are helping to clean up the environment by driving electric cars. Others are working to preserve endangered plants and animals.
5. (c) It has negative consequences on the environment.

3

Exercise 3.1

A page 9

Possible answers:

2. C; E; Because/Since the bald eagle showed

the qualities of impressive strength and courage, it was chosen in 1782 to be the symbol for the United States. *OR* The bald eagle was chosen in 1782 to be the symbol for the United States because/since it showed the qualities of impressive strength and courage.

3. C; E; When/Because the government enacted laws that included banning the use of the pesticide DDT, the bald eagle population began to recover. *OR* The bald eagle population began to recover when/because the government enacted laws that included banning the use of the pesticide DDT.
4. E; C; In 2007, the bald eagle was taken off the Endangered Species Act's "threatened" list because/since their numbers had greatly increased since the 1960s. *OR* Because/Since the bald eagles' numbers had greatly increased since the 1960s, in 2007, it was taken off the Endangered Species Act's "threatened" list.
5. E; C; The bald eagle population may decrease once more if the habitats of the bald eagles are not protected in the future. *OR* If the habitats of the bald eagles are not protected in the future, the bald eagle population may decrease once more.
6. E; C; Some biologists are urging wind energy companies to develop safer turbines because/since the birds are sometimes killed by the blades of the wind turbines. *OR* Because/Since the birds are sometimes killed by the blades of wind turbines, some biologists are urging wind energy companies to develop safer turbines.
7. E; C; If people volunteer to clean up the habitats where eagles nest, they can help protect the bald eagle. *OR* People can help protect the bald eagle if they volunteer to clean up the habitats where eagles nest.

B page 10

Answers will vary.

Exercise 3.2 pages 10–11

Possible answers:

2. People use it because it's quicker and cheaper than mass transit.

3. If people want to use the bikes, they need to become a member.
4. When riders get a flat tire, they can call the 24/7 customer service for help.
5. If a city wants a bikeshare program to be successful, there need to be enough bikes and stations all over.
6. When riders in some cities want to find a bike or an empty space, they use an app.
7. Some people feel uncomfortable because they don't like riding bikes with advertising on them.

4

Exercise 4.1

A page 13

Possible answers:

2. good/major/main/primary; reason
3. important/major/key/significant/critical; factor
4. leading/root/underlying/major/likely/main/primary; cause
5. major/real/main/primary/biggest; reason
6. important/major/key/significant/critical; factor
7. major/real/main/primary/biggest; reason
8. leading/common/underlying/major/likely/primary; cause

B page 13

Answers will vary.

Exercise 4.2

A page 14

Answers will vary.

B page 14

Answers will vary.

5

Editing Task page 15

One significant cause of ocean pollution ^{is} the accidental spilling of crude oil by large ocean-going ships. The consequences of oil spills can be disastrous to both marine plant and animal

life. For example, oil that spills on the surface of the water blocks oxygen from getting to marine plant life. ^{Because} ~~Cause~~ oxygen is necessary for survival, marine plants ^{die, and} ~~die.~~ And the fish that eat them can die as well. In addition, oil spills can coat the feathers of marine birds. Oil-coated birds can become weighted down, ^{they} ~~so~~ cannot fly. Furthermore, oil often removes the natural coating on marine birds' feathers. As a result, the birds can die from overexposure ^{because} ~~cuz~~ the coating protects them from the elements. Oil spills also affect the human food chain. This ^{because} ~~cuz~~ shellfish such as mussels and clams filter water through their bodies. If the water is polluted with oil, the flesh of the shellfish becomes polluted as ^{well, and} ~~well.~~ And this makes them harmful for human consumption. ^{Because} ~~Cause~~ oil spills affect human, animal, and plant life, many people agree that these spills ^{are} ~~are~~ one of the most serious environmental problems in the world today.

Unit 2

1

A page 16

Answers will vary; Possible answer: The key factors are physical factors, cultural and social factors, a person's self-image, and a person's own experience.

B page 16

Possible answers:

1. Consumer behavior is the steps that consumers take when they want to purchase a product.

2. Being hungry is one factor that influences people to buy more. Being tired is one factor that influences people to buy less.
3. It is an important way to help people make better buying decisions.

C page 16

1. Many experts agree on four factors that have a significant (effect) on consumer behavior. (lines 12–14) Memories about a certain product or place can have a (direct) effect on later decisions. (lines 47–49) On the other hand, if a person becomes ill eating seafood, it might have a (negative) effect on his or her future desire for that kind of food. (lines 51–54)
2. For example, being hungry when grocery shopping affects how people shop. (The result is that) people often buy more food than they would if they were not hungry. (lines 18–21)

2

Exercise 2.1

A page 19

2. C; E; Since it's/it is not easy to ignore advertising, consumers need to learn how to shop wisely. *OR* Consumers need to learn how to shop wisely since it's/it is not easy to ignore advertising.
3. C; E; Make a list before you leave home so that you don't/do not buy something you don't/do not need. *OR* So that you don't/do not buy something you don't/do not need, make a list before you leave home.
4. E; C; People can get into debt easily because it's/it is easy to buy things using a credit card. *OR* Because it's/it is easy to buy things using a credit card, people can get into debt easily.
5. E; C; So that children see the snack foods and ask their parents for them, stores put snack foods on low shelves. *OR* Stores put snack foods on low shelves so that children see the snack foods and ask their parents for them.
6. E; C; So people will impulsively buy products that they don't need, stores put fun items like candy and toys by the

checkout counters. *OR* Stores put fun items like candy and toys by the checkout counters so people will impulsively buy products that they don't need.

B page 19

Answers will vary.

Exercise 2.2 page 20

- | | |
|------------|-------|
| 2. due | 6. as |
| 3. result | 7. of |
| 4. because | 8. to |
| 5. so | |

Exercise 2.3

A pages 20–21

Possible answers:

2. He has a budget so that he doesn't overspend.
3. He doesn't use a debit card because of the fees.
4. He does a lot of research as a result of a bad experience.
5. He doesn't eat out a lot due to his job.

B page 21

Answers will vary.

3

Exercise 3.1

A page 22

2. As a consequence, children develop a desire for them.
3. As a result, children aren't/are not exposed to them.
4. Therefore, it's/it is not legal to advertise them on TV.
5. Consequently, viewers think eating snack foods will make them happy, too.

B page 22

Answers will vary.

Exercise 3.2

A page 22

- | | |
|------|------|
| b. 3 | d. 2 |
| c. 5 | e. 4 |

B page 23

Possible answers:

2. Some advertisements target children. As a consequence, they start to become consumers early.
3. Prices for large quantities of food are discounted. Therefore, consumers buy more than they need.
4. Advertisements often show beautiful people. Consequently, consumers believe the products will make them beautiful, too.
5. Sometimes ads do not focus on the ill effects of the products. As a result, consumers sometimes buy products that might not be good for them.

C page 23

Answers will vary.

4

Exercise 4.1

A page 25

- | | |
|---------------------------|------------------|
| 2. a positive effect on | 5. effect of |
| 3. A direct result can be | 6. one effect of |
| 4. effect on | |

B page 26

Answers will vary.

Exercise 4.2

A page 26

Answers will vary.

B page 26

Answers will vary.

5

Editing Task page 27

Overexposure to advertising has gradually resulted ⁱⁿ ~~on~~ consumer inattention. In fact, studies have shown that most advertisements have little ^{effect on} ~~affect in~~ consumers. One way in which manufacturers are responding to this problem is by a technique known as product

placement. Rather than spending money on advertisements that consumers ignore, companies place their products in TV shows or films. For example, characters drink a particular brand of soda, drive a particular type of car, or use a certain computer. An example of successful product placement is the use of Apple products in various TV shows and films. In 2010, Apple's products were present in 30 percent of that year's top 33 films. This resulted ⁱⁿ increased sales for Apple because ^{of} product placement. Product placement has a second ^{effect} beneficial ~~effect~~. Placing products in movies and TV shows allows film companies to lower production costs because ~~of~~ they can use products for free. For example, the TV show *My Fair Wedding* features several jewelry and makeup brands in each episode. Without product placement, producers might have to purchase the jewelry and makeup. As a result ^{of} ~~on~~ using product placement, the show's producers use the jewelry and makeup for free.

Unit 3

1

A page 28

Answers will vary; Possible answer: Companies can improve life in the community, benefit the environment, and have a better public image.

B page 28

Possible answers:

1. Corporate social responsibility can benefit the community when companies sponsor local events, give money to charities, or try to improve public policy.

2. The writer argues that it is important for companies to implement green policies because they can set an example for the community and the employees.
3. A company should focus on making positive changes in the world as well as on making money.

C page 28

Possible answers:

1. If a company does not make money, it will go out of business. (lines 3–4) The main clause states the effect (result). The writer is certain. The word *will* gives the certainty.
2. They argue that if more companies embraced corporate social responsibility, there would be more instances of positive social change in the world. (lines 62–65) The effect in the first paragraph seems more likely because it uses *will* while the effect in the fifth paragraph uses *would*.
3. The effect in the sentence containing the *when* clause is more likely to happen. The word *when* is more certain than *if*.

2

Exercise 2.1

A page 32

- | | |
|---------|---------|
| 2. E; C | 5. E; C |
| 3. C; E | 6. E; C |
| 4. E; C | |

B page 32

2. Workers are happier and more productive if companies offer generous salaries.
3. If the government gives tax breaks to companies that donate to organizations, company donations to schools increase.
4. Employees feel good about themselves, and the community benefits if companies encourage their employees to volunteer.
5. If companies refuse to do business in countries that allow child labor, the countries that allow child labor feel more pressure to change their laws.
6. The companies help the environment and save money if they use environmentally friendly (green) technology.

C page 33

Answers will vary.

Exercise 2.2

A page 33

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

B page 33

2. If the company donates the profit of a sandwich to a nonprofit organization, it can/could improve its public image. *OR* The company can/could improve its public image if it donates the profit of a sandwich to a nonprofit organization.
3. If the company has some vegetarian choices, it should attract customers who don't eat meat. *OR* The company should attract customers who don't eat meat if it has some vegetarian choices.
4. If the company creates a website, it may/might get more online orders. *OR* The company may/might get more online orders if it creates a website.
5. If the company installs energy-efficient ovens, it can/could lower its electricity bills. *OR* The company can/could lower its electricity bills if it installs energy-efficient ovens.
6. If the company uses bikes – not cars – to deliver food, it will save money on gas. *OR* The company will save money on gas if it uses bikes – not cars – to deliver food.
7. If the company buys local produce, it will show people that it supports local farmers. *OR* The company will show people that it supports local farmers if it buys local produce.

