

Student Book Answer Key

CHAPTER 1

A3: After You Read (p. 3)

- Answers will vary. Some examples are:
Chinese is spoken by a large number of people worldwide, and it is also the third most commonly spoken language in U.S. homes. In addition, China is becoming a major world power, so Chinese will be important for business and politics in the future.
- Answers will vary.

Examining Form (p. 3)

A.

SIMPLE PRESENT	PRESENT CONTINUOUS	PRESENT PERFECT	PRESENT PERFECT CONTINUOUS
begins ends shows learn rushes	is learning is growing are echoing are trying	has spent has skyrocketed have noticed has enrolled has designated	has been studying has been taking

- Simple present: There are two forms of simple present verbs: base form and base form + *-s/-es*.
Present continuous: The form of the main verb is base form + *-ing*.
Present perfect: The main verb is the past participle form: base form + *-d/-ed* or irregular past participle.
Present perfect continuous: The form of the main verb is base form + *-ing*.
- Simple present: There are no auxiliaries with simple present affirmative statements. (Negative statements use *don't/doesn't* and questions use *do/does*.)
Present continuous: The correct form of *be* (*am, is, are*) comes before the main verb.
Present perfect: The correct form of *have* (*have, has*) comes before the main verb.
Present perfect continuous: The correct form of *have* (*have, has*) + *been* comes before the main verb.

B. Answers will vary.

Examining Meaning and Use (p. 4)

- a
- b
- b
- a

B1: Listening (p. 7)

- A. Most American universities ^{have} foreign language requirements. Students usually ^{continue} languages such as French or Spanish that they began in high school. However, more and more university students ^{are studying} languages such as Serbo-Croatian, Korean, and Arabic.

Government grants ^{have made} it possible for universities to offer a wide variety of less commonly taught languages. Because demand ^{has been growing} so much, many universities ^{have added} tutorial instruction and intensive summer courses abroad to their programs.

- B.
- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. b |
| 3. b | 6. a |

B2: Contrasting Verb Forms (p. 7)

Simple Present vs. Present Continuous

- | | |
|-------------------|----------------|
| 1. Do you speak | 4. Do you have |
| 2. are listening | 5. hasn't |
| 3. Are you having | |

Simple Present vs. Present Perfect

- | | |
|---------------|----------------------|
| 6. I've loved | 8. We've lived |
| 7. isn't | 9. haven't looked at |

Present Perfect vs. Present Perfect Continuous

- | | |
|----------------------|---------------------------|
| 10. I've been living | 12. have you been reading |
| 11. Have you visited | 13. has won |

B3: Comparing Simple and Continuous Meanings (p. 8)

- A.
- | | |
|----------------|--------------------|
| 1. am thinking | 4. has / is having |
| 2. think | 5. is looking |
| 3. has | 6. look |

B. Answers will vary.

B4: Background Information and Present Situations (p. 8)

Answers will vary. Some examples are:

- I've been working at the same job for ten years, so I know how to do my job well.
- She hasn't eaten in hours, so she's pretty hungry.
- I've lost my roommate, so I'm looking for a new one.
- He hasn't felt well lately, so he's trying to take better care of himself.
- I've already finished packing the boxes, so I don't need any help.
- I've been working with a tutor, so my writing is really improving.

B5: Talking About Accomplishments and Progress (p. 9)

Answers will vary.

B6: Using Forms in Combination (p. 9)

Answers will vary.

B7: Thinking About Meaning and Use (p. 10)

- | | | | |
|------|------|------|-------|
| 1. ? | 4. ? | 7. ? | 10. T |
| 2. T | 5. T | 8. T | |
| 3. ? | 6. F | 9. ? | |

B8: Speaking (p. 10)

Answers will vary.

C1: Editing (p. 11)

1. Students of Chinese ~~tend~~^{tend} to have difficulty with pronunciation.
2. Many schools ~~are~~^{are} now teaching Chinese and Urdu.
3. Raoul and Carlos ~~has~~^{have} been working full time and ~~has~~^{have} been attending night classes.
4. ~~Always~~^{always}, I ~~have~~^{have} liked studying a new language.
5. Recently, I ~~have~~^{have} been playing guitar.
6. Chang ~~has~~^{has} not been traveling lately.

C2: Recognizing Present Contexts (p. 12)

Answers will vary. Some examples are:

- A.** ✓ The Internet has made shopping and doing business easier.
X The classroom of the future is not necessarily a physical space.
X / ✓ Learning a language has changed me in certain ways.
✓ My state (or country) is different because of the influence of other cultures.
X I have traveled to many countries.
X My teacher showed us several techniques for learning new vocabulary.
✓ There are many English words in my language.
- B.** Answers will vary.

C3: Talking About Your Life (p. 13)

Answers will vary.

C4: Writing Tip (p. 13)

Answers will vary.

CHAPTER 2

A3: After You Read (p. 17)

1. Answers will vary. Some examples are:
The writer was driving through Brazil when his car overheated because of a hole in the radiator. The people from a local village said they could fix it with green bananas. While he was waiting for them to fix it, he talked to a local man who told him that a nearby rock marked the center of the universe. Soon a boy returned with the green bananas. The hole was sealed with the green bananas and his trip continued.
2. Answers will vary. Some examples are:
His experience with the green bananas showed him that everyone and everything may have special potential. The rock helped him realize that everyone has a place that they consider the center of the world.
3. Answers will vary.

Examining Form (p. 17)

A.

SIMPLE PAST	PAST CONTINUOUS	PAST PERFECT	PAST PERFECT CONTINUOUS
forced gathered sent took	was straining was wondering was teasing	had (just) had had (never) paid had shown	had been wondering

1. Simple past: The main verb is the past form: base form + *-d/-ed* or irregular past form.
Past continuous: The form of the main verb is base form + *-ing*.
Past perfect: The main verb is the past participle form: base form + *-d/-ed* or irregular past participle.
Past perfect continuous: The form of the main verb is base form + *-ing*.
2. Simple past: There are no auxiliaries with simple past affirmative statements. (Negative statements use *didn't* and questions use *did*.)
Past continuous: The correct past form of *be* (*was*, *were*) comes before the main verb.
Past perfect: *Had* comes before the main verb.
Past perfect continuous: *Had been* comes before the main verb.

B. Answers will vary.

Examining Meaning and Use (p. 18)

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

B1: Listening (p. 20)

- A.** An interesting new art exhibit ~~opened~~^{has opened} downtown. When I ~~visited~~^{visited} it on Saturday, no one ~~was paying~~^{was paying} attention to the beautiful paintings. Instead, everyone ~~was looking~~^{was looking} out the window at a crowd of demonstrators across the street. I ~~still~~^{haven't learned} why.
- Meanwhile, I ~~had~~^{had} the whole gallery to myself for almost half an hour. It ~~was~~^{was} really quite unusual.
- B.** 1. a 4. a
2. a 5. a
3. b 6. b

B2: Contrasting Verb Forms (p. 20)

Simple Past vs. Past Continuous

1. B: was having dinner
2. B: realized
3. B: were sleeping
4. B: fell
5. B: was holding

Simple Past vs. Present Perfect

6. B: I've known
7. B: I got
8. B: have never eaten
9. B: I had

B3: Simple Past vs. Present Perfect (p. 21)

2. No. The interviewee continues to work at the same job. It is not a completed past situation.
3. Yes. She joined the team at a specific time in the past, so the simple past can also be used.
4. Yes. The friend saw the movie at a specific time in the past, so the simple past can also be used.
5. No. The woman still lives there. It is not a completed situation in the past.
6. No. The friend is asking about an indefinite time in the past, not a specific time.

B4: Using Time Clauses (p. 22)

1. became, saw
2. was teaching, learned
3. applied, chose
4. left, met

B5: Describing a Past Event (p. 22)

Answers will vary.

Examining Meaning and Use (p. 23)

1. a She finished packing.
b It's unclear that she finished packing.
2. b This focuses on how long it took.
a This focuses on how much was accomplished.
3. b We began lunch and then she turned off her phone.
a She turned off her phone and then we began lunch.

C1: Listening (p. 25)

- A. 1. a 3. a 5. a
2. b 4. b 6. b
- B. 1. a 3. b 5. a
2. b 4. b 6. a

C2: Contrasting Verb Forms (p. 25)

1. had been playing
2. attended
3. didn't have
4. hadn't arrived
5. had ended
6. checked, had been/was
7. had been waiting, arrived
8. hadn't studied/didn't study, was

C3: Giving Background Information (p. 26)

Answers will vary.

C4: Combining Verb Tenses (p. 27)

- A. 1. The year was 1955. Rosa ¹ had been working all day
² as a seamstress when she took a seat on a city bus.
She was tired.
2. She ² was arrested when she ¹ refused to give up her
seat on the bus to a white person.
3. Rosa was a member of the NAACP. Before she
² was arrested, she ¹ had been active in the fight for
equal rights.
4. Rosa and her lawyers filed a lawsuit. Her case went all
the way to the Supreme Court. She ¹ was still working
² as a seamstress when the court ruled in her favor.
5. She soon lost her job. By the time she finally found
² another job as an administrative assistant, she ¹ had
been unemployed for eight years.
¹
6. After her husband Raymond died, she founded the

to help inner-city teenagers.

B. Answers will vary.

C5: Thinking About Meaning and Use (p. 28)

- | | | |
|------|------|------|
| 1. ? | 4. F | 7. T |
| 2. F | 5. F | |
| 3. T | 6. ? | |

C6: Speaking (p. 28)

Answers will vary.

D1: Editing (p. 29)

1. When they returned to the city, ^{it} ~~it~~ was raining and the wind ~~blew~~. ^{was blowing}
2. Al ~~had been~~ ^{not} sleeping enough, so he ~~did~~ ^{did} not do well on the exam.
3. How long ^{were} Professor Levine and his colleague ~~was~~ traveling in Brazil?
4. He was traveling and ^{leading} ~~lead~~ tours ^{until} ~~until~~ he injured his back two years ago.
5. The employees ^{immediately} ~~brought~~ ^{immediately} a list of complaints to their new boss.
6. The team didn't finish their investigation or ^{announce} ~~announced~~ their findings.
7. By the time the storm arrived, residents of the coastal town ^{had} ~~been~~ evacuated.
8. Why ^{didn't} ~~they didn't~~ finish after they had eaten and ~~had~~ rested?

D2: Recognizing Shifts in Time (p. 31)

- | | |
|--------------------|--------------------|
| 2. past to present | 4. present |
| 3. past | 5. past to present |

D3: Practicing Shifts in Time (p. 31)

Answers will vary. Some examples are:

2. Nowadays, I'm hardly ever at home on the weekends. I go the gym and then I go out with friends.
3. Now I limit my travel so that I can spend more time with my family. Now I can see my son grow up.
4. Now I always lock my door.
5. A few years ago, I only listened to pop music. Then a friend introduced me to jazz. Now I go to jazz concerts most weekends.
6. Now that I'm older, I look back on the many exciting times I spent with my friends and laugh.

D4: Writing Tip (p. 32)

Answers will vary.

CHAPTER 3

A3: After You Read (p. 35)

1. Answers will vary. Some examples are:
The dam will produce electricity and provide water for a huge area of farmland, but it will also flood villages, remove 30,000 people from their homes, and destroy many valuable archaeological sites.
2. Answers will vary. Some examples are:

The mosaics come from a wealthy house in the ruins of Zeugma. They will all be sent to a local museum as well where they will be displayed.

3. Answers will vary.

Examining Form (p. 36)

A.

SIMPLE FUTURE	will become
BE GOING TO FUTURE	is going to produce are going to hear are going to clean 're going to remove
FUTURE CONTINUOUS	will be gathering
PRESENT CONTINUOUS AS FUTURE	is ending
SIMPLE PRESENT AS FUTURE	begins
FUTURE PERFECT	will have vanished
FUTURE PERFECT CONTINUOUS	will have been working

- Simple future: The verb is in the base form.
Be going to future: The verb is in the base form.
Future continuous: The form of the main verb is base form + *-ing*.
Present continuous as future: The form of the main verb is base form + *-ing*.
Simple present as future: There are two forms of simple present verbs: base form and base form + *-s/-es*.
Future perfect: The main verb is the past participle form: base form + *-d/-ed* or irregular past participle.
Future perfect continuous: The form of the main verb is base form + *-ing*.
- Simple future: *Will* comes before the main verb.
Be going to future: The correct form of *be* (*am, is, are*) + *going to* comes before the main verb.
Future continuous: *Will be* comes before the main verb.
Present continuous as future: The correct form of *be* (*am, is, are*) comes before the main verb.
Simple present as future: There are no auxiliaries with simple present affirmative statements.
Future perfect: *Will have* comes before the main verb.
Future perfect continuous: *Will have been* comes before the main verb.
- Simple future, future continuous, future perfect, and future perfect continuous begin with *will*.

B. Answers will vary.

Examining Meaning and Use (p. 36)

- a
- a
- b

B1: Listening (p. 39)

- A. Over the next three months, the waters of the Euphrates ^{will be collecting} behind the dam. In just over a month, the area ^{will have become} a reservoir, and two weeks after that, the newly discovered villa ^{will have disappeared}, ^{is the} story of Zeugma ^{going to affect} government policy? Only time ^{will tell} but archaeologists

^{will make} hope it ^{are meeting} people more aware of the need to protect ancient ruins. Next month, officials from over 40 nations ^{are meeting} in Turkey to discuss this important issue.

- B. 1. b 4. b
2. a 5. a
3. a 6. b

B2: Contrasting Verb Forms (p. 40)

- A. 1. I'll sign
2. The cat is going to knock
3. She'll do
4. we get
5. I'm not leaving
6. I'll be relaxing
7. is going to start
8. will life change
9. will have landed
12. you'll have been working, I'll be happy
- B. Answers will vary.

B3: Contrasting Simple and Continuous Future Forms (p. 41)

- a, b, c
- c
- a, c
- a, b, c
- c
- b, c
- a, b, c
- c

B4: Talking About a Sequences of Events in the Future (p. 42)

- A. Answers will vary. Some examples are:
- Once she buys a Spanish phrase book, she's going to study key vocabulary.
She's going to study key vocabulary once she buys a Spanish phrase book.
 - After she checks the weather in Chile, she's going to make sure to pack the right clothing.
She's going to make sure to pack the right clothing after she checks the weather in Chile.
 - As soon as she arrives in Chile, she's going to register at her new school.
She's going to register at her new school as soon as she arrives in Chile.
 - By the time she finishes the program, she's going to/she'll be fluent in Spanish.
She's going to/She'll be fluent in Spanish by the time she finishes the program.
- B. Answers will vary.

B5: Making Plans with *Be Going To* and *Will* (p. 43)

Answers will vary.

B6: Making Predictions with *Be Going To*, *Will*, and the Future Continuous (p. 44)

Answers will vary.

B7: Talking About Future Goals with the Future Perfect (p. 44)

Answers will vary.

B8: Speaking (p. 45)

Answers will vary.

B9: Thinking About Meaning and Use (p. 45)

1. F 5. T
2. T 6. T
3. F 7. ?
4. ? 8. ?

C1: Editing (p. 47)

Hundreds of architectural and cultural sites worldwide are in danger. Across the world, archeological sites, valuable buildings, and works of art will disappear forever ~~unless~~ ^{unless} we act now to save them. Many organizations are working hard to raise public awareness. For example, next month the World Monuments Watch ~~will~~ ^{is} going to publish a list of 100 threatened sites. In many cases if immediate measures are not taken, these artifacts won't survive. But if even only one site is saved, the organizations feel their efforts will ~~not~~ ^{not} have been ~~not~~ wasted.

Money will be necessary. Unless the organizations ~~will be~~ ^{are} able to raise funds, they will not be able to rescue or ~~won't~~ ^{won't} protect many recognized historical treasures. Cooperation among nations, government officials, and researchers ~~are~~ ^{is} going to be even more vital. If society can rescue this valuable cultural heritage, then it will ~~has~~ ^{have} preserved an important legacy.

C2: Recognizing Shifts in Time (p. 48)

- A.** 1. shift 3. shift 5. future
2. future 4. shift 6. shift
- B.** Answers will vary.

C3: Talking About Plans (p. 49)

- A.** 2. vague 4. vague 6. specific
3. specific 5. vague
- B.** Answers will vary.

C4: Writing Tip (p. 49)

Answers will vary.

CHAPTER 4**A3: After You Read (p. 53)**

1. Answers will vary. Some examples are:
People often want their horoscopes to be true and because the language used in horoscopes is very general, it is easy to find evidence to support this.
2. Answers will vary. Some examples are:
His horoscope warned him to wait until the full moon passed before he made any big purchases. By the time that had happened, someone else had bought the house. Dr. Bilton tells the story to show why people shouldn't rely on astrology.
3. Answers will vary.

Examining Form (p. 53)**A.**

SIMPLE MODAL	CONTINUOUS MODAL	PAST MODAL
must get could be should (I) do might be can lead 'd better wait	may be coming	may have wasted shouldn't have relied could have had

1. Simple modal, continuous modal, and past modal: These modals do not change form.
2. Simple modal: The main verb does not have an ending. Continuous modal: The main verb is in the *-ing* form. Past modal: The main verb is in the past participle form.
3. Simple modal: There is no other auxiliary. Continuous modal: *Be* comes before the main verb. Past modal: *Have* comes before the main verb.

B. Answers will vary.**Examining Meaning and Use (p. 54)**

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

B1: Listening (p. 57)

- A.** In ancient times, astrology was often used by rulers to advise them what they ~~do~~ ^{could}. It was based on the idea that there ~~is~~ ^{had to be} a correlation between events like famine or war and cosmic events. Unlike the way astrology is used today, common people ~~use~~ ^{were not supposed to use} astrology. Instead, only their leaders ~~learn~~ ^{could learn} about their fate. Since a quarter of the Earth's population still believes in astrology today, some interesting questions remain: How ~~can~~ ^{could} astrology ~~so~~ ^{have lasted} long? ~~Interest~~ ^{Shouldn't interest} ~~by now?~~ ^{have faded} What makes people think that there ~~is~~ ^{must be} a connection between their lives and the sun, moon, stars, and planets?
- B.** 1. b 4. a
2. a 5. a
3. b 6. b

B2: Contrasting Modal Forms (p. 57)

1. ought to 8. must
2. had better have 9. can't
3. should have stayed 10. couldn't
4. were supposed to go 11. may not
5. had to 12. had to
6. shouldn't 13. don't have to
7. have got to 14. I'm not supposed to

B3: Choosing Modals or Phrasal Modals (p. 58)

2. had better / should / ought to / have (got) to
3. have (got) to / must
4. don't have to
5. are not supposed to / shouldn't
6. didn't have to
7. should have / ought to have

8. had to
9. weren't supposed to
10. couldn't

B4: Discussing Rules and Requirements (p. 59)

- A.**
- | | |
|------------|--------------------|
| 1. must | 6. must not |
| 2. cannot | 7. should not |
| 3. have to | 8. may not |
| 4. must | 9. do not have to |
| 5. may not | 10. do not have to |

B. Answers will vary.

B5: Giving Past, Present, and Future Advice (p. 60)

Answers will vary.

B6: Making Statements with Modals (p. 61)

Answers will vary.

Examining Meaning and Use (p. 62)

- b I don't know if it arrived.
 a I'm absolutely certain that it arrived.
 c I'm certain it arrived based on the evidence.

C1: Listening (p. 64)

- | | | |
|------|------|------|
| 1. b | 3. a | 5. a |
| 2. b | 4. b | 6. a |

C2: Restating Sentences with Modals of Possibility (p. 64)

Answers will vary. Some examples are:

Present / Future Modals of Possibility

2. He should be playing on Friday.
3. He must not remember me.
4. Our trip can't be canceled / can't have been canceled.
5. Bill might / may be trying to call us.

Past Modals of Possibility

6. He must have known I was waiting for him.
7. He could / may / might have been lying. Or he might have been exaggerating.
8. By now, he should have found the note I left.
9. It can't have / couldn't have been easy for him to admit his mistake.
10. She might / may not have done it.

C3: Expressing Possibility About the Present (p. 65)

- A.** Answers will vary. Some examples are:
2. He can't be at the store. It's closed.
 He should be home. The clock could be wrong.
 He has to be on his way home. He may be stuck in traffic.
 He could be running some errands before he comes home.
 3. Sean can't be home if he doesn't answer the door.
 Sean could be ignoring Ron.
 Sean may not be home. There could be a burglar inside.
 Sean must be in a bad mood.
 4. It must be his birthday. Those are presents must be from his family.
 They could be something he ordered online—maybe a new computer.
 He might be starting a new business, and the boxes are some material he needs.
 5. It should start up today if it started up yesterday.
 She may not be starting it up correctly. It might start

up differently than her old computer.
 The battery could be dead. Or it might not be plugged in.

B. Answers will vary.

C4: Expressing Possibility and Certainty About the Future (p. 65)

Answers will vary.

C5: Expressing Possibility About the Past (p. 66)

Answers will vary.

C6: Thinking About Meaning and Use (p. 67)

- | | |
|------|------|
| 1. a | 5. b |
| 2. a | 6. a |
| 3. b | 7. b |
| 4. a | 8. b |

C7: Speaking (p. 67)

Answers will vary.

D1: Editing (p. 68)

Deciding when to tell children the truth about Santa Claus can ~~be~~ be difficult for parents. Currently, as many as 700 million children worldwide believe in Santa. Many of these children have looked forward to Santa's visit since they could walk and ~~talked~~ ^{talk}. In addition, many parents think that children ought ~~to~~ ^{to} believe in Santa as long as possible. They ~~may be~~ ^{may be} having fond memories of their own childhood beliefs. They think, "Why ~~not should~~ ^{shouldn't} my children believe?"

Older children in particular, however, may experience negative effects. First of all, parents ~~is~~ ^{are} supposed to tell the truth. If a child feels tricked, he may not believe anything they tell him for some time. Second, the child might ~~have~~ ^{resent} his parents, especially if his belief in Santa causes embarrassment.

This is exactly what happened to Kevin Glover. Now 21, he still recalls the day he told his 11-year-old friends that he'd asked Santa for a bike. "They laughed at me," says Kevin. "I ran home and screamed at my parents for lying to me. I really think they should not ~~waited~~ ^{have} so long to tell me the truth."

D2: Reacting to Situations (p. 70)

- A.**
- | <i>Situation 1</i> | <i>Situation 2</i> |
|--------------------|--------------------|
| 1. C | 1. A |
| 2. G | 2. C |
| 3. A | 3. G |
- B.** Answers will vary. Some examples are:
1. People are buying smaller, more fuel-efficient cars.
 Guess: People might be trying to save money on gas.