C page 33

Answers will vary.

3

Exercise 3.1

A page 35

It always feels good to help other people and know that you are making a positive

difference in someone's life. Here are a few tips to get you started. First, decide who you want to help. If you want to help your community, visit a local school and ask if they need help. The school would probably appreciate your help. If there were more volunteers in classrooms, teachers could spend more time with students who need special help. If there's a park or other public place near you that is full of trash, get a group of friends together and volunteer to clean it up. Your actions would have a huge impact. If these places were cleaned up, more people would visit them. As a result of all these visitors, local shops would get more business and hire more staff.

If you want to help people outside of your community or country, find an organization that sends money, supplies, and clothes to troubled areas. Your contributions are crucial. If these organizations didn't get donations and help, they couldn't be as effective as they are.

You could also spend your time or money helping an organization that works for a special cause like cancer or heart disease. If you spent time volunteering for one of these organizations, you might learn more about the organizations and find ways to help them receive more donations. These donations could be used to fund research and lead to breakthroughs or cures. If you made a donation today, you would know that your money is going toward an important cause.

B page 35

Answers will vary.

Exercise 3.2

A page 36

Possible answers:

2. If more people donated their old clothes to community organizations, these organizations could give them to families who really need them.
3. If more people volunteered at schools, more children would improve their grades.
4. If teenagers volunteered, they could discover their talents, learn new skills, and put the experience on college applications.

5. If more people donated money, the organizations could buy more supplies for their programs.

B page 36

Answers will vary.

4

Exercise 4.1

A page 38

- | | |
|------------|------------|
| 2. only if | 6. only if |
| 3. unless | 7. unless |
| 4. Only if | 8. Even if |
| 5. unless | |

B page 38

3. Offer an exchange first if the customer doesn't/does not appear upset and doesn't/does not ask for the money right away.
5. Do not offer the customer a store credit if the product isn't/is not in good condition because we need to be able to resell it.
7. You cannot give a full cash refund if you don't/do not have approval from a manager.

Exercise 4.2 page 38

Answers will vary.

5

Editing Task page 39

If a company allows telecommuting, it can ^{create} ~~creates~~ a better working lifestyle for its employees and a better world. If a business ^{has} ~~have~~ a telecommuting program, it not only improves the environment, but also improves the quality of life for its employees. Take, for example, an employee who usually drives to the office. If he or she can ^{work} ~~works~~ from home a few days a week, there is one less car on the road. This reduces the levels of carbon

dioxide in the air. If there is less carbon dioxide, there ^{will} ~~would~~ be less pollution in the future. Telecommuting also improves the communities that employees live in. Often employees are too busy to get involved in their communities. If employees spent fewer hours at the office, they ^{would} ~~will~~ spend more time in their communities. Employees can ^{get} ~~gets~~ involved in local programs if they can structure their own working days. For example, many telecommuters cannot volunteer in local schools or other neighborhood activities ^{unless} ~~otherwise~~ they have some free time during the week. If more companies offered telecommuting, both the environment and our communities ^{would} ~~will~~ benefit.

Unit 4

1

A page 40

Answers will vary; Possible answer: Solar energy is feasible and a clean source of energy.

B page 40

Possible answers:

1. Traditional energy sources can potentially lead to global warming, scarcity of resources, and high prices.
2. Renewable sources are clean sources of energy and are naturally replaced in the environment. An example is solar energy. Nonrenewable sources cannot be replaced, so there is a possibility that they will become scarce. Examples are coal, oil, and natural gas.
3. Yes, because solar energy is clean and does not create pollution.

C page 40

1. For example, solar energy uses long-lasting solar panels to convert energy from sunlight, (thereby) reducing our dependence on coal, oil and gas. (lines 45–49)
The world needs energy sources like solar energy that can save resources, (thus) preserving the environment. (lines 54–56)
2. For example, solar energy uses long-lasting solar panels to convert energy from sunlight, (thereby) reducing our dependence on coal, oil, and gas. (lines 45–49); As a result, it reduces our dependence on coal, oil, and gas.
The world needs energy sources like solar energy that can save resources, (thus) preserving the environment. (lines 54–56); As a result, these sources preserve the environment.
3. The *-ing* phrase states a cause. It comes first in the sentence.

2

Exercise 2.1

A pages 42–43

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

B page 43

2. The technology of wind power is improving, lowering the costs even further.
3. Wind power will not involve many costs in the near future, providing low cost power to everyone.
4. Wind power produces zero carbon dioxide emissions, reducing air pollution.
5. Wind energy is renewable, being a steady source of power.

Exercise 2.2

A page 43

2. E; C 5. C; E
3. E; C 6. E; C
4. C; E 7. C; E

B page 44

2. Solar cells are silent when collecting energy, thus/thereby reducing noise pollution.

3. Solar energy does not release any harmful gases into the atmosphere, thus/thereby helping keep our air clean.
4. Homeowners can sell excess electricity they create through solar energy, thus/thereby producing extra income with no extra effort.
5. Governments often give tax credits for solar power generation, thus/thereby lowering the cost of installing a solar energy system.
6. Solar energy exists in the sunlight we enjoy every day, thus/thereby providing a long-term source of energy.
7. Wind power is another clean source of energy, thus/thereby offering another renewable option for our future energy needs.

3

Exercise 3.1

A page 45

Many people want to save energy in their homes, but they're not sure how. The truth is there are several simple ways to begin saving energy and money. First, people can keep their appliances unplugged when they're not in use, (decreasing small amounts of energy) (use with each unplugged appliance). In taking that simple step, some consumers have saved hundreds of dollars in energy costs in a single year. Along the same lines, people should not leave the lights on when they're not in a room. By making this change, people can easily save a few dollars a month on their energy bills. Also, by purchasing and installing energy-efficient appliances, people can reduce their energy use. These appliances may cost more money to buy. However, they save consumers money in the long run, (using less electricity) (than regular appliances). Keeping doors and windows closed, people can reduce their use of air conditioning and heating. By setting thermostats lower while they are away or sleeping, people can reduce their energy costs by up to 10 percent. All consumers should take these simple steps, (making a) (positive difference in energy use and reducing) (electricity bills).

B page 46

Answers will vary.

Exercise 3.2

A page 46

Answers will vary.

B page 46

Answers will vary.

4

Exercise 4.1 pages 47–48

2. Growing concerns about environmental issues contributed to the government's decision in the 1970s to promote alternative energy sources.
3. Increase in oil supplies and falling prices in the 1980s partly resulted from a reduction in U.S. rules requiring more fuel-efficient cars.
4. An increase in fossil fuel usage and nuclear plants was caused by a lack of consistent solar and wind energy supplies.
5. In the future, hydrogen-based energy sources could lead to pollution-free cities.
6. Continued overreliance on oil could cause political conflicts in the future.

Exercise 4.2

A page 48

- | | |
|--------------------|-----------------------|
| 2. was a result of | 5. resulted from |
| 3. contributed to | 6. resulted in |
| 4. produced | 7. has contributed to |

B page 48

Answers will vary.

5

Editing Task page 49

Rising awareness of the dangers of carbon emissions and the limits of our natural resources has contributed ^{to} ~~for~~ some creative ideas for alternative energy sources. While most scientists think of ways to use renewable

resources in the environment to make energy, others are finding ways to generate electricity from the movements of the human body. Michael McAlpine of Princeton University and some of his colleagues placed a material called PZT into flexible silicone rubber sheets. The PZT-filled sheets generate an electrical current when they are bent. Bending the sheets repeatedly results ⁱⁿ ~~of~~ a significant amount of energy. Placing these crystals in a pair of shoes or even directly into the body could result ⁱⁿ ~~of~~ enough electricity to charge devices like cell phones or tablets.

Our body heat can help create energy, too. For example, Belgian nanotechnology engineers built thermoelectric devices that allow a person's body heat to contribute ^{to} ~~for~~ powering medical devices such as EKG machines and brain monitors. In 2010, engineers in Paris discovered a different way to use body heat to conserve electricity. The engineers developed a system that uses geothermal technology to move heat from a metro, or subway, station to heating pipes in a public-housing project above the station. Their system resulted ⁱⁿ ~~from~~ a 33 percent cut in carbon dioxide emissions in the housing project's heating system. Innovative approaches like these ^{contribute} ~~contributes~~ to solving our ongoing need for alternative energy sources.

Unit 5

1

A page 50

Answers will vary; Possible answer: Birth order can have a major effect on personality.

B page 50

Possible answers:

1. They are the firstborn children in their families.
2. Because they are born into an environment of high expectations.
3. *Answers will vary.*

C page 50

1. Middle children are less determined.; *Answers will vary.*
2. They are equally creative.; *Answers will vary.*
3. They are likely to be equally intelligent.; *Answers will vary.*

2

Exercise 2.1

A page 54

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

B page 55

- | | |
|------|-------|
| 2. P | 7. O |
| 3. S | 8. S |
| 4. S | 9. S |
| 5. S | 10. S |
| 6. O | |

Exercise 2.2

A page 55

2. Parents who/that want their children to excel put a lot of pressure on their children to do a lot of activities.
3. Children whose parents have high expectations of them often feel a lot of stress.
4. Sports practice and music lessons are examples of activities which/that some

parents expect their children to do after school.

5. Parents who/that give proper emotional support to their children raise more independent adults.
6. Some children whose parents both work long hours have behavioral problems at school.

B page 55

Answers will vary.

3

Exercise 3.1

A page 57

2. are not as sociable as
3. are (just) as creative as
4. are not as realistic as
5. are (just) as dependent as
6. are (just) as realistic as
7. are not as creative as
8. are not as dependent as

B page 57

Answers will vary.