Advice: Automotive companies should pay attention to the trend.

Conclusion: This must be good news for companies that make large cars.

2. After World War II ended, there was a dramatic increase in the birthrate.

Guess: The government may have had to build new schools.

Advice: People shouldn't have had so many children.

Conclusion: People must have been happy that the war had ended.

3. The World Cup is gaining popularity in the United States.

Guess: Soccer may be more popular than football.

Advice: Soccer teams in other countries had better get ready for tougher competition from the U.S.

Conclusion: Immigrants to the U.S. must be influencing popular culture.

4. Last year 10 percent fewer new students started college.

Guess: They may not have been able to pay for it. College is expensive.

Advice: Young people should realize how important education is.

Conclusion: The government must not be providing enough financial aid.

D3: Working with Adverbs (p. 71)

Answers will vary.

D4: Writing Tip (p. 71)

Answers will vary.

CHAPTER 5

A3: After You Read (p. 75)

1. Answers will vary. Some examples are:
Sir Francis Galton's test tried to measure intelligence by examining the size and shape of a person's head.
2. Answers will vary. Some examples are:
Alfred Binet's original test had children perform tasks such as follow commands, name objects, and put things in order. Then he compared the children's performances.
3. Answers will vary. Some examples are:
The modern Stanford-Binet IV test is given orally.
The examiner asks questions until no items can be answered correctly.
4. Answers will vary.

Examining Form (p. 53)

A.

SIMPLE PRESENT PASSIVE	SIMPLE PAST PASSIVE	PERFECT PERFECT PASSIVE	MODAL PASSIVE
is called are asked is given is examined	was based was proposed were developed were assigned	has been revised	could be used could be distinguished would be assigned can be answered

1. Simple present: The passive form has two words.

Simple past: The passive form has two words.

Simple present perfect: The passive form has three words.

Modal: The passive form has three words.

2. The form of the main verb is the past participle.

3. A form of *be* comes immediately before the main verb.

B. Answers will vary.

Examining Meaning and Use (p. 75)

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

B1: Listening (p. 78)

- A.
1. b
 2. a
 3. a
 4. b
 5. a
 6. b
- B.
1. b
 2. b
 3. a
 4. b
 5. a
 6. b

B2: Recognizing Passive Sentences (p. 79)

1. —
2. ✓
3. ✓
4. —
5. ✓
6. —
7. ✓
8. ✓
9. —
10. ✓

B3: Choosing Active or Passive Verb Forms (p. 79)

1. have been given
2. will have seen
3. are sent
4. explain
5. was proposed
6. has been injured
7. check
8. have been broken
9. were asked
10. understand

B4: Writing Active and Passive Sentences (p. 80)

2. The printer printed the document in under a minute.
The document was printed in under a minute.
3. The police are going to fine the driver \$75.
The driver is going to be fined \$75.
4. More comfortable seats have already replaced the benches in most train cars.
The benches have already been replaced by more comfortable seats in most train cars.
5. The visiting professor is supposed to give a lecture in the main hall today.
A lecture is supposed to be given by the visiting professor in the main hall today.
6. Someone must have left this package on my desk this morning.
This package must have been left on my desk this morning.

B5: Changing Sentences from Active to Passive (p. 81)

2. Three men who were driving a car through Oregon were stopped by police.
3. Can't be changed. "Laugh" and "fall" are intransitive verbs.
4. Can't be changed. "Suit" is a transitive verb with no passive form.
5. Patients are always encouraged to exercise by their doctors.
6. My mother was surprised and scared by the accident.
7. Can't be changed. "Weigh" is intransitive in this sentence.

8. The baby was weighed by the nurse.
9. Can't be changed. "Stay" is an intransitive verb.
10. By this time next year, all of the office computers will have been upgraded.
11. Can't be changed. "Cost" is a transitive verb with no passive form.
12. In fact, the problem could be solved.
13. An investigation is going to be opened early next year.
14. This problem may have to be talked about later.
15. Can't be changed. "Become" is a transitive verb with no passive form.

B6: Omitting or Including Agents (p. 81)

1. Mount Everest was identified as the world's highest mountain in 1852.
Unfortunately, all of these teams had been turned back by bad weather and the dangers of the high altitude.
2. In the United States, drivers' licenses are issued by individual states.
A passport, birth certificate, or a Social Security card are accepted as proof of identity by most, but not all, states.
3. The identity of the inventors of many everyday objects is not known.
Even today, the identities of inventors of world-changing items like the microchip are overlooked.
4. The answers to many basic questions can be found through a simple web search.
For more specific information, a variety of online databases can be consulted.

B7: Describing Processes (p. 82)

Answers will vary. Some examples are:

- A. 1. The Melissa Virus was programmed into a Word document.
2. The document was then uploaded to an Internet newsgroup.
3. It was downloaded from the newsgroup site because it looked important.
4. When the document was opened, the virus was triggered.
5. Fifty new e-mails were created using the computer's address book.
6. The document was attached to these e-mails.
7. Then the e-mails were sent.
8. When these new e-mails were opened, 50 more e-mails were created.
9. These 50 new virus-infected e-mails were forwarded to 50 more people, and so on.
10. E-mail systems were overwhelmed, so they had to be shut down.

B. Answers will vary.

B8: Introducing Information Objectively (p. 83)

- A. 2. It is being reported that tourism has increased in the region.
3. It is known that pollution is affecting many rainforests around the world.
4. It has been shown that this drug decreases the desire to smoke cigarettes.
5. Previously it had been thought that economy would recover quickly.
6. It is assumed that scientists will one day find a cure for cancer.

B. Answers will vary.

B9: Thinking About Meaning and Use (p. 84)

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. a |
| 3. a | 6. b |

B10: Speaking (p. 84)

Answers will vary.

C1: Editing (p. 85)

2. Is this book ^{being} recommended for our class, or will it be required?
~~Has~~ Is this book been recommended for our class, or will it be required?
3. Many of the scientist's ideas should ^{not have been} dismissed by modern researchers.
~~have not been~~
4. The research team is now ^{collecting} the data.
~~being collected~~
5. The results of the survey ^{are} not going to be mailed until next week.
~~is~~
6. The winners were awarded scholarships and ^{given} positions as research assistants.
~~gave~~
7. Only the top 10 percent of the class will be ^{offered} scholarships.
~~offer~~

C2: Keeping the Focus (p. 86)

- A. 1. The focus remains on "twin studies" throughout.
2. The second sentence is in the passive to keep the focus on twin studies.
- B. 1. The focus shifts. The paragraph begins with a focus on "twin studies" and then shifts to "Sir Francis Galton." Then it shifts to "One of his methods" and then back to him.
2. The second sentence has no passive form.

C3: Organizing Information (p. 87)

2. yes
Today, he is recognized as one of the founders of modern educational philosophy.
3. no
Better in the active voice. The focus of the paragraph and sentence stays on the artists.
4. yes
Skinner was awarded a Ph.D. in 1931 by Harvard University.
5. yes
However, homework is expected by principals and even some parents to be a major part of the curricula.

C4: Writing Tip (p. 87)

Answers will vary.

CHAPTER 6

A3: After You Read (p. 91)

1. Agriculture, tourism, and technology
2. Answers will vary. Some examples are:
Traditionally the economy was based on agriculture. Today, the economy is strongly supported by tourism, and the opportunities in technology are growing.
3. Answers will vary.

Examining Form (p. 91)

- A.** Singular: information, democracy, tourism, steps, organization
Plural: advantages, bananas, cattle, monkeys, species
- B.** 1. No (information, tourism)
2. No (cattle)
3. species

Examining Meaning and Use (p. 92)

1. b
2. b
3. b

B1: Listening (p. 95)

- A.** For the past few ^{years}, I've been visiting Costa Rica regularly ^{business pleasure} for ^{a chance a business} and for ^{information} My trips began when I had ^{change} to start ^{rest} there.

At that time, I quickly tried to find ^{information} about the Costa Rican economy. It was only ^{change} by ^{rest}, however, that I also found a perfect place for ^{rest} relaxation, and fun.

- B.** 1. b 4. a
2. b 5. b
3. b 6. a

B2: Contrasting Nouns (p. 96)

- | | |
|-------------|---------------|
| 1. is | 8. ideas |
| 2. is | 9. difference |
| 3. those | 10. was |
| 4. were | 11. takes off |
| 5. has been | 12. have been |
| 6. sugar | 13. are |
| 7. are | 14. don't |

B3: Using Different Types of Nouns (p. 96)

Answers will vary. Some examples are:

- | | |
|----------------------|-------------------------------|
| 1. art | 7. <i>The National Review</i> |
| 2. men, river | 8. jury |
| 3. New York | 9. patience |
| 4. group | 10. parents |
| 5. health | 11. The History of Furniture, |
| 6. restaurant, lines | The New School |
| | 12. company |

B4: Identifying Count and Noncount Nouns (p. 97)

- A.** 1. equipment: N 9. material: C
2. injury: C 10. speed: C
3. fun: N 11. knowledge: N
4. safety: N 12. movement: C
5. consumer: C 13. physics: N
6. research: N 14. information: N
7. use: C 15. advice: N
8. shape: C
- B.** 1. a. N 4. a. C
b. C b. N
2. a. C 5. a. N
b. N b. C
3. a. N b. C
- C.** Answers will vary.

B5: Using Expressions with *Of* (p. 98)

- A.** Answers will vary. Some examples are:
an item of clothing a pile of clothing

- | | |
|---------------------|------------------|
| an item of news | a pile of mail |
| a piece of clothing | a sheet of ice |
| a piece of music | a sheet of music |
- B.** 2. set of 5. pot of
3. bunches of 6. games of
4. pinch of 7. flash of

B6: Subject-Verb Agreement with Nouns (p. 98)

1. has, seems, explains, is
2. has, wants, thinks, is / are, is
3. is, show, have, threaten

Examining Meaning and Use (p. 99)

- | | |
|------|------|
| 1. b | 3. a |
| 2. a | 4. a |

C1: Listening (p. 101)

- A.** Poor ^{air quality} is one of the major problems ^{of} well-insulated ^{office buildings} ^{low cost widely available} ^{houseplants} ^{indoor toxic chemicals they also} ^{with} ^{clean} air. They remove ^{and} add oxygen. Plants ^{fuzzy} leaves may also remove smoke and grease particles.

- B.** 1. b 4. a
2. a 5. a
3. b 6. a

C2: Using Adjective and Noun Modifiers (p. 102)

Answers will vary. Some examples are:

1. tall, handsome CEO
2. petite, fun-loving English teacher
3. multi-colored three-ringed plastic binders
4. extra-bright legal-sized paper
5. stocky young Caucasian
6. distinctive black and white wool cap
7. long, green diamond-studded gown

C3: Working on Compound Modifiers (p. 103)

- A.** 1. a first-floor apartment
2. a fifteen-minute presentation
3. a long-term commitment
4. a family-owned business
5. a two-way street
6. an 18-page instruction booklet
7. a small-business loan
8. a ten-dollar discount ticket
9. a strange-looking wild animal
10. the best-known college
11. a two-karat diamond
12. a world-famous artist

- B.** Answers will vary.

C4: Recognizing Adjectives vs. Compound Modifiers (p. 103)

3. The prize-winning film was a Spanish movie called *The Sea Inside*.
4. OK
5. The group of skiers was caught in an unexpected ^{and} powerful avalanche.
6. The lamp was made of a strange-looking yellow plastic.
7. OK

8. Beth is the most hardworking, ^{and} supportive, helpful volunteer we have.
10. OK
11. I just found a cool leather ^{and} chrome chair at the thrift store.
12. Some loud ^{and} mouthed guy interrupted the politician's speech.

C5: Using Compound Nouns (p. 104)

- A. 2. show business 6. homework
3. Global warming, fossil fuels 7. flashlight, sleeping bag, camping trip
4. scuba diving 8. junk food, French fries
5. security guard
- B. 2. takeout 7. food poisoning
3. greenhouse 8. solar system
4. storage unit 9. mail order
5. common sense 10. sit-up
6. death penalty
- C. Answers will vary.

C6: Using Prepositional Phrases (p. 105)

- A. 2. in 5. to 8. of
3. of 6. of 9. with
4. of 7. for 10. on
- B. 1. I was stunned by the landscape's beauty.
4. I'm very lucky to have my parents' support.
8. Picasso's paintings have always confused me.
- C. Answers will vary.

C7: Using Modifiers Effectively (p. 105)

- Answers will vary. Some examples are:
1. Robbers broke into the Smith family's house last night and stole the family's computer.
 2. A new world history book has been published by a history professor from Oxford University.
 3. The meeting is with the university chancellor and the student government president.
 4. The university's Journalism Department plans to hire several new faculty members.
 5. The city council's public works committee has approved a one-million-dollar water-treatment facility.

C8: Working on Pronoun Agreement (p. 106)

1. it / they 4. it 6. it
2. they 5. It 7. them
3. them

C9: Thinking About Meaning and Use (p. 106)

1. b 4. b 7. a
2. a 5. b 8. b
3. b 6. b

C10: Speaking (p. 107)

Answers will vary.

D1: Editing (p. 108)

A local conservation team ^{has} ~~have~~ received a three-^{year} ~~years~~ grant to study the effects of urban development on local plant species. The first of the four phases ^{has} ~~have~~ already been completed. The goal of phase one was to collect

^{information} ~~informations~~. Phase two can now begin. It will require researchers to categorize the data from phase one. Plant growth, soil, and air quality ^{are} ~~is~~ the main categories the team seeks to examine. Phase three will measure changes in the plants, soil, and surrounding ^{air} ~~are~~ over time. The final phase will involve analysis of these changes. The analysis ^{is} ~~are~~ going to be used to plan wildlife preserves.

D2: Using Pronouns (p. 109)

Answers will vary. Some examples are:

2. The police raided several Internet cafés to gather evidence for their investigation. They said it would be used in an upcoming trial.
3. Famous fashion model Katie Krass will be throwing a huge party on the island of Ibiza to celebrate her upcoming wedding to rocker Johnnie Apples. The celebration will be held on Ibiza because she loves it and because she first met her fiancé there.
4. It seems that a group of world-renowned scientists cannot agree on how many planets there are in our solar system. They are meeting for a four-day conference in Belgium, where they will spend their time / the time discussing this issue.

D3: Writing Tip (p. 110)

Answers will vary.

CHAPTER 7

A3: After You Read (p. 113)

1. Answers will vary. Some examples are:
There are many challenges as cities continue to grow, but we can make our city more livable by planning early.
2. Answers will vary. Some examples are:
Key idea 1: Neighborhoods should be seen as places where we get new energy and life. They need to have all the services (like parks and libraries) that people need.
Key idea 2: Walking is healthier for people and for cities. Walking should be encouraged by improving conditions like sidewalks and building "up" rather than "out."
Key idea 3: We need to build more affordable housing so that people of all economic levels can live in the city. New taxes could be invested in the building of this housing.
3. Answers will vary. Some examples are:
The tone of the manifesto is positive. There are descriptions of preventing negative consequences and ensuring a better tomorrow.
4. Answers will vary.

Examining Form (p. 114)

A.

A/AN	THE	Ø	OTHER DETERMINERS
a healthy neighborhood a public park a city	the news the construction the foot traffic the revenues	neighborhoods travel sidewalks	many challenges our advice its residents that trend this tax its friendly attitude affordable housing

- B.** Singular count nouns are used with *a/an*, *the* and other determiners. Plural and noncount nouns are used with *the*, no article, or other determiners.

Examining Meaning and Use (p. 114)

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

B1: Listening (p. 117)

- A.** ^{A recent} ~~Recent~~ study of ^{the} ~~a~~ new housing in ^{the} ~~a~~ area shows that there are many barriers to building affordable housing. Not only is there ^a ~~a~~ lack of government subsidies, but there is also limited land for new construction in ^{the} ~~a~~ region. Developers need tax credits that lower ^{their} ~~the~~ debt on construction projects. ^{The subsidies} ~~Subsidies~~ allow them to offer lower rents to ^{the} ~~a~~ public, and as ^a ~~a~~ result, affordable housing becomes ^a ~~a~~ reality.

- B.**
1. a
 2. a
 3. b
 4. b
 5. b
 6. a

B2: Using A/An and The (p. 117)

1. e the
2. c The
3. a a
4. h the
5. b the
6. j the
7. f a
8. d a
9. g the
10. i a

B3: Reasons For Using Specific Nouns (p. 118)

- A.**
1. the (Reason 2 and 4)
 2. The (Reason 3 and 4), a
 3. the (Reason 5)
 4. a, a, the (Reason 3)
 5. a, the (Reason 6), The (Reason 1), a
- B.** See answers above.

B4: Using Articles in Newspapers (p. 118)

- A.** Answers will vary. Some examples are:
2. The City Council is going to hold hearings on the latest scandal.
 3. A major summer storm is going to hit the Cayman Islands.
 4. A popular tourist destination has closed after an accident.

- B.**
1. A
 2. an
 3. Ø
 4. Ø
 5. a
 6. Ø
 7. a
 8. Ø
 9. Ø
 10. the
 11. the
 12. A
 13. the
 14. a
 15. the
 16. a
 17. the
 18. the
 19. Ø
 20. the
 21. the

B5: Contrasting Articles (p. 119)

- A.**
1. an, the
 2. the, the
 3. an, Ø, a
 4. a, Ø, the
 5. a, the, a
 6. the, the
 7. a, an
 8. Ø, a
 9. Ø, the, the
 10. a
 11. a
 12. Ø, a, Ø

- B.** Answers will vary.

Examining Meaning an Use (p. 120)

1. b
2. b
3. a

C1: Listening (p. 121)

1. b
2. b
3. b
4. b
5. a
6. a

C2: Using Possessive Adjectives to Identify Specific Nouns (p. 122)

Answers will vary. Some examples are:

In 1914, Sir Ernest Shackleton placed this ad in a newspaper. He was looking for recruits for his expedition to the South Pole. The crew and their/his ship, the Endurance, would sail to the South Pole, where they would use their dogs to attempt the world's first crossing of the Pole by foot. In the end, they never even made it to the Antarctic continent. Their ship became frozen in ice in the Weddell Sea and its hull was crushed by the ice.

Using lifeboats, Shackleton and his crew sailed for seven days to Elephant Island. Later, Shackleton chose five men to sail one of the boats on to find help. Using primitive navigation equipment, they sailed for 17 days on the stormy seas and miraculously landed back where they had begun their journey—on the island of South Georgia.

But the story doesn't end there. Once on South Georgia Island, the six men hiked over glaciers and towering mountains to get help from a whaling station. They then sailed back to Elephant Island to rescue the remaining men. Twenty-two months had passed since they had left on their expedition.

The next time you are complaining because your airplane has been delayed for a few hours, remember that your inconvenience is nothing compared to what Shackleton and his men experienced!

C3: Using Demonstrative Adjectives to Identify Specific Nouns (p. 123)

- A.**
1. this
 2. those
 3. These
 4. this
 5. that
 6. those
 7. that
 8. This
- B.**
1. We have many workers that are hired from overseas, and these foreign-born employees are good for our business. While Americans fill the majority of our jobs, the guest workers take those high-tech jobs

that Americans are not qualified for. They work hard, and we should welcome them to this country with open arms.

2. Do you remember that strike that took place last year? It had a huge impact on this industry. American workers require a certain salary and union benefits, whereas those guest workers at Carlton will work for less money and fewer benefits. That's why the corporations like to hire them. All I can say is that this problem is going to worsen before it gets better. And in the meantime, many well-educated Americans can't find work in this field.

C4: Working with Generic Nouns (p. 124)

Answers will vary.

C5: Connecting Information in a Paragraph (p. 125)

- A. 5. Although the factors were changed, the employees' productivity appeared to increase each time a measurement was taken.
2. In 1927, Elton Mayo and two associates from the Harvard Business School decided to answer this question.
7. The workers felt satisfaction because both the researchers and their supervisors had taken an interest in them and because they had formed a sort of community with their co-workers during the course of the experiment.
4. Before the researchers took a measurement, they changed a different physical factor in the plant that might affect productivity (such as increasing or decreasing the temperature, light, or noise level.)
3. Mayo and his colleagues measured the productivity of a group of employees at the Hawthorne Works Electrical Plant in Illinois over a period of five years.
1. What physical conditions cause employees to be more productive?
8. This result, now known as "The Hawthorne Effect," demonstrates that social factors are more important than physical factors in motivating employees.
6. Surprised by these results, the researchers interviewed the workers and came to the following conclusion:
- B. 5 "the factors" refers to "different physical factor in the plant" in sentence #4.
- 4 "the researchers" refers to Mayo and his colleagues in sentence #3.
- 6 "these results" refers to the increased productivity mentioned in sentence #5.
- 3 "his colleagues" refers to Mayo's two associates in sentence #2.
- 8 "this result" refers to the reason workers felt satisfaction in sentence #7.

C6: Thinking About Meaning and Use (p. 126)

- | | |
|---------|---------|
| 1. a. T | 4. a. T |
| b. F | b. F |
| 2. a. F | 5. a. T |
| b. T | b. F |
| 3. a. F | 6. a. F |
| b. T | b. F |

C7: Speaking (p. 126)

Answers will vary.

D1: Editing (p. 127)

Before leaving on my trip, I read *The Global Wanderer's Guide to Egypt*, ^a~~the~~ useful guide to visiting that country. The first part of the book gives ~~a~~ practical tips on traveling within Egypt. For example, travelers are told where to collect their bags ^{the}~~at~~ an airport and given directions on how to get ^{the}~~to~~ ^{the}Pyramids outside ^{the}~~a~~ city of Giza. Other tips are directed at keeping healthy and comfortable: The book recommends carrying ^a~~a~~ bottle of water when touring in the heat and gives ~~a~~ advice on where to have tea in the afternoon. ^{The}~~A~~ last part of the book deals with customs. For example, it reminds people that they must take off ^{their}~~the~~ shoes before they enter a mosque. I highly recommend that you read this book before you plan ^{your}~~the~~ trip to Egypt.

D2: Using Articles and Pronouns (p. 128)

- A. 2. The city of Mumbai may seem overwhelming to ~~Ø~~ visitors at first. The city, located on the west coast, is the commercial and entertainment capital of India. It is also the most populous city. Recently, the population was reported to be more than 13 million.
3. The people of India speak many different languages. Although there are 15 official languages, its inhabitants can speak countless other languages and dialects. For ~~Ø~~ national, political, and commercial communication, however, they usually speak English or Hindi.
4. The Taj Mahal was built in the 17th century by the Indian emperor Shah Jahan as a tomb for his beloved wife, Mumtaz Mahal. The tomb was built on the banks of the sacred Jumna River near the medieval city of Agra. It was built from white marble.
- B. Answers will vary.