Exercise 3.2

A page 58

	Venus Williams	Serena Williams
1. Birth date	June 17, 1980	September 26, 1981
2. Height	6'1"	5'10"
3. Year turned professional	1994	1995
4. Wimbledon singles victories (individual years)	2000, 2001, 2005, 2007, 2008	2002, 2003, 2009, 2010
5. U.S. Open singles victories (individual years)	2000, 2001	1999, 2002, 2008

B page 58

Possible answers:

2. Serena is almost as old as Venus.
3. Serena has almost as much experience as Venus.

4. Serena is just as important to U.S. sports as Venus.
5. Serena has won nearly as many Wimbledon singles as Venus.
6. Venus is just as famous as Serena.
7. Venus has not had quite as many U.S. Open singles victories as Serena.
8. Venus has had just as much success in business as Serena. They are both successful businesswomen.

C page 58

Answers will vary.

4

Exercise 4.1

A page 60

- | | |
|---------------------------------|----------------|
| 2. significantly different from | 4. In contrast |
| 3. differ from | 5. Unlike |

B page 60

Answers will vary.

5

Editing Task page 61

Possible answers:

A major way that families have changed is the number of families^{that} have only one child. The number of families^{that} had only one child was low in the United States in the 1950s and 1960s. However, one-child families began increasing in the 1970s and are very common today. This is especially true in households^{that} who have only one parent. One reason families are smaller is the cost of living. It is not the same^{as} than it was 40 years ago. For example, it costs about 10 times more to send a child to college than it did 40 years ago. As a result, many parents choose to have only one child because they do

not have enough money for more children. In addition, attitudes about only children are also not the same^{as} than attitudes about them in the past. In the 1950s and 1960s, people avoided having only one child. At that time, many people thought that children^{who} did not have siblings had many disadvantages. For example, people thought that they did not learn good social skills. However, recent studies^{that} who focus on only children show a different picture.

These studies show that only children tend to have the same social skills^{as} than children who^{have} has siblings.

Unit 6

1

A page 62

Answers will vary; Possible answer: Men and women are expected to behave differently at work. Assertive women are not as well received as men who are assertive. Women make less money than men for the same jobs. Women are raised to be subordinate.

B page 62

Possible answers:

1. Gender inequality is unequal treatment and opportunities for women. It can be found in the workplace and in society.
2. In the workplace there are fewer women in leadership positions, and women are paid less for the same positions.
3. Boys receive blue clothes and blankets, while girls receive pink clothes and blankets. Boys are given cars, trucks, and toy soldiers, while girls are given dolls, dollhouses, and toy ovens.

C page 62

1. Men: 3 adjectives. Women: 3 adjectives. They are both listed in a series.
2. Boys: 3 toys. Girls: 3 toys.
3. "In terms of behavior, in many cultures people tend to expect boys to be aggressive and dominant, whereas they generally expect girls to be emotional and subordinate." (lines 50–53) Boys: 2 adjectives. Girls: 2 adjectives. The same verb phrase is used in both clauses.

2

Exercise 2.1

A page 65

2. Today, there are more and more women in the field of engineering.
3. There didn't use to be many men who were attracted to the field of nursing.
4. Now the number of men who are working as nurses is growing.
5. Two fields that were once occupied only by men were law enforcement and firefighting.
6. These are two careers that are attracting many young women today.
7. Because of an increase in demand and services in data communications and home health-care aides, more men and women are choosing professions in these areas.

B page 65

3. There didn't use to be many men attracted to the field of nursing.
4. Now the number of men working as nurses is growing.
5. Two fields once occupied only by men were law enforcement and firefighting.
6. These are two careers attracting many young women today.

Exercise 2.2 page 66

2. achievement; progress
3. recent; growth
4. dominant; role
5. long; difficult; struggle
6. increase; participation
7. steady; rise

8. Women's; higher; enrollment
9. optimistic; perception

3

Exercise 3.1 page 68

2. c. invest in their future
3. b. providing for their families
4. a. unemotional
5. b. mentors
6. c. promotions

Exercise 3.2

A pages 68–69

Answers will vary.

B page 69

Answers will vary.

C page 69

Answers will vary.

4

Exercise 4.1

A page 71

2. Fewer
3. substantially more
4. A slightly higher number of
5. Significantly fewer
6. Most of

B page 72

Answers will vary.

C page 72

Answers will vary.

Exercise 4.2

A page 72

2. c
3. b
4. c
5. b
6. c

B page 72

Answers will vary.

5

Editing Task page 73

Roles for women in the United States have changed in terms of the subjects that women study in college and ~~they choose careers~~ ^{the careers that they choose}.

Before the 1970s, most middle-class men were expected to attend college and ~~they paid well~~ ^{pursue well paid} careers that were both professional and ~~they paid well~~.

Men provided the main financial support for the family. Middle-class women, however, were expected to get married or, if they went to college, ~~preparing~~ ^{prepare} for traditionally female professions, such as teaching or ~~to be a nurse~~ ^{nursing}.

Women were not expected to support a family.

If a woman worked after college, she was expected to stop as soon as she got married or ~~to have~~ ^{had} children. Because they did not expect to support a family or ~~working~~ ^{work} for a long time, some women also studied non-career-oriented subjects such as literature or art history.

Nowadays, in contrast, most women plan to work for most of their adult lives and ~~they~~ help support their families. Many women feel that they should prepare for a job, that they should move forward in their careers, and ~~to~~ ^{that they should} find satisfaction in their work. Therefore, today, there are many more women studying career-oriented subjects such as business, accounting, and ~~to work in~~ law enforcement. In fact, many fields that were once thought of as for men only, such as law enforcement, now employ

women. Although women still do not earn as much as men, they have come a long way since the 1970s in expanding their college and career opportunities.

Unit 7

1

A page 74

Answers will vary; Possible answer: Family can mean the immediate family, that is, parents and children, and it can also mean the extended family, which includes aunts, uncles, grandparents, etc.

B page 74

Possible answers:

1. His beliefs influenced how American families see their children.
2. Young Latino adults might live with their parents after college. Young American adults may live on their own.
3. The writer means that these ideas may not apply to everyone in Latino and U.S. cultures. The writer avoids stereotypes in this essay.

C page 74

1. In Dr. Spock's view, children should become more independent. The forms of the adjectives are different because of the length of the words. "Old" is a short adjective, so the comparative form is *-er*. "Independent" is a long adjective, so the comparative form is *more* + adjective.
2. The writer compares length of visits from relatives and the practice of young adults living with their parents until, and sometimes after, marriage.
3. They are the same in the importance of family.; "Despite these differences, traditional U.S. culture is similar to Latino culture in terms of the importance of family." (lines 55–57); Not all families in both cultures behave the same.; "Not all Latino families stick together. Similarly, not all parents from traditional U.S. culture

point to the door when their children turn 18.” (lines 62–65)

2

Exercise 2.1

A page 78

2. less likely than
3. less strictly than
4. more politely
5. less common
6. more involved than
7. less complex than

B page 79

Answers will vary.

Exercise 2.2 page 79

2. the most important; *Answers will vary.*
3. strangest; *Answers will vary.*
4. the most difficult; *Answers will vary; Answers will vary.*
5. most significantly; *Answers will vary; Answers will vary.*
6. the hardest; *Answers will vary.*
7. the most patiently; *Answers will vary.*

Exercise 2.3

A page 80

	High-Context	Low-Context	Collectivist	Individualist
2.	√			
3.	√			
4.		√		
5.	√			
6.			√	
7.			√	
8.			√	
9.				√
10.				√

B pages 80–81

2. less direct than
3. more directly
4. the most essential
5. less important
6. the biggest
7. more highly than
8. more valued than
9. less important than
10. the most critically

3

Exercise 3.1

A pages 83–84

2. the
3. Ø
4. Ø
5. the
6. Ø
7. Ø
8. a
9. the
10. the
11. the
12. a
13. the
14. a/the
15. a
16. the
17. the

B page 84

Answers will vary.

Exercise 3.2

A pages 84–85

Answers will vary.

B page 85

Answers will vary.

4

Exercise 4.1

A page 86

2. in common
3. similarities between
4. Like
5. is similar to
6. Similarly

B page 86

Answers will vary.

5

Editing Task page 87

The celebration of the New Year in South Korea is not ^{the} same as in the United States. First of all, South Koreans celebrate the Lunar New Year (the first new moon of the lunar calendar), so the date is not ^{the} same as in the United States, where the New Year is celebrated on the first day of the Gregorian Calendar (January 1).

The New Year is ~~more~~ later in South Korea, usually in February. In addition, the South Korean New Year celebration lasts for three days and involves the entire family. According to the Dr. Sook-Bin Woo, this is because South Korean families tend to be ~~more~~ closer than traditional U.S. families. For example, South Korean families play special games with each other during this holiday. This family closeness may be the reason that many South Koreans report that their ^{best}~~most~~ childhood memories are of New Year's celebrations.

In the United States, the celebration of the New Year begins on the evening of the last day of the year and continues into the following day; it is therefore ~~more~~ shorter than the South Korean celebration. Traditionally, it tends to be primarily an adult celebration for many people. On New Year's Eve, many adults hire a babysitter for their children and go out to a restaurant or to a party to celebrate with other adults. Because U.S. celebrations often do not include children, most Americans are unlikely to say that their ^{best}~~most~~ childhood memories are of the celebration of the New Year. Sociologist the Dr. George Lee notes that this tradition is changing in the United States as more adults stay home and celebrate with their children.

Unit 8

1

A page 88

Answers will vary; Possible answer: The perception of time and the amount of emotion expressed at a meeting are two assumptions that may cause misunderstandings.

B page 88

Possible answers:

1. The perception of time, the amount of emotion expressed during business interactions, and local customs are three main problems that business people might have.
2. Because they may see it as a way for people to influence a decision.
3. *Answers will vary.*

C page 88

1. *In contrast* can only come at the beginning of a sentence. *In contrast* is followed by a comma.
2. *Whereas* is similar to *while*.
3. *Even though* is similar to *while*, and *however* is similar to *in contrast*.
4. *Even though* is more appropriate because it conveys the surprise and unexpected contrast between something being appropriate in one culture and very inappropriate in another. *While* shows a general contrast.