D3: Writing Tip (p. 129)

Answers will vary.

CHAPTER 8

A3: After You Read (p. 133)

1. Answers will vary. Some examples are:
How many hours per week do people spend online?
A typical e-mail user spends 7–8 hours online.
What are people's main online activities?
A majority of e-mail users (52%) say that spending and receiving e-mail is their most common online activity.
How has e-mail affected people's use of the telephone and the U.S. Mail?
Many e-mail users say they now use the telephone and regular mail less than they used to, and about one in five indicate they use the telephone and regular mail "much less frequently."

2. Answers will vary.

Examining Form (p. 133)

QUANTIFIERS FOLLOWED BY COUNT NOUNS	QUANTIFIERS FOLLOWED BY NONCOUNT NOUNS	QUANTIFIERS NOT FOLLOWED BY NOUNS
both men and women almost all e-mail users each user a lot of users few differences some of the women many people quite a few users	some of the information both e-mail and the Internet a lot of time	some hardly any very few

- A.** 1. *Both, a lot of, and some* of are used with both count and noncount nouns.
2. Quantifiers not followed by a noun are used as pronouns. They can stand alone because the noun is clear from the context.
- B.** Answers will vary.

Examining Meaning and Use (p. 134)

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

B1: Listening (p. 137)

A. ^{Many} Internet users shop online, especially adults who ^{little} have ^{The majority of online} time to shop. ^{A lot of them} online shoppers are between the ^{the large number of} ages of 30 and 49. ^{Few seniors} They appreciate the convenience and ^{many} choices available online. ^{some of} Seniors over age 65 shop online, although ^{many} would probably benefit from the convenience of purchasing ^{some of} their medications and groceries from home.

- B.** 1. a 4. a
2. a 5. b
3. b 6. a

B2: Contrasting Quantifiers (p. 137)

1. much 6. many
2. a few 7. any
3. little 8. any
4. Lots 9. plenty of
5. a little of 10. some

B3: Quantifiers with Specific and Nonspecific Nouns (p. 138)

- A.** 1. – 7. of
2. of 8. –
3. – 9. of
4. – 10. –
5. of 11. of
6. –

- B.** Answers will vary.

B4: Making Comparisons with Quantifiers (p. 139)

- A.** Answers will vary. Some examples are:
1. in cities
2. crime

3. traffic
4. moving up in the world, chances to succeed
5. help around the house, do well in school
6. long hours on farms, do less physical labor
7. played simple games outdoors, sports, and expensive hobbies

- B.** Answers will vary.

Examining Meaning and Use (p. 140)

- c** Two members don't get tickets at all.
b All members get tickets.
a An individual member gets a ticket.
d Two members get tickets for themselves.

C1: Listening (p. 141)

- A.** Purchasing a computer nowadays often involves choosing ^{either} a laptop or a desktop ^{Neither of these} model. ^{each has} models is perfect for everyone's needs, and ^{every} type ^{each} has certain shortcomings. It's important for ^{every} consumer to find out both the advantages and the disadvantages of ^{each} from the standpoint of price, quality, and need.

- B.** 1. b 4. b
2. a 5. b
3. b 6. a

C2: Contrasting Quantifiers (p. 142)

1. both 6. all
2. neither 7. Each of
3. every 8. either
4. All 9. Neither
5. each 10. both

C3: Using *Each, Every, Both, Neither, and Either* (p. 142)

1. both 4. every
2. every 5. either
3. each 6. neither

C4: Using *of* (p. 143)

1. of 5. of 9. – / of
2. – 6. – 10. of
3. of 7. of
4. – 8. of

C5: Thinking About Meaning and Use (p. 143)

1. ✓ 4. – 7. –
2. – 5. ✓ 8. ✓
3. ✓ 6. ✓ 9. ✓

C6: Speaking (p. 144)

Answers will vary.

D1: Editing (p. 145)

1. Most ~~of~~ adults use a computer at home, work, or school.
2. Each ^{student} ~~students~~ registered for courses online.
3. My high school friends spent ^{many / a lot of} ~~much~~ hours text messaging.
4. You might be interested in some of ^{the} ~~an~~ articles in this magazine.
5. Either answer ^{is} ~~are~~ correct.

6. There's a ^{little} ~~few~~ space left in the closet for your clothes.
7. Neither of my brothers ^{has} ~~do not have~~ children.
8. ^{Much} ~~Many~~ of my e-mail is spam.
9. Hardly any of the students ^{understood} ~~didn't understand~~ the lecture.
10. In general, most of users are happy with their e-mail providers.

D2: Using Pronouns (p. 146)

- A.** 1. c Several of them 4. b A few
 2. f Some 5. d most
 3. a many of them 6. e None of them
- B.** Answers will vary.

D3: Writing Tip (p. 147)

Answers will vary.

CHAPTER 9

A3: After You Read (p. 151)

1. The purpose of the research study was to determine the causes of overwork.
2. Answers will vary. Some examples are:
 Workers feel overworked because: (1) They have too many tasks at the same time and are interrupted often; (2) They have to do things that waste their time; (3) They have to be in contact with work during free time.
3. Answers will vary.

Examining Form (p. 151)

A.

Infinitives

In a sentence beginning with *it*: it's easy to overlook; It's difficult to get my work done on time.

Directly after a verb: tend to focus; asked to do; begin to blur the lines between work time and free time

After a verb + object: may be asking some employees to multitask too much

After an adjective: likely to be highly overworked

After a noun: the inability to focus on one's work; a very important skill to develop in today's economy

Gerunds

After a subject: Multitasking

Directly after a verb: try focusing on their jobs; have begun asking employees how strongly they agree with this statement; contact you to discuss work-related matters

After a verb + object: waste a lot of time doing tasks; have more difficulty focusing at work

After a preposition: a result of multitasking

B. Answers will vary.

Examining Meaning and Use (p. 152)

1. b I'll begin by making dinner after you arrive.
 a I'll begin making dinner before you arrive
2. b You helped him.
 a He helped you.

B1: Listening (p. 155)

- A.** Some employees can't imagine ^{breaking} ~~all~~ ties with work, even for a short vacation. They admit ^{checking} ~~their~~ voice mail

and even ^{answering} ~~e~~-mails during vacation. Studies show, however, that employees need ^{to relax} ~~and~~ ^{enjoy} themselves on their vacations by ^{removing} ~~fully~~ themselves from work. Employees who can do this are much less likely ^{to feel} ~~stressed~~ when they return.

- B.** 1. b 4. b
 2. a 5. b
 3. b 6. a

B2: Contrasting Gerunds and Infinitives (p. 155)

- | | |
|-----------------|--------------------|
| 1. studying | 8. to win |
| 2. to take | 9. to discuss |
| 3. coordinating | 10. answering |
| 4. saying | 11. fixing |
| 5. to file | 12. singing |
| 6. to run | 13. to stop, doing |
| 7. having | 14. to be hiding |

B3: Verbs Followed by Gerunds and Infinitives (p. 156)

- A.** 1. a. eating
 b. to eat
 2. a. to call
 b. calling
 3. a. seeing
 b. to see
- B.** Answers will vary.

B4: Completing Sentences with Gerunds and Infinitives (p. 156)

Answers will vary.

B5: Changing Gerunds to Infinitives (p. 157)

- A.** Having constant food cravings can be very unsettling.
Changing your eating habits
 First, learning the triggers for your cravings is very helpful.
 In addition, occupying your mind with other thoughts can be helpful.
 Finally, if you must eat something, substituting healthy foods for fatty ones is a smart move.
- B.** It can be very unsettling to have constant food cravings. It takes a lot of discipline to change your eating habits. It is very helpful to learn the triggers for your cravings. It can be helpful to occupy your mind with other thoughts. It is a smart move to substitute healthy foods for fatty ones.

B6: Verbs Followed by Object + Infinitive (p. 157)

Answers will vary. Some examples are:

1. b. Don't look at anyone else's paper during the test.
 → She warned us not to look at anyone else's paper during the test.
2. a. Sit down. → He ordered his dog to sit down.
 b. Roll over. → He told his dog to roll over.
3. a. Please help me with the dishes. → She asked him to help her with the dishes.
 b. Let's go shopping. → She invited him to go shopping.
4. a. You should be kind to other people. → They advised them to be kind to other people.
 b. Finish your homework. → They urged them to finish their homework.

B7: Performer of an Action (p. 158)

- A.** 3. Your calling every day means a lot me.
 4. I don't like her bossing everyone around all the time.
 5. I can't tolerate your playing music at all hours. OR I can't tolerate you playing music at all hours.
 6. My parents' allowing me to attend the party was a lucky turn of events. OR Their allowing me to attend the party was a lucky turn of events.
- B.** 2. It takes too much time for her to walk to work.
 3. It's convenient for her to pick up the kids in the afternoon.
 4. I advised him not to go on the trip.
 5. I encouraged them to tell the truth.
 6. It's not a good idea for you to be friends with Kelly.
- C.** Answers will vary.

Examining Meaning and Use (p. 159)

1. b We don't want to make calls.
 a We don't want to get calls.
2. b I left.
 a I might leave.
3. b She'll announce the results.
 a Someone will tell her the results.
4. b The exam is tomorrow.
 a The exam was yesterday.

C1: Listening (p. 160)

1. a 5. a
 2. b 6. a
 3. b 7. a
 4. b 8. b

C2: Using Passive Gerunds and Infinitives (p. 161)

- A.** Being overworked
to be challenged
to be done
being told
to be
evaluated
Being treated
to be solved

- B.** Answers will vary.

C3: Perfect Infinitives and Gerunds (p. 162)

- A.** 1. to have disappeared
 2. having taken
 3. having seen
 4. to have left
 5. not to have understood
 6. to have committed
 7. to have caught
 8. having conducted
 9. to have indicated
 10. to have carried
- B.** 3. However, he does remember seeing the painting . . .
 4. can't rewrite
 5. At first, he pretended not to understand . . .
 6. can't rewrite
 7. The police were happy to catch Mr. White, . . .
 8. After conducting a thorough examination . . .
 9. Clues found at the scene seem to indicate . . .
 10. can't rewrite

C4: Thinking About Meaning and Use (p. 163)

- A.** 1. Same 6. Different
 2. Different 7. Same
 3. Same 8. Same
 4. Same 9. Same
 5. Different 10. Different

C5: Speaking (p. 163)

Answers will vary.

D1: Editing (p.164)

Work-centric people focus almost exclusively on their work life. Dual-centric people, on the other hand, tend ^{to focus} ~~focusing~~ on both their families and their work. They enjoy working with colleagues as well as ^{staying} ~~to stay~~ at home with their families. Most "dual-centrics" say they want to work hard, play hard, and enjoy life.

The big question is how do dual-centric people manage to balance their lives so well? Setting a strict boundary between home life and office life ^{is} ~~are~~ obviously one strategy. They do this by ^{not taking} ~~taking~~ phone calls from the office while they are at home. They also take time off. When they decide ^{to} ~~^~~ go on vacation, they take it—no matter what.

Interestingly, although dual-centric people usually work fewer hours, they don't have fewer responsibilities on the job. They are just as productive as other workers, but they have decided to set and ^{keep} ~~keeping~~ boundaries between work life and home life.

D2: Referring to Gerunds and Infinitives (p. 165)

- A.** 2. Walking to work d it
 3. Hiring smart people and giving them a large budget and complete freedom a this business model
 4. to travel around the world b it
 5. To achieve my goal of finishing a marathon f The experience
 6. Choosing a suitable career e this challenge
- B.** Answers will vary.

D3: Reporting Opinions and Ideas (p. 166)

- A.** 2. The average commute is estimated to take 45 minutes.
 3. The number seven is believed to be lucky.
 4. Prices are expected to rise dramatically.
 5. Spiders and other insects are thought to be helpful.
 6. Parents are said to be too permissive these days.
- B.** Answer will vary.

D4: Writing Tip (p. 167)

Answers will vary.

CHAPTER 10

A3: After You Read (p. 171)

1. Answers will vary. Some examples are:
The purpose of the article is to discuss some of the more personal details about Einstein's life that are less familiar.
2. Answers will vary.
3. Answers will vary.

Examining Form (p. 171)

1. Nouns modified by highlighted clauses are:
Einstein's incredible intellect that captured the public's imagination, . . .
the hundreds of books about him that are currently in print, which include several published in the past year alone.
details about his life that you may not know.
a mild personality disorder or a learning disability which affected his speech.
a child whose interests included playing the violin and listening to classical music
his school, where success was determined by one's ability to memorize facts
mathematics, and in Latin, which he respected because of its emphasis on logic.
a playful man who was easy to talk to . . .
his cousin Elsa, whom he eventually married.
Eduard, who excelled in the arts, . . .
2. The different relative pronouns in these clauses are *that, which, whose, where, whom*, and *who*.
- 3.

RELATIVE PRONOUN + VERB	RELATIVE PRONOUN + SUBJECT + VERB
that captured the public's imagination which include several published in the past year alone which affected his speech who was easy to talk to who excelled in the arts	that you may not know whose interests included playing the violin and listening to classical music where success was determined by one's ability to memorize facts which he respected because of its emphasis on logic whom he eventually married

- B. Answers will vary.

Examining Meaning and Use (p. 172)

1. b This sentence is about a person.
a This sentence is about a book.
2. a You have to make some calls.
b Some students have to make some calls.
3. a We have one TV.
b We have more than one TV.

B1: Listening (p. 175)

- A. In both ancient and modern times, the idea of dreams has been something^{that} captures peoples' imaginations. A dream is a series of images, events, and feelings^{which} occur in your mind while you are asleep. In ancient times, dreams were believed to be messages the gods sent to warn people about the future. In 1900,

Sigmund Freud^{who} is considered the father of modern psychology, published a famous book^{which} is called *The Interpretation of Dreams*. Today, people still believe they have dreams^{in which} information about the future is revealed. Moreover, there are numerous reports of artists and inventors^{whose} dreams inspire them, and many actually keep notebooks^{where} they record their dreams.

- B. 1. a 3. a 5. b
2. b 4. a 6. b

B2: Contrasting Subject and Object Relative Clauses (p. 176)

1. were 6. are
2. you are 7. I bought
3. you got 8. happened
4. aren't 9. I am
5. we were 10. I hadn't

B3: Combining Sentences (p. 176)

- A. 2. Free speech is a freedom which many people in the United States take for granted.
3. A storm which hit the U.S. state of Florida in 2004 caused millions of dollars in damage.
4. The job was given to another man who had been at the company for only one year.
5. They are a really good group of workers who we appreciate and respect a lot.
6. The city built a light-rail system which connects the suburbs and downtown.
- B. All of the sentences can be rewritten using *that* as a relative pronoun.

B4: Writing Definitions with Relative Clauses (p. 177)

- A. Answers will vary. Some examples are:
1. A generous person is someone who does good things for other people.
 2. A best friend is a person that you can call at any time—day or night.
 3. A good job is one that pays well and gives you satisfaction.
 4. A classic book is one that everyone should read.
 5. A home is a place which makes you feel comfortable and happy.
 6. A good teacher is a person who can explain things well.
 7. A museum is a place that houses great art.
 8. A holiday is a time that people visit their families.
- B. Answers will vary.
- C. Answers will vary.

B5: Other Relative Pronouns (p. 177)

- A. Answers will vary. Some examples are:
1. I remember the day when my sister was born.
 2. I know a great restaurant where you can get delicious mussels.
 3. Two thousand and one was the year when I started school.
 4. Someday I'd like to live in a place where I'm not cold all the time.
 5. I don't know the reason why I dislike my boss.
 6. Taipei is a city where you can stay out all night.
- B. Answers will vary.

B6: Object Relative Clauses with Prepositions (p. 178)

- A. 1. e Immigration is an issue that/which I'm very concerned about.
2. a Einstein is a famous person from history that/who I'd like to have a conversation with.
3. f Physics is an academic subject that/which I excel in.
4. d Rio de Janeiro is a city that/which I would like to live in someday.
5. c Acting and writing are two jobs that/which I'm well suited for.
6. b My birthday is an event that/which I always get excited about.
- B. 1. Immigration is an issue about which I'm very concerned.
2. Einstein is a famous person from history with whom I'd like to have a conversation.
3. Physics is an academic subject in which I excel.
4. Rio de Janeiro is a city in which I would like to live someday.
5. Acting and writing are two jobs for which I'm well suited.
6. My birthday is an event about which I always get excited.
- C. Answers will vary.

B7: Omitting Relative Pronouns (p. 178)

1. Television is an invention ~~that~~ we cannot credit to a single inventor.
2. The ideas ~~that~~ many inventors come up with can appear strange to people that aren't inventors.
3. The person **who** invented the ballpoint pen was a Hungarian journalist.
4. There's a new book about Thomas Edison ~~which~~ I've read **that** I highly recommend.
5. Guglielmo Marconi was the inventor ~~whom~~ I think invented the radio.
6. Elias Howe was the inventor **who** created the sewing machine and the zipper.
7. Many men and women ~~who~~ we think of as our greatest inventors were considered strange by their colleagues.
8. The light bulb and the phonograph are the inventions ~~that~~ Thomas Edison is most famous for.

B8: Contrasting Relative Pronouns (p. 179)

- | | |
|---------------------|---------------------|
| 1. that / who | 7. who / whom / Ø |
| 2. where / in which | 8. where |
| 3. whose | 9. who |
| 4. that / which | 10. who |
| 5. whose | 11. to whom |
| 6. which | 12. that / when / Ø |

B9: Restrictive and Nonrestrictive Relative Clauses (p. 179)

- A. 2. I have one older brother, **who lives in Los Angeles**.
3. He is an actor **who you may have seen** in several TV commercials.
4. My sister, **whose family recently moved to Dallas**, is only ten months older than me.
5. She lives in a housing development **where almost everyone works for the same company**.

6. My twin brother, Marcus, is the one **who I'm the closest to**.
7. My neighbor has an old van **that always breaks down**.
8. Our family reunion, **which happens every other year**, is always a lot of fun.
- B. Answers will vary.
C. Answers will vary.

B10: Using Which to Modify a Clause (p. 180)

- A. 1. I told my mother I'd go shopping with her today, which means I won't be home until late.
2. My computer isn't working, which is going to make it hard for me to finish my work.
3. The board meets regularly on the first Tuesday of the month, which isn't very convenient for me.
4. My sister forgot to pick me up again today, which proves she's not very responsible.
5. We're going to go to dinner instead of a movie, which is what I wanted to do in the first place.
6. The professor is giving us an extra week to finish our papers, which is exactly what I hoped she would do.
- B. Answers will vary. Some examples are:
1. I lost my cell phone this morning, which is extremely annoying.
2. I have to catch up on my homework, which means I'm not going to be able to go out all weekend.
3. The weather is supposed to be terrible today, which is going to make it hard to work outside.
4. The movie doesn't end until midnight, which means I'll get home very late.

Examining Meaning and Use (p. 181)

1. ✓ The guy was rude.
2. ✓ You should speak to one person.
3. ✓ My necklace is from Brazil.

C1: Listening (p. 182)

- A. Personal data assistants, ^{called} PDAs, are handheld electronic ^{designed} devices ^{to} help busy working people. These small ^{considered} devices, now ^{made} essential by many in the business world, have become extremely versatile. The models ^{by} all leading manufacturers help users perform many tasks ^{including} browsing the Internet, sending and receiving e-mail, playing computer games, and even making phone calls.
- A person ^{using} a PDA, therefore, may have a dozen electronic ^{available} tools ^{at} the same time.
- B. 1. b 4. a
2. b 5. b
3. b 6. a

C2: Adding Information with Appositives (p. 183)

- A. 2. The telegraph, a machine for transmitting written information by wire, sends information using a coded series of dots and dashes.
3. One of the foundations of modern biology is the work of Charles Darwin, the naturalist who proposed the theory of natural selection.

4. Linguistics, the scientific study of human language, was first recognized as an academic discipline in the early 1800s.
5. Unlike the Olympics, the X Games, an event featuring action sports, are held every year.
6. The United Nations, an international organization founded in 1945, aims to facilitate cooperation between countries.

B. Answers will vary.

C3: Using Adjective Phrases (p. 183)

Anyone ^{looking} ~~who looks~~ at that symbol of the modern age, ~~which is~~ the skyscraper, can easily tell ^{that} ~~it wasn't~~ the idea of a single person. Rather, the skyscraper is the result of a series of technical innovations ~~that were made~~ in many fields over the course of many decades. First, in the mid-19th century, a process ^{allowing} ~~that allowed~~ steel to be produced inexpensively was developed by William Kelly, ~~who was~~ an American, and Henry Bessemer, ~~who was~~ an Englishman. Cheap steel made it possible to build structures higher than had been done with traditional materials. Reinforced concrete, which uses steel bars to strengthen the material, was also used. Moreover, since most people find it difficult to climb more than six stories of stairs, the development of the elevator was another innovation ^{that was} ~~essential~~ for the building of skyscrapers.

The engineering ~~that was~~ required to build skyscrapers was in place by the middle of the 1880s, when the Home Insurance Building in Chicago, ~~which was~~ the world's first skyscraper, was built. Initially, the architectural styles ~~that were~~ used in the design of these tall buildings imitated past eras, such as the Renaissance. However, in the 20th century, a style developed that many people most strongly associate with the skyscraper—art deco. This style, which reached the height of its popularity in the 1920s-1930s, represented a forceful modern belief in the promise of the future. The Chrysler Building and Empire State Building, ~~which are~~ two of the most famous skyscrapers in New York, were built in the art deco style.

A new type of building ^{belonging} ~~which belongs~~ to the “skyscraper family” is the next step in skyscraper development. Called “superscrapers,” these buildings are even taller and are being constructed using the latest

technological advances. One example of a superscraper is the Burj Dubai building in Dubai.

C4: Combining Sentences (p. 184)

- A. Answers will vary. Some examples are:
2. Many runners, exhausted from their efforts, collapsed before they reached the finish line.
 3. The meeting determining the winner was held in secret. OR The meeting, held in secret, determined the winner.
 4. I saw a strange object flying across the sky.
 5. The runner up, hoping to win the contest, was very disappointed.
 6. We think the plan suggested by the group leader is good.
 7. You can get help at the Writing Center, located on the lower level of the library.
 8. My boss, an avid car collector, just bought an original Model T built in 1908.

C5: Thinking About Meaning and Use (p. 185)

- | | |
|------|------|
| 1. b | 5. b |
| 2. a | 6. b |
| 3. b | 7. a |
| 4. a | |

C6: Speaking (p. 185)

Answers will vary.