2

Exercise 2.1

A page 91

	In the U.S.	In Mexico
2.		√
3.	√	
4.		√
5.	√	
6.	√	
7.		√

B pages 91–92

Possible answers:

2. Whereas in Mexico, it is acceptable to arrive late to a meeting, especially to take care of personal business, in the U.S., it is accepted that people will arrive on time.
3. In the U.S., it's polite to arrive on time to a dinner party, whereas in Mexico, people tend to arrive late.
4. In Mexico, businesspeople generally share personal information at meetings, while Americans tend to be more businesslike.
5. While in the U.S., people tend to call each other by their first names after they meet, in Mexico, people tend to be more formal.
6. In the U.S., people tend to have a direct communication style, while in Mexico, people tend to have a less direct communication style.
7. Whereas in Mexico, people might not tell you immediately when they cannot attend an event, in the U.S., people will tend to tell you immediately.

C page 92

Answers will vary.

Exercise 2.2

A pages 92–93

Possible answers:

2. Though rank is very important, gender bias is not common.
3. While the Chinese do not gesture or show much body language, this lack of gesturing does not mean a lack of responsiveness.
4. Although it is important to send written information about your company well before your arrival in China, Chinese businesspeople like to meet face-to-face rather than over the phone or by email.
5. Even though Chinese business meetings are very formal affairs, the meetings may frequently be interrupted by the ringing of cell phones.
6. Though Chinese businesspeople are hardworking and serious, they have a great sense of humor.
7. Although some companies may be very successful in their own countries, their

success in China depends on a solid understanding of Chinese culture.

B page 93

Answers will vary.

3

Exercise 3.1 page 96

- | | |
|-----------------|-----------------------|
| 2. In contrast, | 6. On the other hand, |
| 3. Instead, | 7. On the contrary, |
| 4. Despite | 8. In spite of |
| 5. Nonetheless, | |

4

Editing Task page 97

Although the use of corporate websites is universal, ~~but~~ corporate website design is another aspect of doing business that differs from culture to culture. The different website designs for Good Foods are one example. The company operates globally. It wants to appear as though it sells the same quality products everywhere in the world. On ^{the other} ~~another~~ hand, the company wants to appeal to the consumers in each country where it does business. Therefore, the look of its sites differs from country to country. For example, the website for Good Foods in the United States tends to use a limited number of colors. In contrast,^v the company site in India tends to use a great deal of color. The Indian version uses bright colors, such as pink, red, orange, and purple, while the U.S. version of the site uses only shades of blue and gray. This is because the way people interpret colors is cultural. Bright colors suggest “fun” to people

in the United States, while blue and gray suggest “importance.” In another example, the Good Foods site in Switzerland shows the company’s products; however,^V it rarely shows people using or enjoying them. ^{On} the other hand, when it does show people, they are usually alone. In contrast,^V the Good Foods site for Mexico shows families shopping together and large groups of people enjoying the products. This is because people in Mexico tend to prefer being with others. However,^V people in Switzerland value independence and solitude. Although the main purpose of a company’s website is to present important information about the business, ~~but~~ the site must also address the cultural values of the people who view it.

Unit 9

1

A page 98

Answers will vary; Possible answer: People are not as confident as they used to be about reaching the American Dream because of the changes in housing costs, job security, and the economy.

B page 98

Possible answers:

1. The story of the three doctors is remarkable because the men were able to go to college and become doctors despite the fact that they grew up poor.
2. In the late 1980s and early 1990s, the costs of housing increased. Job security has become much less certain since the late 1980s and early 1990s. The Great Recession in 2008 had a negative effect, too.
3. It holds Americans together and reassures

them that the factors for success – ability, strong work ethic, and education – will be rewarded.

C page 98

1. (a) came first. The writer uses the past perfect to tell which event came first in the past.
2. (b) came first. The writer uses the past perfect.

2

Exercise 2.1

A pages 101–102

2. arrived; had never been
3. stayed; had neglected
4. were; hadn’t/had not found
5. contacted; had helped
6. were; had gone
7. had hoped; was
8. gave; had assisted

B page 102

Answers will vary.

Exercise 2.2

A page 102

2. had gone; had wanted/had been wanting
3. had lost; had been looking
4. had been thinking; had just started
5. had been worrying
6. had had; had hoped/had been hoping

B page 103

Answers will vary.

3

Exercise 3.1 page 105

2. didn’t/did not have to drive
3. could/might have won
4. should/could have applied
5. didn’t/did not have to go
6. could/might have been
7. couldn’t/could not get
8. could buy
9. shouldn’t/should not have loaned
10. could have predicted
11. couldn’t/could not have guessed

Exercise 3.2

A page 106

- | | | |
|------|------|------|
| 2. T | 5. F | 7. T |
| 3. F | 6. F | 8. F |
| 4. T | | |

B page 106

Answers will vary.

Exercise 3.3

A pages 106–107

- John was supposed/going to major in biology, but he changed his mind and decided to major in business instead.
- John and his friends were supposed/going to go into business together after college, but they didn't have enough money.
- John was supposed/going to move to California to find a job, but he was offered a job in Japan.
- John was supposed/going to marry his high school sweetheart, but he fell in love with a girl in Japan.
- John's parents were supposed/going to visit him this month, but his father broke his leg, so they postponed the trip.

B page 107

Answers will vary.

4

Exercise 4.1 pages 108–109

- He was two years old when his father left.
OR When his father left, he was two years old.
OR When he was two years old, his father left.
OR His father left when he was two years old.
- After his father left, his mother struggled to take care of him and his brother.
OR His mother struggled to take care of him and his brother after his father left.
- When he was 12, he became interested in writing horror stories.
OR He became interested in writing horror stories when he was 12.
- While he was in school, he wrote many stories.
OR He wrote many stories while he was in school.

- He sold stories to his classmates until the teachers asked him to stop.
OR Until the teachers asked him to stop, he sold stories to his classmates.
- His first short story was published before he graduated college.
OR Before he graduated college, his first short story was published.
- After his mother died, his first novel, *Carrie*, was published.
OR His first novel, *Carrie*, was published after his mother died.

Exercise 4.2

A pages 109–110

- | | | |
|----------|----------|----------|
| 2. until | 5. Once | 7. Since |
| 3. As | 6. after | 8. As |
| 4. After | | |

B page 110

Answers will vary.

5

Editing Task page 111

Jessica had always loved photography, even as a child. She ^{had been asking} ~~was asking~~ for a camera for a long time when her father ~~had~~ gave her one on her tenth birthday. She would take her camera everywhere and record the small moments of everyday life that caught her eye: a cluster of leaves on the sidewalk, or a spider web on a garden fence. Jessica had always ^{seen} ~~see~~ photography as a hobby. Moreover, since she had ^{come} ~~came~~ from a family that had endured economic hardships when she was growing up, she had always ^{known} ~~know~~ that she had to choose a career that paid well and was secure. Therefore, after high school, she got a degree in landscape design. She ^{had been considering} ~~was considering~~ a job with the city during her last year of college, but when her uncle, the owner of a

landscape company, asked her to work for him, she changed her mind. She ^{joined} ~~had joined~~ his landscaping business right after graduation. However, Jessica never lost her love of photography. She eventually bought herself a higher quality camera and continued to take pictures whenever she had the opportunity. Jessica ^{had been working} ~~was working~~ at the landscaping company for about two years when her uncle decided to build a website to advertise the business. He needed images of the company's best work to publish on the site and immediately thought of Jessica. She ^{had been taking} ~~was taking~~ photos of the company's projects the entire time that she had worked there. The website ^{was} ~~had been~~ a success. More importantly, other companies saw it and wanted to know who the great photographer was. Soon, Jessica was working full-time as a photographer. Her uncle missed Jessica's presence, but everyone was pleased that she was now earning a living doing something that she truly loved.

Unit 10

1

A page 112

Answers will vary; Possible answer: Immigrants have contributed to the growth of many industries in the United States and helped turn it into one of the world's most powerful countries.

B page 112

Possible answers:

1. These immigrants came from places like

France and the Netherlands and most became farmers. This group of immigrants was small.

2. The government passed laws in 1921 restricting the number of immigrants coming to the United States. One reason was that people were troubled by the new religions and customs that immigrants brought.
3. Because the writer feels that immigrants will continue to settle in the United States and become part of its workforce and help its economy.

C page 112

1. "These" refers to the particular immigrants who came during the 1820s to 1880s.
2. "That" refers to the time period from the 1890s to the beginning of the twentieth century.
3. ... from the seventeenth century through the early nineteenth century ... (lines 11–12) From the 1820s to 1880s ... (lines 18–19)

2

Exercise 2.1

A page 115

- | | |
|----------------|----------------|
| 2. These/Those | 5. These/Those |
| 3. This | 6. This |
| 4. This | |

B page 116

Answers will vary.

Exercise 2.2

A page 116

- | | |
|------------------------|-------------|
| 2. fact | 5. approach |
| 3. controversial issue | 6. people |
| 4. questionable claim | 7. argument |

B page 116

Answers will vary.

3

Exercise 3.1 page 118

2. For six years
3. Every time
4. for many years

5. Over the next few years
6. after graduating high school
7. a few years later
8. now
9. every day
10. years ago
11. Years later
12. the first time
13. Now every morning
14. Over the next 20 years

Exercise 3.2

A page 119

Answers will vary.

B page 119

Answers will vary.

4

Editing Task pages 120–121

The lack of clean drinking water is a problem in many parts of the world, but even when people have a source of water, collecting it can be arduous. Every morning, Isha gets water for her family. ^{It always} Always it takes her 30 minutes to get to the well and about an hour to walk back with a heavy clay container of water balanced on top of her head. ^{the} By time she returns, her body is aching from the weight of the water. She has been bringing water home like this ^{the} for last 20 years. Isha lives in Niger, a country in West Africa. In Africa, women, and sometimes children, ^{often} often are the ones responsible for collecting their family's water, and ^{this} these responsibility takes a toll on their bodies. For some women, the journey to a water source is very long. ^{These} This women have to walk up to 18 miles (30 kilometers) a day for water. Hans

Hendrikse, a native South African, wanted to do something about this problem. Working with his engineer brother, Pieter, he created a new way of transporting water. It is called the Q-Drum. The Q-Drum is lightweight, durable, and affordable, and it can hold 50 liters of water. While ^{these} this features alone make the product appealing, the most groundbreaking feature is its doughnut shape. When a rope is looped through the hole in the Q-Drum, the container can be rolled along the ground like a wheel. The Q-Drum's unique design allows even a young child to pull water for several miles, so the women ^{never} never will have to carry the water solely on their heads. Over ^{the} the next decade this invention will have a major impact on the lives of the people of Africa, especially the women.