D1: Editing (p. 186)

1. There are several people in my class ^{are} ~~who is~~ planning to major in English.
2. Last year, I visited the Grand Canyon, ^{which} ~~that~~ I found awe-inspiring.
3. Radium is the invention ^{for} ~~which~~ Marie Curie is famous. OR Radium is the invention ^{for} ~~which~~ Marie Curie is famous.
4. The hardware store did have the tools that I needed ~~them~~ to repair my bicycle.
5. My friend, ^{who} ~~you~~ met yesterday, told me about a new restaurant.
6. Architects ^{who / that} ~~use~~ space creatively are always in great demand.
Architects ^{using} ~~use~~ space creatively are always in great demand.

D2: Introducing Paragraphs (p. 187)

- A. Answers will vary. Some examples are:
2. The United Nations is an organization that works to reduce global conflicts.
 3. The Louvre, which is located in Paris, is the best museum I know.
 4. Living in foreign country is an experience that you never forget.
 5. Nature preservation areas are places where endangered species can be protected.
- B. Answers will vary.

D3: Writing (p. 188)

Answers will vary.

CHAPTER 11

A3: After You Read (p. 191)

1. Answers will vary. Some examples are:
Conflict resolution in animal groups is sometimes necessary because the size of the group must be maintained.
2. Answers will vary. Some examples are:
The loser, winner, or third party may initiate conflict resolution.
3. Answers will vary. Some examples are:
When they raised the stump-tail and rhesus monkeys together, they discovered that the stump-tail had a positive influence on the rhesus monkeys' behavior.
4. Answers will vary.

Examining Form (p. 191)

A.

CONNECT IDEAS IN A SINGLE SENTENCE	CONNECT IDEAS BETWEEN SENTENCES OR PARAGRAPHS
yet so but and	most importantly for instance however like furthermore in fact nevertheless on the other hand

B. Answers will vary.

Examining Meaning and Use (p. 192)

- c The second clause is a bit surprising or unexpected.
- a The two clauses show choices.
- d The second clause is a result of the first.
- b The second clause tells why the first clause is true.

B1: Listening (p. 194)

- A. A day at the zoo may be a treat for you^{but} is it really paradise for the animals? This is a controversial issue^{so} let's look at some of the most important pros and cons. Zoos provide food and shelter for animals^{and} they protect endangered species. These may sound like good ideas in theory^{yet} what actually happens at many zoos is another matter. Are the animals being protected^{or} are they being kept from their natural environment? There is no simple answer^{nor is there} a simple solution. We're just asking you to think about it. For more information, contact your local animal rights advocacy group.

- B.
1. b
 2. a
 3. a
 4. a
 5. a
 6. b

B2: Contrasting Conjunctions (p. 195)

1. and
2. but
3. nor
4. yet
5. or, but
6. so
7. yet
8. so
9. so
10. but, and
11. and, for
12. nor

B3: Connecting Ideas (p. 195)

- A. Answers will vary. Some examples are:
1. and it's expensive.
but I want to try it anyway.
so I don't think you should try it.
 2. for it is affecting my health.
or I want to lose some weight.
so I'm going to join a support group.
 3. nor did he have his passport.
yet they still let him on the flight.
so they wouldn't let him on the plane.
 4. or you could try to help yourself.
but you should also make sure that everyone is OK.
and you could stay there until help arrives.
- B. Answers will vary. Some examples are:
1. I don't like to eat meat, but sometimes I can't avoid it.
I don't like to eat chocolate, nor do I like ice cream.
 2. In my free time, I enjoy swimming, and I also like golf.
In my free time, I enjoy swimming, but I never have time to do it.
 3. I think it's important to save money, for it provides security.
I think it's important to save money, yet I almost never manage to do it.
 4. In the next year, I might start my own business, so I want to apply for a loan.
In the next year, I might start my own business, or I may go to a graduate school.

B4: Omitting Words in the Second Clause (p. 196)

My best friend and I decided to take a vacation together. At first, we couldn't decide what to do: spend time at the beach or ~~spend time~~ in the mountains. After much discussion, we settled on a cruise through the Virgin Islands. The plan was to fly to St. Thomas, ~~and to~~ do some quick sightseeing, and ~~to~~ board the cruise ship.

The night before our departure, I washed ~~my clothes~~, and packed my clothes. My brother called me at around midnight ~~and he~~ wished me a safe journey.

On the day of our flight, my friend and I were very excited. However, when we got to the airport, we found out that our flight was overbooked, and the next one didn't leave for 48 hours. Taking the later flight would mean that we'd miss our ship's departure from St. Thomas.

Although I'm usually a patient person, this time I lost my temper. After all, it wasn't our fault. We hadn't checked in late nor ~~had we~~ forgotten our tickets or passports. We'd gotten our tickets months in advance, ~~and we had~~ confirmed our seats on the flight. After much discussion, we decided to buy tickets on a different airline so we could get to St. Thomas in time. The new tickets were not cheap!

Now it's three months later, yet we're still arguing with the airline. They have apologized, ~~and they have~~ offered to give us a \$50 travel voucher or ~~to give us~~ a rental car coupon, but we want a complete refund. We haven't yet been reimbursed for our unused tickets, ~~but we~~ still hope that it will happen. The vacation was wonderful, ~~but it was~~ also very expensive!

Examining Meaning and Use (p. 197)

- c a contrasting idea
- e a time relationship
- a a similarity
- d a result
- b more detailed information

C1: Listening (p. 201)

A. ^{Like any} ~~Any~~ close-knit group in the animal kingdom, people who work together don't always get along. ^{In fact, a} ~~A~~ majority of managers cite employee conflicts as a major problem. Training employees in conflict resolution ^{, therefore,} ~~^~~ has become a big business itself. One Seattle conflict resolution center ^{, for instance,} ~~^~~ reports that business has tripled over the last five years. "It's not that employees are fighting more," says director Mark Mason. ^{On the contrary, they're} ~~They're~~ just more aware that something can and should be done about workplace conflicts."

- B.
- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. a |
| 3. b | 6. a |

C2: Contrasting Transition Words (p. 201)

- | | |
|---------------------|------------------------------|
| 1. However | 6. Because of this situation |
| 2. For example | 7. Similarly |
| 3. Most importantly | 8. in fact |
| 4. As a result | 9. Despite this |
| 5. Moreover | |

C3: Connecting Ideas (p. 202)

Answers will vary. Some examples are:

1. Similarly, if you don't exercise, you will also gain weight.

2. As a result, I'm exhausted most of the time. Despite this, I've still managed to find time for my friends.
3. At the same time, you'll lose fat. Most importantly, you'll look and feel better.
4. On the contrary, many patients report that it doesn't hurt at all. Because of this, they are afraid to try it.
5. Likewise, many smaller businesses have faced problems as well. However, they have also benefited from increased opportunities.
6. First, you should make sure you are well rested. For example, you could look for a low-stress job.
7. Moreover, I've also talked about what to do during the interview. In conclusion, the main point is that you must do your research thoroughly before the interview.

C4: Connecting Information in a Paragraph (p. 203)

- A.
- 7 First, elephants are known to be very compassionate.
 - 3 Also, dolphins, like humans and chimpanzees, have demonstrated this ability to a limited degree.
 - 6 Recently, scientists decided to begin work with elephants. "Why elephants?" you may ask.
 - 10 Next, they put Happy in front of a mirror, where she began to touch the tip of her trunk to the X mark on her face.
 - 1 We all know that human beings can recognize themselves in a mirror.
 - 13 However, some scientists remain skeptical of the research and its results, saying that it is too simplistic.
 - 4 Scientists are always looking for other mammals to study that demonstrate self-awareness. The problem is that most animals are obviously not intelligent enough to recognize themselves in a mirror.
 - 11 Furthermore, Happy seemed to be following her own movements in the mirror as if she was mesmerized. She was recognizing the image in the mirror as her own.
 - 2 Similarly, chimpanzees have been shown to exhibit the same level of self awareness.
 - 14 Despite this negativity, the researchers who worked with Happy remain optimistic and have pledged to do further testing with the elephants.
 - 9 To begin the tests, scientists gave an elephant named Happy a "mark test." They painted a white X on her right cheek. The mark would be visible to her only when she looked in a mirror.
 - 8 In addition, their large brains make them intelligent candidates for this kind of test.
 - 5 Dogs, for example, will bark at their own image in a mirror—thinking it's another dog. They have no sense of self-recognition.
 - 12 This research about self-awareness and recognition around Happy and other elephants has generated a great deal attention in the press and the scientific world.

B. Answers will vary. Some examples are:

Paragraph 1: 1, 2, 3, 4, 5
 Paragraph 2: 6, 7, 8
 Paragraph 3: 9, 10, 11
 Paragraph 4: 12, 13, 14

C5: Thinking About Meaning and Use (p. 204)

1. a
2. b
3. a
4. b
5. a
6. a
7. b
8. a
9. b
10. b

C6: Speaking vs. Writing (p. 205)

Answer will vary.

D1: Editing (p. 206)

1. Scientists have studied and ~~have~~ demonstrated the great capacity of the chimpanzee for both learning and teaching.
2. Humans pass down knowledge and traditions from parents to children; ^{likewise,} chimpanzees train, ~~likewise,~~ their offspring in particular behaviors. . . .
3. Researchers presented the same problems in two groups of chimps. The first group found one set of solutions to the problems; ~~meanwhile,~~ the second group devised completely different solutions. . . . OR
Researchers presented the same problems to two groups of chimps. The first group found one set of solutions to the problems; ^{Meanwhile,} ~~meanwhile,~~ the second group devised completely different solutions.
4. Previous studies suggested that chimps simply conform to the behaviors of the group, but new research conflicts with that idea; ~~however,~~ OR
Previous studies suggested that chimps simply conform to the behaviors of the group; ^{New} ~~but new~~ research conflicts with that idea, however.
5. "It's quite meaningful," said Dr. Feagan, a lead researcher. "Chimps ^{can} learn and ~~can~~ transmit knowledge over many years. This helps us gain a deeper understanding of early human history."
6. Chimpanzee culture is quite sophisticated; ^{however / in contrast} ~~in addition,~~ other primates do not share such complex social organization.
7. Chimpanzees have a complicated communication system. ^{Therefore, scientists} ~~Scientists can learn, therefore,~~ a great deal from observing them in the wild. OR
Chimpanzees have a complicated communication system. ^{therefore,} ~~Scientists can learn, therefore,~~ a great deal from observing them in the wild.

D2: Choosing Conjunctions vs. Transitions (p. 208)

Answers will vary. Some examples are:

1. In the 1980s, business managers began recognizing that competition was hurting productivity, so they sought ways to encourage collaboration. Personality testing was introduced to help employees understand themselves and each other. In addition, workshops on conflict resolution became popular in large companies and organizations.
2. Dogs are territorial creatures and will fiercely defend their own territory against other animals. However, dogs usually behave differently when they are in neutral territory. They typically get along well with other dogs when they meet in public.
3. It is true that children can be taught ways to work out their differences, but young children can be quite immature. Therefore, experts teaching conflict resolution only after a child can speak well.
4. When experts examined the brains of birds, they did not see physical signs of intelligence. They therefore assumed that birds were not intelligent. New technology, however, offers much improved brain imaging. In fact, recent research shows that birds are smarter than was previously thought.
5. Professor Logan became a celebrity after his appearance on a television talk show. However, he has always been a serious scholar. For example, he has earned three research grants and published two articles just in the past two years. Because of this, he is well qualified to head the committee.