Unit 11

1

A page 122

Answers will vary; Possible answer: Interviews are classified by geographical location and format.

B page 122

Possible answers:

1. Remote interviews are when the interviewer and interviewee are geographically separated. These are typically done during a first screening. Face-to-face interviews are done in person. They are normally done after the first round of remote screening.
2. An audition is less conventional because candidates are asked to perform a task that simulates what they will do on the job itself.

3. *Answers will vary.*

C page 122

1. lines 8–9
2. lines 18–20
3. lines 22–24
4. lines 39–41

The writer uses the passive. The passive focuses the reader on important terms like “interviews” and “multiple candidates.” The subjects of the sentences aren’t as important.

2

Exercise 2.1 pages 126–127

Possible answers:

2. You may not even be considered for the job if you arrive late to the interview.
3. During the interview, you will be asked questions about your résumé.
4. Interviews may be conducted over the phone.
5. One question you could ask is “What training programs are offered?”
6. The decision to employ someone is often based on a person’s behavior during an interview.
7. Employers are prohibited by federal and state laws from asking certain questions about race, religion, and age.
8. Some employers have been known to give tests during interviews.
9. If you do well, you might be asked to come in for a second interview.
10. Interviewers often see more than one candidate in a day, so you will probably be compared with other candidates.

Exercise 2.2

A page 127

- | | |
|------------------|--------------------------------------|
| 2. were followed | 7. can be learned/learnt |
| 3. were asked | 8. were given |
| 4. were divided | 9. had been told <i>or</i> were told |
| 5. was given | 10. should be evaluated |
| 6. were based | 11. will be chosen |

B page 128

Answers will vary.

3

Exercise 3.1 pages 129–130

- | | |
|------|------|
| 2. c | 6. b |
| 3. a | 7. c |
| 4. c | 8. a |
| 5. a | |

Exercise 3.2 pages 130–131

Possible answers:

2. The institutions are classified according to the types of degrees available and the fields of study or programs that are offered.
3. A university is generally composed of three programs: undergraduate, graduate, and professional.
4. Schools can be divided by their funding sources.
5. There are two funding classifications of schools, which are publicly supported schools and private schools.
6. Publicly supported schools can be subdivided into three groups: two-year community colleges, state universities, and state colleges.
7. There are many advantages of attending a community college, including lower tuition and smaller class sizes.

Exercise 3.3

A page 131

Answers will vary.

B page 131

Answers will vary.

4

Editing Task pages 132–133

There are many issues involved ^{*in*} ~~on~~ choosing an institution of higher education. A prospective student’s choice might be based ^{*on*} ~~in~~ the location of the institution, or it might be based ^{*on*} ~~in~~ the reputation of the academic programs and the faculty. However, for many students, the process of choosing a university ^{*often*} ~~may~~ be ~~often~~ determined by economics. A college education

may be one of the greatest expenditures an individual will make in his or her lifetime. If money is an issue in a student's choice, there are several funding options.

One funding option available to low-income college students is a grant. A grant is a sum of money that does not have to be paid back. Government programs are the primary source of education grants. In addition to government sources, grants may ^{sometimes} be ~~sometimes~~ awarded by private organizations and companies. The main factor involved ⁱⁿ ~~on~~ the awarding of government grants is income level. Private grants may often be based ^{on} ~~in~~ additional factors, such as ethnicity, grades, or other academic achievements. As reporting one's income is always involved ⁱⁿ ~~on~~ the process of applying for a grant, a good place to begin is with the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA). The FAFSA application simplifies the income reporting process and matches the applicant's income with several grant opportunities. Grants are often the first and best choice for students who cannot afford a college education on their own.

Unit 12

1

A page 134

Answers will vary; Possible answers: The six personality types are Artistic, Investigative, Realistic, Social, Enterprising, and Conventional.

B page 134

Possible answers:

1. People's career choices are so important for success because work is an enormous part of people's lives.
2. It can help people in choosing satisfying jobs and careers.
3. *Answers will vary.*

C page 134

1. An Artistic personality type refers to a person who enjoys creative activities like art, dance, or creative writing, and who generally avoids highly structured or repetitive activities.
2. A person with an Investigative personality type, on the other hand, is defined as someone who likes to study and solve math or science problems.
3. Having a Realistic personality type means valuing practical work, such as jobs that require technical or manual skills and are productive.
4. Other people have good skills at teaching, counseling, nursing, or giving information. They are referred to as Social personalities.

2

Exercise 2.1

A pages 137–138

2. An architect is a person who designs new buildings and makes certain that they are built correctly.
3. People who work in stores and sell merchandise are sometimes referred to as sales associates.
4. Someone who is skilled in playing music is called a musician.
5. Sculptors are artists who make art out of materials like clay, marble, and metal.
6. People who help their clients choose fashionable clothing, hairstyles, and makeup are known as stylists.

B page 138

2. A person who designs new buildings and makes certain that they are built correctly is referred to as an architect.

- Sales associates are people who work in stores and sell merchandise.
- A musician is defined as someone who is skilled in playing music.
- Artists who make art out of materials like clay, marble, and metal are known as sculptors.
- Stylists are people who help their clients choose fashionable clothing, hairstyles, and makeup.

C page 138

Answers will vary.

Exercise 2.2

A pages 138–139

- | | |
|--------------|----------------|
| 2. law | 5. to sentence |
| 3. testimony | 6. bankruptcy |
| 4. to appeal | |

B page 139

- Law is a system of rules that a community recognizes as regulators of behaviors and actions of people. *OR* A system of rules that a community recognizes as regulators of behaviors and actions of people is law.
- Evidence presented orally by witnesses during trials or before grand juries is known as testimony.
- To appeal means to ask a higher court to review a decision after a trial to determine if it was correct.
- To announce a punishment to someone convicted of a crime is called “to sentence.”
- A legal procedure for dealing with debt problems of individuals and businesses is referred to as bankruptcy.

3

Exercise 3.1 pages 141–142

- Steve Jobs, a driving force in technology, had an enormous impact on the way we use technology on a daily basis.
- One supporter of the nonprofit housing organization Habitat for Humanity is Jimmy Carter, a former U.S. president.
- Desmond Tutu, a Nobel Peace Prize laureate and retired South African archbishop, has promoted peaceful conflict resolution for many years.

- Dr. Douglas Schwartzenruber and Dr. Larry Kwak, cancer researchers, are both working separately to find a vaccine against cancer.
- Bono, a famous singer with the band U2, works to improve health and nutrition throughout the world.
- Howard Gardner proposed nine types of intelligences (Table 1).
- The Ronald McDonald House Charities (RMHC) helps families of children who are receiving medical treatment for serious diseases.

Exercise 3.2 page 142

Answers will vary.

4

Editing Task page 143

The Myers-Briggs Type Indicator, MBTI, is a personality assessment tool ^{that} ~~who~~ has increasingly gained popularity in the workplace. It is based on a psychological theory developed by Carl Jung. Jung proposed that there are two basic categories of thinking styles: rational and irrational. Rational functions involve thinking and feeling. Irrational functions involve sensing and intuition. Jung further proposed that there are two basic types of people, introverts and extroverts. While there are several personality qualities ^{that} ~~who~~ psychologists associate with each type, introverts are usually ^{defined} ~~define~~ as people who are more interested in ideas and thinking. In contrast, extroverts are ^{defined} ~~define~~ as people who are more action-oriented. The MBTI has taken these four basic Jungian personality categories

and types and established four sets of opposing pairs: extrovert/introvert, sensing/intuition, thinking/feeling, and judgment/perception. While individuals use all of these thinking styles, their MBTI results indicate their thinking-style preferences. They can help match individuals to careers and help managers understand how to best work with these employees.

One of the MBTI personality types, ISTJ (Introvert, Sensing, Thinking, Judgment), illustrates the way in which the MBTI assessment tool can match individuals to appropriate working environments. ISTJ personality types are ^{people} ~~a person~~ who ^{tend} ~~tends~~ to be quiet. They prefer to be alone. They attend to details rather than to the Big Picture. They prefer thinking to feeling. This means that they use logic when making decisions. ISTJ personality types like controlled, organized environments. They are concrete, ordered, and predictable. They are more in tune with facts than with other people's feelings. ISTJs do well as accountants and in law enforcement. Managers of ISJT types who are having difficulty getting along with others need to take action. ^{ISTJs} ~~They~~ can be placed in situations where they can work alone, for example. Other remedies for unhappy ISTJs might include moving them to a more organized work group.

Unit 13

1

A page 144

Answers will vary; Possible answer: The writer wants to see labels that show the presence of GM foods.

B page 144

Possible answers:

1. GM ingredients are found in 75 percent or more of the prepared foods in American supermarkets, yet there has been little research on the short-term and long-term effects of GM foods on our health.
2. It can improve the nutritional value or protect food from pests.
3. There has been little research to back the claims that genetically modified foods are really "enhanced," or better for you. They may actually be dangerous.

C page 144

1. a. a period of time up to now
b. the action is probably continuing; the present perfect progressive form emphasizes that the action is probably continuing
2. The statistics are not connected to a specific time in the past.

2

Exercise 2.1

A page 148

2. have gotten/got *OR* have been getting
3. was
4. started
5. 've/have always applied
6. 've/have sprayed
7. 've/have lived *OR* 've/have been living
8. have been used
9. used
10. didn't/did not work
11. stopped
12. went

B pages 148–149

Answers will vary.

Exercise 2.2 page 149

2. For the past 20 years, researchers have tracked/have been tracking the areas used to grow GM crops in the world.
3. Over the past 15 years, the number of GM crops has grown significantly.
4. Over 457 million acres of land was used for GM crops in 2016 compared to 444 million in 2015.
5. Many people are not even aware that farmers began growing GM crops in the mid-nineties.
6. Statistics show that the global area of GM crops has increased/has been increasing steadily/since the mid-nineties.
7. In 2017, 18 million farmers from 24 countries, including the U.S., Brazil, and China, planted GM crops.
8. The effects of GM foods on people have not been determined, and scientists continue to do research.
9. Research has not shown(yet) that GM foods have a negative effect on our health and environment.
10. Until there is definite proof that GM foods are not harmful, some people have decided to avoid them.

Exercise 2.3 page 150

2. T 7. T
3. F 8. F
4. T 9. T
5. T 10. T
6. T

3

Exercise 3.1

A page 153

2. the aims of
3. the effects of
4. the majority of; a number of *OR* a number of; the majority of
5. the heart of
6. The number of
7. the benefits of
8. the basis of

B page 153

Answers will vary.

Exercise 3.2

A page 154

- | | |
|-----------------------|------------------|
| 2. The notion that | 5. the view that |
| 3. the fact that | 6. the hope that |
| 4. a possibility that | 7. the fact that |

B page 154

Answers will vary.

4

Editing Task page 155

A number of animal rights ^{activists think} ~~activist thinks~~ that laboratory-generated meat, also known as cultured meat, provides a solution to the negative environmental effects of food production. Cultured meat is grown in a laboratory from animal tissue cells. There are many benefits of cultured meat. First, animals do not have to be killed for food. According to Compassion in World Farming, 70 billion farm animals are farmed and killed for food worldwide each year. ^{The} ~~This~~ fact that cultured meat would virtually eliminate animal suffering is not in dispute. Additionally, most people are aware that raising animals for food is harmful to the environment. This is because processing meat requires large amounts of resources such as land and water. There is also a great deal of ^{information} ~~informations~~ ^{the} ~~this~~ fact that raising animals for meat contributes to greenhouse gases and pollutes water, air, and land. Recent ^{research} ~~researches~~ on the environmental impact of cultured meat is very promising. A number of ^{environmentalists agree} ~~environmentalist agrees~~ that cultured

meat would greatly reduce greenhouse gas emissions. There is also ^{evidence} ~~evidences~~ that cultured meat might be healthier and safer. A number ^{scientists are} ~~of scientist~~ is continuing to do ^{research} ~~researches~~ on cultured meat. Many of these experts predict that we will see cultured meat in supermarkets within five to ten years. It seems clear that relying more on engineered food products may someday help to solve some of the environmental problems that we face today.

Unit 14

1

A page 156

Answers will vary; Possible answer: The author identifies the main causes of childhood obesity as overworked parents who have no time to prepare healthy food, a lack of sidewalks and safe outside play areas for children, and the marketing of inexpensive large-portion meals at fast-food restaurants.

B page 156

Possible answers:

1. Obese children and adolescents may be at a high risk for cardiovascular disease, asthma, sleep apnea, and Type 2 diabetes.
2. Some social consequences could be social discrimination, low self-esteem, and poor academic performance.
3. The reasons children are becoming obese are due to many factors, including societal issues. Therefore, there is no simple reason for the rise in childhood obesity.

C page 156

- | | |
|------------------------|-----------------|
| 2. asserts that | 4. note that |
| 3. have indicated that | 5. believe that |

2

Exercise 2.1 pages 159–160

Dear Editor,

I want to bring your readers' attention to the issue of childhood obesity in the United States. Recent studies show that 37 percent of children and adolescents in the United States are overweight. Doctors claim that unhealthy childhood weight can affect adult weight. Some reports estimate that children who are overweight before the age of 15 are 80 percent more likely to be obese at 25 than children with healthy weights.

Experts suggest that some of the main causes of childhood obesity are a lack of parental influences, a lack of nutritious foods available in the home, and availability of fast-food restaurants. However, we should also consider the role that school plays in influencing a child's diet and weight. Because students spend a large part of their day at school, that is where they do much of their eating. Research indicates that children get as much as 50 percent of their daily calories while they are at school. This statistic suggests a link between school lunches and childhood obesity. In addition, most students these days have to do a lot of homework. Some parents estimate that their children have to do more than three hours of homework a night. This keeps them from spending their after-school time engaging in physical activities. I don't want to blame schools for childhood obesity, but I do think we should all work together to help our children be healthy.

Sincerely,

A concerned parent

Exercise 2.2

A pages 160–161

- | | |
|-----------------------|------------------------|
| 2. a. emphasizes that | 6. c. claims that |
| 3. b. believes that | 7. b. demonstrate that |
| 4. a. states that | 8. b. has alleged that |
| 5. c. points out that | |

B page 161

Answers will vary.

Exercise 2.3 page 161

Answers will vary.

3

Exercise 3.1

A pages 162–163

2. As shown in/by Chart 1, nine percent of Virginia children are obese. *OR* As Chart 1 shows, nine percent of Virginia children are obese.
3. As illustrated in Chart 1, the majority of Virginia children aren't/are not overweight. *OR* As Chart 1 illustrates, the majority of Virginia children aren't/are not overweight.
4. As Chart 2 points out, most Virginia children are active at least four days a week.
5. As demonstrated in/by Chart 1, 25 percent of Virginia children aren't/are not at a healthy weight. *OR* As Chart 1 demonstrates, 25 percent of Virginia children aren't/are not at a healthy weight.
6. As can/may be seen in Chart 2, 12 percent of Virginia children are active less than two days per week.

B page 163

Answers will vary.

Exercise 3.2 pages 163–164

Possible answers:

2. As shown by Chart 3, the percentage of Virginia children who don't watch TV is smaller than the percentage who don't play video/computer games.
3. As can be seen in Chart 3, the percentage of Virginia children who spend one hour or less playing video/computer games is larger than the percentage who spend one hour or less watching TV.
4. As seen in Chart 3, the percentage of Virginia children who spend three hours per day playing video/computer games is smaller than the percentage who play one hour per day.
5. As illustrated in Chart 3, the percentage of Virginia children who don't watch TV or play video/computer games is larger than the percentage who spend five or

more hours watching TV or playing video/computer games.

4

Exercise 4.1

A page 166

Oct: low	Feb: high
Nov: low	Mar: high
Dec: moderate	Apr: high
Jan: low	May: very high

B page 166

Answers will vary.

Exercise 4.2 page 166

Answers will vary.

5

Editing Task page 167

Several studies have shown ~~that~~ a connection between genetics and obesity. As ~~the~~ Smith's study shows, people who have access to exactly the same foods will use those calories differently. Figure A demonstrates ~~that~~ the differences. It shows how a controlled diet and exercise program affected a group of 50 participants: some people in the group gained weight, others maintained their weight, and a small percentage even lost weight. From this study, it can ^{be} ~~an~~ inferred that these different responses to the same situation are primarily genetic. Wu's research provides further support for the genetic connection to obesity. Her long-range study on body weight and family history clearly demonstrates ~~that~~ a genetic link to obesity. As ~~the~~ Figure B illustrates, there was very little variation in

body weight among three generations of ten families. Finally, several studies have shown ~~that~~ a connection between a gene called FTO and obesity. These studies also demonstrate ~~that~~ a relationship between FTO and diabetes and other diseases. From these and other studies, it can ^{be} argued that genetics plays a role in body weight.

Unit 15

1

A page 168

Answers will vary; Possible answer: Doctors are concerned that patients challenge them more aggressively, do not use credible websites, and will scare themselves when reading symptoms online.

B page 168

1. Cyberchondria is when people with no medical background diagnose themselves by looking up information about their symptoms on the Internet. They often conclude that they have a worse condition than what their doctor has diagnosed.
2. Doctors are concerned that patients will scare themselves when reading about symptoms online because they don't have any context to go with the information they find online.
3. The solution has three parts: Health-care websites need to state that their information should be in addition to, and not a substitute for, consultation and treatment by a doctor; doctors need to realize that they are no longer the only source of information on medical conditions and should educate their patients on how to use the information they find on medical websites; and patients should check that the information they find online is up-to-date and credible before visiting a doctor.

C page 168

1. in order to solve this problem
2. the *-ing* (gerund) form; cyberchondria
3. "When searching ..." doesn't have a subject and main verb. "However, when health-care website providers ..." has a subject and main verb.

2

Exercise 2.1 page 172

Before the invention of the Internet, people would visit their doctors in order to find out what was wrong with them. These days, when people begin to feel ill, they often turn to the Internet to diagnose themselves. Many medical professionals agree that self-diagnosis by the Internet can often cause unnecessary and unwarranted fears. However, once in a while, the patient's hunches are correct.

Take the case of Alison Chambers. Alison has a 10-year-old son named Miles. When Miles was about two years old, he began getting fevers on a regular basis. She took him to a doctor to get help, and her doctor told her that children often get fevers and it was nothing to worry about. The doctor told Alison that Miles should stay home from day care when other children were ill so as not to get sick. He also said that Miles should wash his hands often so that he would not pick up other children's germs as readily. Although Alison was very careful to follow the doctor's advice, Miles continued to get a fever about once a month. She took Miles to three more doctors so that she could get other opinions, but they all agreed with her doctor's diagnosis.

Alison began to get very frustrated and started researching Miles's symptoms online so as to find out some information for herself. She read about a rare disease whose symptoms sounded like Miles's symptoms. She visited Miles's doctor to ask his opinion. He thought it was unlikely that Miles had the disease, but he agreed to test him for it. The test showed that Miles did have the rare disease. Alison was scared but relieved to know what was wrong with her son. Miles received treatment and stopped getting fevers soon after. It can be dangerous to rely on the

Internet for medical information, but in Alison and Miles's case, it paid off.

Exercise 2.2

A page 173

Possible answers:

2. He needed a "cheering section" to hold himself responsible.
3. She uses it to give her data on the fat, calories, and protein in her meals.
4. She uses it to keep track of how long she runs and the calories she uses.
5. People need to commit so that the changes become long-term habits.
6. We need to arrive at the doctor's office armed with knowledge so as not to waste time in our discussions with doctors.
7. Doctors will need to change their relationship with patients in order to keep them.
8. He wants her to tell listeners one last thing to inspire them to use digital technology to improve their health.

B page 173

Answers will vary.

3

Exercise 3.1

A page 175

2. After having visited a few sites,
3. While looking at the list,
4. When doing research,
5. when considering which websites to go to,
6. After having read an article that interests you,
7. when visiting websites that try to sell you products
8. After collecting all the information,
9. After having been diagnosed,

B page 175

Answers will vary.

Exercise 3.2 page 176

Possible answers:

2. While going through treatment, people find it comforting to communicate with others diagnosed with their disease.
3. After talking with others about their illness,

people don't feel so alone.

4. Before choosing a group to join, people should read the messages that members post to make sure the group is supportive.
5. While monitoring members' messages, leaders should encourage positive participation.
6. When noticing that a member is going through a difficult time, the members of good groups offer encouragement and advice.
7. After receiving the support they asked for, members of good groups stay with the group and give others support.

4

Exercise 4.1 page 178

2. A secondary issue
3. One solution for the first problem
4. The problem of
5. can be solved by
6. While
7. are issues
8. the most urgent issue is
9. There are several ways to address the problem of
10. is necessary

Exercise 4.2

A page 179

Answers will vary.

B page 179

Answers will vary.

5

Editing Task page 181

A solution to the problem of ~~the~~ cyberchondria is to help individuals become informed Internet users. The Internet can be a useful source of information, but only if people use it wisely. Individuals need to know how to evaluate search ^{results so that} ~~results~~, so they can avoid misleading information. For ^{example} ~~examples~~,

a website may be out of date, or it may not be published by a credible medical source. Users should look for a date somewhere on *site so that* the ~~site~~, so they know that content is updated regularly. The solution to the problem of the unreliable medical websites is to establish the validity of sites. For ~~examples~~ *example*, users should avoid sites with URLs ending in “.com” and sites that do not have scientific or medical sponsors. A commercial website that looks like a medical source may actually be a business selling products. However, medical sites with URLs ending in “.gov” or “.edu” tend to have *content, so* credible ~~content so that~~ users can be more confident of the information they contain. Physicians can also help solve the problem of the cyberchondria by directing their patients to their own preferred sites. This will reduce patient anxiety and *frustration so that* ~~frustration, so~~ physicians can use their consultation time more productively.

Unit 16

1

A page 182

Answers will vary; Possible answer: Make a few small changes in eating and exercise habits to improve health.

B page 182

Possible answers:

1. Busy work schedules prevent them from exercising, getting enough sleep, and eating well.

2. When it comes to healthy eating and exercising, some people believe that these are difficult tasks that are very time-consuming.
3. *Answers will vary.*

C page 182

1. The *it* in “... it is not impossible ... ” (lines 8–10) does not refer to a previous idea. The *it* in “... nor does it have to be time-consuming.” (lines 22–25) refers to *living a healthy life* in the previous line.
2. The use of the passive and *it* makes the sentence more objective.
3. The writer uses the adjective *essential*.

2

Exercise 2.1

A pages 187–188

2. c; It is easy for everyone to eat good food by planning meals ahead of time.
3. c; It is unusual for young people to pay attention to their dietary habits.
4. a; It is possible that meditation or yoga can reduce stress.
5. a; It is clear that people should focus on their exercise and eating habits.
6. b; It is indisputable that moderate exercise results in fewer diseases such as diabetes.
7. c; It might be true that working out regularly improves mood.
8. b; It is impossible to say why some people like to exercise and some don't.
9. a; It is unlikely that regular exercise can cause physical harm.
10. c; It is evident that good support systems have a positive impact on one's health.

B page 188

Answers will vary.

Exercise 2.2

A page 188

1. b. In the 60s, it was believed that tobacco was good for the body.
c. Years ago, it was thought that cigarettes might lengthen a person's life and were good for his or her teeth.

2. a. It has been recently shown that sugar is bad for one's health.
b. Years ago, it was argued that sugar was a good source of energy for children.
3. a. Now, it has generally been accepted that watching too much television is bad for children.
b. It has been suggested that too much television keeps children from doing physical activities.
c. In the 60s, it was believed that watching television could improve children's grades.

B page 189

Answers will vary.

3

Exercise 3.1

A page 190

2. Next, it's necessary to; which strategies will address them
3. Following that, ; the strategies
4. Finally, ; the effectiveness of the solutions after six months

B page 191

Answers will vary.

Exercise 3.2 page 191

2; 6; 1; 3; 4; 7; 8; 5

4

Editing Task page 193

It is ^{important}~~important~~ to get an adequate amount of sleep in order to maintain a healthy lifestyle. For many people, it is almost impossible ^{to}~~to~~ get a good night's sleep. Stress and the demands of work have a tremendous effect on one's ability to sleep. Lack of sleep can also result from certain lifestyle habits. However, it is virtually impossible ^{for}~~for~~ people to function well without

adequate sleep. Studies have shown that lack of sleep can lead to a variety of physical and emotional problems. Therefore, it is ^{important}~~import~~ to get at least seven to eight hours of sleep at night because getting the recommended amount of sleep means optimal health and energy, more acute mental faculties, and a better memory. It also means getting sick less and being better able to deal with the stresses and strains of everyday life. Although at times it may seem impossible ^{to}~~to~~ get enough sleep, there are a few simple strategies for improving one's chances. First, one needs to determine the causes of sleeplessness, such as lack of exercise or consuming too much caffeine. ^{Then}~~Then~~, one needs to commit to making a few small lifestyle changes. People who have difficulty sleeping should increase their daily exercise, but not exercise too late in the day. They should avoid consuming too much caffeine and eating close to bedtime. It is also ^{important}~~important~~ to have a regular bedtime and to get the same number of hours of sleep each night. These small changes to one's daily routine can lead to a better night's sleep and improved health.

Unit 17

1

A page 194

Answers will vary; Possible answer: The writers

suggest using privacy controls on social networking sites and going on websites that have security padlocks.

B page 194

Possible answers:

1. The writer suggests that people use privacy controls on social networking sites and use only secure sites when purchasing products.
2. The summary-response writer believes that the issues concerning posting information on health issues, job dissatisfaction, and political views are missing.
3. *Answers will vary.*

C page 194

1. The people who went on vacation had their homes broken into.; If they had not posted those details, the thieves would not have known that they had gone away.; The unreal conditional helps the writer support his point that sometimes personal information ends up in the hands of criminals.
2. The man who bought merchandise on a website that did not have a security padlock had his bank accounts emptied.; If he had paid attention to the security on the site, he would not have lost his money.; The unreal conditional helps the writer support his point that purchasing products on websites without security padlocks can be risky.
3. While it may be impossible to entirely eliminate the risks, if people followed reasonable guidelines to protect important data, they could greatly reduce these risks. (lines 53–57); The sentence in 2 refers to an imagined past result.; This sentence refers to an imagined present result.; The verbs in 2 are in the past perfect, the verbs in 3 are in the simple past.

2

Exercise 2.1 page 198

2. hadn't/had not been; would have shredded
3. had taken; would/could/might have
4. had found; would/could/might have had
5. 'd/had realized; would/could/might have been

6. hadn't/had not stolen; wouldn't/would not have
7. hadn't/had not warned; could/might have had

Exercise 2.2

A page 199

Possible answers:

2. If Eric had been ready to go swimming on Saturday morning, I wouldn't have gone to the beach alone.
3. If Eric had been with me, I wouldn't have left my wallet and phone on the beach while I went swimming.
4. If I hadn't gone swimming, someone wouldn't have stolen my credit cards and my phone.
5. If I hadn't forgotten the address of Eric's house, I could have found the house.
6. If I had had my cell phone, I could have called Eric.
7. If my cell phone had been password-protected, the thief wouldn't have been able to use my phone.
8. If I hadn't had personal information on my cell phone, the thief wouldn't have gotten my bank account numbers.
9. If I hadn't forgotten to wear sunscreen, I wouldn't have a terrible sunburn.

B page 199

Answers will vary.

3

Exercise 3.1 pages 201–202

- | | |
|-----------------------|------------------------------|
| 2. starts the article | 7. argues that |
| 3. describes | 8. according to the article, |
| 4. notes that | 9. concludes |
| 5. goes on to explain | 10. does not mention at all |
| 6. acknowledges that | |

Exercise 3.2 page 202

2. The author believes that people need to think creatively
3. According to the article, a good computer hacker
4. So the author goes on to say that people
5. The author quotes one Internet user who

6. According to the list, the tenth most common password
7. And the article claims that the most common password
8. She describes a few things people

4

Editing Task page 203

In his article “Privacy and Security Issues in Social Networking” (2008), Brendan Collins *investigates* ~~looks into~~ the security and privacy problems associated with social networks. He starts ~~off~~ by making the distinction between security issues and privacy issues, highlighting that social networking sites (SNSs) provide ideal opportunities for both types of violations. An example of a security violation that Collins cites is the case of a hacker who shut down an SNS just for fun. Fortunately the attack was harmless. If the attack had been malicious, the personal data of millions of users would *been* ~~be~~ stolen. According to Collins, SNSs provide ideal opportunities for break-ins because they have so much information, and because so many people have access. As an example, he gives the case of Adrienne Felt, a *discovered/learned/learnt* PhD student at U.C. Berkeley, who ~~found out~~ that there was a security flaw in a major SNS. The program that allowed people to share photos and send invitations also exposed their information to theft. If Felt had not *investigated* ~~looked into~~ the SNS, many users could have had their information stolen. Collins recommends ways

to limit the possibility of violations. Because SNSs are so big, it is impossible to monitor them. Therefore users should take precautions with the information that is shared. Collins concludes that there probably will never be a solution to these issues and that we will have to *tolerate* ~~put up with~~ threats to our privacy and security.

Unit 18

1

A page 204

Answers will vary; Possible answer: The writer believes that the government should regulate violence in media.

B page 204

1. The author cites a report by the FCC and research by the American Academy of Family Physicians as evidence.
2. It might be difficult in the United States to regulate TV violence because it can conflict with the First Amendment.
3. *Answers will vary.*

C page 204

1. The sentence referring to all children (“who have young minds that are easily impressionable”) is on lines 63–65. The sentence identifying a particular group of children (“who watch violent TV shows and play violent video games”) is on lines 13–17.
2. The relative clauses are not essential to understanding the sentences, but they give extra information about TV rating and program-blocking systems and about the Parents Television Council.

2

Exercise 2.1

A pages 207–208

2. Organization: the Philips Family Foundation

A child who watches two hours of TV a day is exposed to approximately 10,000 acts of violence a year, based on research by the Philips Family Foundation, which is a nonprofit organization that focuses on health-care issues.

3. Expert: Joanna Moore
Parents should discuss the content of TV advertising with their children, according to Joanna Moore, who is the mother of five teenagers.
4. Expert: Pablo Silva
According to Pablo Silva, who studies the effects of TV on children's development, the best way for children to be active is to turn off the TV set.
5. Organization: The American Academy of Child & Adolescent Psychiatry
In 2006, the American Academy of Child & Adolescent Psychiatry, which provides resources about children's mental health, determined that children with excessive exposure to violence on television may "become 'immune' or numb to the horror of violence."
6. Expert: Gerald Jones
Gerard Jones, who is a well-known comic book writer and the author of the article "Violent Media Is Good for Kids," believes that effective use of media violence can help children vent their anger.

B page 208

Sentences 1, 2, 3, and 6.

2. A child who watches two hours of TV a day is exposed to approximately 10,000 acts of violence a year, based on research by the Philips Family Foundation, a nonprofit organization that focuses on health-care issues.
3. Parents should discuss the content of TV advertising with their children, according to Joanna Moore, the mother of five teenagers.
6. Gerard Jones, a well-known comic book writer and the author of the article "Violent Media Is Good for Kids," believes that effective use of media violence can help children vent their anger.

Answers will vary.

Exercise 2.2

A pages 208–209

Possible answers:

2. Kevin McDonald, who has two children in elementary school, thinks Dr. Richards is right. He thinks violent cartoons caused his children to fight with each other.
3. Dr. Marcia Chan, who is a well-known child psychologist and author, doesn't think there's enough evidence to prove that kids are affected by cartoon violence.
4. Catherine Wong, who has two teenage boys, thinks each child has a different response to media violence.
5. Dr. Eric Lopez, who works at a children's hospital and has done a lot of research on the subject, believes that parents need to have firm rules regarding what's allowed and what's not.
6. Barbara Cramer, who is a spokesperson for No Violence Please, a nonprofit organization against media violence, thinks that as consumers, we need to actively protest against violence in the media.
7. Noah Friedman, who is a social worker, agrees with Dr. Lopez that parents must talk to their children and answer questions.

B page 209

Answers will vary.

3

Exercise 3.1

A page 211

Possible answers:

2. Children are typically taught to deny their feelings of violence. *OR* In most cases, children are taught to deny their feelings of violence.
3. In most cases, adults attempt to repress any violent reactions they have. *OR* Adults typically attempt to repress any violent reactions they have.
4. According to some experts, media violence allows people to fantasize about releasing their aggression in a safe, nonthreatening environment.
5. Violent video games seem to provide players with an outlet for feelings of anger.

and frustration. *OR* It seems that violent video games provide players with an outlet for feelings of anger and frustration.

6. Constant denial of violent feelings, rather than exposure to media violence, is likely to make people react to problems with aggression.
7. Video games tend to portray heroes as violent.

B page 212

Answers will vary.

4

Editing Task page 213

Possible answers:

There is a major reason that the government should not be involved in solving the problem of violence in the media. Government control of the media is unconstitutional. It ~~seem~~^{seems} that some people feel that the Federal Communications Commission (FCC), ^{which} is the government agency that regulates media such as TV and the Internet, is the best tool for protecting children. However, many experts disagree. For example, the American Civil Liberties Union (ACLU), ^{which} ~~that~~ focuses on constitutional rights, believes that government control of the media is a form of censorship. The First Amendment to the U.S. Constitution, ^{which} guarantees freedom of speech, gives us the right to media that are not controlled by the government. A free and open media is the foundation of democracy in the United States. However, it is important to protect children from violence. According to the ACLU, protecting children is the responsibility of parents, although it ~~seem~~^{seems} that many parents

are unwilling to take on this responsibility.

Caroline Fredrickson, ^{who} is a director of the ACLU's Washington Legislative Office, points out in her article, "Why Government Should Not Police TV Violence and Indecency," ^{which} was published in *The Christian Science Monitor*, that parents "already have many tools to protect their children, including blocking programs and channels, changing the channel, or simply turning off the television." She adds that the Parents Television Council, ^{which} ~~that~~ is a nonprofit media monitoring organization, provides information on their website about television programs that are appropriate for children. It ~~seem~~^{seems} that if parents take responsibility for monitoring their children's television viewing, then we will be able to have free and open media and protect children at the same time.

Unit 19

1

A page 214

Answers will vary; Possible answer: Digital technology produces citizens who have fewer critical-thinking skills and weaker social skills.

B page 214

Possible answers:

1. The two main points in favor of technology mentioned by the writer are easy access to information and increased social connections.
2. Our critical-thinking skills may be overwhelmed by the sheer volume of material to read when we do research online.
3. The choice between sharing a real flower and a "virtual" flower reflects the writer's

point that technology can perhaps limit our personal interactions with the world.

C page 214

1. The two sides are “what they lose as well as what they gain” when embracing new technology.
2. “While it is true that ... ” (lines 11–15)

2

Exercise 2.1 pages 217–218

2. Researchers are trying to determine whether/if information overload makes an employee more or less efficient.
3. Employers want to know what employees do when they are overwhelmed by too much information.
4. Employers wonder whether/if employees ignore important facts or absorb more when they are overloaded with information.
5. Corporations want to find out whether/if overloaded employees waste time.
6. Studies may determine how information overload affects employees’ decision-making skills.
7. Researchers wonder when employees feel overwhelmed by information.
8. Researchers want to learn whether/if information overload increases or decreases productivity.

Exercise 2.2

A page 218

- | | |
|------|------|
| 1. 5 | 6. 8 |
| 2. 2 | 7. 3 |
| 3. 9 | 8. 6 |
| 4. 4 | 9. 7 |
| 5. 1 | |

B page 218

2. what we can do about it
3. what some of the causes of information overload are
4. whether/if each recipient of information really needs the information that he or she receives
5. what the daily volume of new web content is
6. what you can do to avoid being overwhelmed by information

7. whether/if they can spend a portion of their day disconnected from technology
8. whether/if they have to look at that video that their friend sent them
9. whether/if they really need to send out emails to people who don’t need them

3

Exercise 3.1 page 220

2. Unfortunately
3. Clearly,
4. while it is true that
5. Obviously,
6. It could be argued that

Exercise 3.2 page 221

Answers will vary.

Exercise 3.3 page 222

Answers will vary.

4

Editing Task page 223

Possible answers:

Opponents of online technology often point to the negative effects of the information age. They claim that ^{whether} ~~weather~~ individuals use the Internet for research or for social networking, they suffer from information overload. They believe that easy access to information has a negative effect on users’ critical-thinking skills. They also cite the fact that online readers understand and retain less than print readers. The fact is, however, that experts have not yet determined ^{whether} ~~if~~ or not there is a difference between reading online and reading print material. There haven’t been enough ^{whether} ~~if~~ studies to determine ~~if~~ or not there truly are negative effects of information overload.

Furthermore, it is important for proponents of this argument to identify ^{whether} ~~wether~~ they are referring to the effects of technology on older people or younger people. For example, their arguments may not be valid ^{if} ~~whether~~ they consider how digital natives respond to technology. Digital natives are people who were born since the 1990s. They were born into a digital world, and they have been using technology since childhood. According to the author, Don Tapscott, digital natives process information differently than digital immigrants (people who were born before the 1990s and learned how to use the Internet later in life than digital natives did). Tapscott cites a study designed to show whether digital natives retained more information from a traditional newscast or an interactive webcast. The study showed that digital natives remembered more from the interactive news source. Tapscott also points out that intelligence and aptitude test scores are rising, which further indicates that digital natives' thinking styles have not suffered. Some wonder ^{whether} ~~wether~~ digital natives should adapt to traditional ways of processing ^{whether} information. However, if or not we like it, the information age is here to stay. Therefore, digital immigrants are going to have to adapt to digital ways of interacting with technology.

Unit 20

1

A page 224

Answers will vary; Possible answer: The writer thinks that social media has a negative impact on students because it can be a distraction and students waste valuable study time on it.

B page 224

Possible answers:

1. It is possible to interact and maintain a relationship with someone without ever meeting in person; social media has created valuable ways to communicate and share information; students can create special interest groups and learn to communicate effectively in the digital age; and students often discuss current events and other issues that they normally wouldn't in the real world through social media.
2. The author wants to limit or ban social media on campuses because students waste valuable study time using social media and their grade point averages decline as a result.
3. *Answers will vary.*

C page 224

1. On line 12, *should* refers to a suggestion by the writer. On line 64, *should* refers to a conclusion drawn by the author that is a result of an action.
2. future time
3. a likely result in the future

2

Exercise 2.1

A pages 227–228

2. anticipate getting
3. is considering blocking
4. will have
5. hope to
6. seems likely

7. will
8. would
9. could
10. might
11. intend
12. are not likely

B page 228

Answers will vary.

Exercise 2.2 page 229

2. T
3. F; Lisa ^{might} ~~is going to~~ demonstrate against it if the school blocks access.
4. F; Ben ^{won't} ~~will~~ demonstrate against it if the school blocks access.
5. T
6. F; Lisa thinks a lot of people ^{will} ~~might~~ delete their accounts if the popular social media site charges people.
7. F; Ben thinks that people ^{might} ~~will~~ pay to use a popular site.
8. F; Lisa ^{wouldn't} ~~might~~ use a social media if she has to pay.

3

Exercise 3.1 page 231

2. argue
3. Proponents; in favor of
4. Opponents
5. acknowledge
6. a valid point
7. against
8. evidence

Exercise 3.2 page 232

Answers will vary.

4

Editing Task page 233

One of the main ^{arguments} ~~arguing~~ against social media is that people sometimes reveal information on them that often should be

kept private. Recently another development has provided more support for this ^{argument} ~~arguing~~:

College admissions committees are now using social media as part of the application process. According ^{to} ~~for~~ a survey by Kaplan Test Prep, over 80 percent of college admissions officers use social media to communicate with students. The ^{claim} ~~claiming~~ that many colleges make is that they use these sites to attract new students or to stay in contact with former students. However, some colleges admit that they are also using social media as part of the admissions process. The main ^{argument} ~~arguing~~ for using social media is that it helps colleges evaluate candidates at a time when these colleges are experiencing large numbers of applicants. According ^{to} ~~with~~ many admissions officers, colleges need all the information they can get about applicants in order to make decisions because the admissions process has become very competitive. One college interviewer in a recent survey reported that if she has to choose between two students who are equally qualified in terms of grades and test scores, she looks at their online profiles to make the final decision. In addition, applicants also use social media against each other. According ^{to} ~~for~~ another admissions officer, his office often receives anonymous messages with links to sites that have negative

information on or pictures of other applicants. Many colleges and universities do not have official policies yet on whether to use social media as part of the application process. Until these policies become clearer, prospective

college students should keep their social media pages private or remove anything that might make them look less attractive to admissions committees.