D3: Indicating Point of View (p. 209)

2. Unfortunately
3. Incredibly
4. Coincidentally
5. strangely / ironically
6. unexpectedly

D4: Writing Tip (p. 209)

Answers will vary.

CHAPTER 12

A3: After You Read (p. 213)

1. Pre-exam rituals mentioned include: (1) Taking a meat cutlet to school on the day of an exam; (2) eating candy bars around exam time; (3) using brand new or hand-me-down pencils during an exam; (4) not shaving during exam week; and (5) wearing the same perfume while studying and during an exam.
2. Dr. Foley's main point is that students who engage in pre-exam rituals may do better on their exams. Dr. Lewis's main point is that we need to relieve exam anxiety so that students won't have to engage in pre-exam rituals.
3. Answers will vary.
4. Answers will vary.

Examining Form (p. 213)

- A. Before he leaves home although the words for *meat cutlet* and *to win* are written differently
While there is no proof that the chocolate bars do anything
Wherever there are students being tested, because they have never been used to write or erase

any mistakes
so that he can harness their “lucky power” on his exam
while they are studying for their finals
Once they arrive at the exam hall
although exam superstitions can be fun and even
beneficial

Examining Meaning and Use (p. 214)

1. a
2. a
3. b

B1: Listening (p. 217)

Even though my

A. ~~My~~ brother denies it, he's really quite superstitious. For example, he always puts a lucky charm in his pocket ^{before} he leaves for an exam. ^{Once a} soccer tournament begins, he won't shave. He stays home on Friday the Thirteenth ^{so that} he can avoid bad luck. And of course, he won't walk under a ladder ^{because} he's sure that's asking for trouble. ^{Whenever he's} asked about this behavior, he says he's just being careful, not superstitious!

- B.
- | | |
|------|------|
| 1. b | 4. b |
| 2. b | 5. b |
| 3. a | 6. a |

B2: Contrasting Subordinators (p. 217)

- | | |
|----------------|----------------|
| 1. when | 7. until |
| 2. Even though | 8. when |
| 3. while | 9. in order to |
| 4. Since | 10. Though |
| 5. so that | 11. because |
| 6. As | |

B3: Showing Time (p. 218)

- A.
- | | |
|---------------------------|----------------------------|
| 1. learned | 7. improved |
| 2. stuff / are stuffing | 8. are chopping / chop |
| 3. said / was saying | 9. entered |
| 4. read / have read | 10. be |
| 5. hits | 11. is sent / will be sent |
| 6. finish / have finished | 12. come / are coming |
- B. Answers will vary.

B4: Giving Reasons and Showing Concession (p. 219)

- A. Answers will vary. Some examples are:
2. Although I would want to help, I don't think I could lie.
 3. I wouldn't date someone ten years older than I am because I don't think we'd have a lot in common.
 4. Since I have a family to take care of, I could never work for 80 hours a week.
 5. I'd rather be poor and happy because I think happiness is more important than wealth.
- B. Answers will vary.

B5: Combining Sentences (p. 219)

2. b While Joe is about five foot six, his brother Josh is over six feet tall.
3. g I took the day off from work so that I could see my son's piano recital.
4. h You can see the stage clearly wherever you sit in the theater.

5. a Since you're walking there at night, you shouldn't go alone.
6. f She passed the test even though she had a fever.
7. c I want to buy a personal computer so that I can work from home.
8. e While I was coming to work today, I saw a horrible accident.

B6: Replacing Adverb Clauses with Prepositional Phrases (p. 220)

Answers will vary. Some examples are:

2. Because of a knee injury, he can't go dancing anymore.
3. We're going to dinner after the movie.
4. I got extremely thirsty while running in the marathon.
5. Despite her hard work, she did not receive the promotion.
6. The after-school program has been canceled because of a funding cut.

B7: Completing Sentences with Adverb Clauses (p. 220)

A. Answers will vary. Some examples are:

1. Everywhere I went on my last vacation, I bought a souvenir.
2. I went to college to study music so that I could teach elementary school music.
3. Although I don't like it when people forget my name, it's sometimes understandable.
4. Because I made a resolution to exercise more, I've joined a gym.
5. Wherever you go in Paris, you can find wonderful restaurants.
6. You should study harder in order that you might do well in school.

B. Answers will vary.

B8: Answering Question Using Adverb Clauses (p. 221)

Answers will vary. Some examples are:

2. After the book came out, the media reported on the book's claims and called it the Mozart effect.
3. While some hospitals started giving out classical music CDs, some schools were required to play classical music.
4. Every newborn was given a CD so that they could listen to it and become more intelligent.
5. Although some scientists support the research, others are skeptical.
6. Despite the fact that the Mozart effect hasn't been proven, some parents still believe in it.
7. We won't know the truth until more research is done.

Examining Meaning and Use (p. 222)

- | | |
|------|------|
| 1. b | 3. b |
| 2. b | 4. a |

C1: Listening (p. 224)

Having just picked up

A. ~~Just~~ our new car, my father parked outside our house. I stood there in awe, ^{admiring} every inch of it. Then without

warning, a shower of salt landed on the car. I looked

around ^{just as} my mother's hand was returning to her pocket

for more salt. "Stop," yelled my father, ^{rushing} to her side ^{while explaining}

how the salt would damage the paint. ^{Not interested, my} mother

^{Deciding not} insisted that bad luck could damage it more. ~~Not~~ to

challenge this superstition, my father permitted her to
.^{Though surprised at}
throw more salt~~my father's reaction~~, I was glad that

our new car would be "protected!"

- B. 1. a 4. a
2. b 5. a
3. a 6. a

C2: Reducing Adverb Clauses (p. 225)

Showing Time

2. can't be reduced
3. ✓ Since winning the World Cup, the team has given many interviews.
4. ✓ When not winning Olympic medals, she's busy volunteering at her favorite charity.
5. can't be reduced
6. ✓ Upon/On reaching the top of the mountain, the hikers drank a lot of water.

Giving Reasons

7. ✓ Being injured, she had to forfeit the match.
8. can't be reduced
9. ✓ Having never given a speech before, he's very nervous. or Never having given . . .
10. ✓ Knowing that I liked sweets, they gave me a box of chocolate.
11. can't be reduced

Showing Concession

12. can't be reduced
13. ✓ Though planning a trip to Italy, they hadn't begun to save money for it.
14. ✓ Though not dating anyone special, I have gone out a couple of times recently.
15. ✓ Although not trying to make me angry, he's managed to offend me twice!
16. ✓ Although difficult, swimming is wonderful aerobic exercise.
17. can't be reduced

C3: Omitting Subordinators in Adverb Phrases

Showing Time (p. 226)

2. ✓ Getting into a taxi, Eliza dropped her cell phone in the street.
3. can't omit the subordinator
4. ✓ Having exercised at the gym on my lunch break, I went back to the office.
5. can't omit the subordinator
6. ✓ Having learned English, she has better job opportunities.
7. ✓ Leaving the hotel, he was stopped by a security guard.
8. ✓ Looking through some old papers, I found a photo of my mother as a girl.

C4: Using Adverb Phrases (p. 227)

Mike Pierce was interested in the Antarctic. Years ago,
^{while studying the history of the area}
~~while he was studying the history of the area~~, he became

interested in the daring exploits of the early explorers to
^{Having read the exciting stories about}
the South Pole. ~~After reading the exciting stories about~~
^{their trips to the South Pole}
~~their trips to the South Pole~~, he decided he wanted to

have his own adventure in that cold wasteland. That desire
led him to participate in a marathon run that was held
^{Upon finishing the run and}
in Antarctica last year. ~~When he finished the run and he~~
^{returning from his trip}
~~returned from his trip~~, he knew that he wanted to go back.

When it was announced that there would be another race
this year, he jumped at the opportunity to participate.

This year's race will be longer: It's a double marathon
(100 kilometers). Mike is one of only two runners from the
previous year's race who will be returning to the Antarctic
^{Having completed a marathon there before}
to compete. ~~Because he has completed a marathon~~
~~there before~~, he knows how challenging it can be. He's
taking four layers of clothing, which he will wear at all
^{Although excited about the}
times during the race. ~~Although Mike is excited about the~~
^{physical challenge}
~~physical challenge~~, Mike is not returning to the South Pole
simply because of the race. He's going back because he's
fallen in love with the place.

It's not going to be easy, though. While he's running
across the snow and ice, the environment will provide
many challenges. It will be windy, lonely, and of course,
cold. However, the one thing he won't he won't have to
worry about is sunlight. There will be plenty of it, as the
sun never sets this far south.

Training for the upcoming race has proven to be a
^{Not having anywhere cold enough to train for his run}
challenge. ~~Since Mike doesn't have anywhere cold enough~~
~~to train for his run~~, he has had to think creatively. To

address this problem, he's called up businesses, asking
if he could rent space in their walk-in freezers for training
purposes. ^{Thinking he was a prank caller}
~~Because they thought he was a prank caller~~,
most of the people he called hung up on him. However, one
person listened to his story and then agreed to let him do it.

^{Before departing}
Mike will be leaving soon to head down south. ~~Before~~
~~he departs~~, he will undoubtedly be thinking about his next
adventure. Rumor has it that he'd like to cross the entire
Antarctic sometime in the near future. ^{Knowing the degree}
~~Because we know~~
^{of his determination and drive}
~~the degree of his determination and drive~~, we won't be
surprised if he reaches that goal!

C5: Correcting Dangling Participles (p. 228)

Answers will vary. Some examples are:

2. Since I wasn't paying attention, the ball hit me in the face. or Not paying attention, I was hit in the face by the ball.

3. After we took a break, the meeting continued. OR Having taken a break, we continued the meeting.
4. Because it was in a horrible condition, I needed to do a lot of work on the house. OR Being in a horrible condition, the house needed a lot of work.
5. Though I wasn't looking for a job, my old company made a generous offer to me. OR Though not looking for a job, I received a generous offer from my old company.
6. While I was walking back home yesterday, a car nearly hit me. OR Walking back home yesterday, I was nearly hit by a car.

C6: Thinking About Meaning and Use (p. 229)

- | | | |
|------|------|-------|
| 1. ✓ | 5. - | 9. - |
| 2. - | 6. - | 10. ✓ |
| 3. - | 7. ✓ | |
| 4. ✓ | 8. ✓ | |

C7: Speaking (p. 230)

Answers will vary.

D1: Editing (p. 231)

Even though rock climbing is dangerous, more and more people are taking up the sport. When you are rock climbing, you are trying to get from the bottom to the top of a rock. Although this description sounds quite simple, ~~but~~ there is a lot more to it. One of the main tasks for a climber is to stay out of danger. ~~Because~~ ^{because} it is quite easy to fall and injure yourself.

Near the ground, most rocks have many handholds—cracks and outcrops—so even an amateur can usually climb smaller rocks easily. However, after ~~climbed~~ ^{climbing} for a while, you usually find the rock becoming smoother, and the handholds getting farther apart and smaller. At this point, you are not only higher but also in a more dangerous position. Because the terrain becomes challenging, ~~so~~ you must take safety measures—primarily by using safety ropes.

~~While / When / As~~

~~Though~~ you are climbing, you should try to do most of the work with your legs. Ideally, you should keep your body centered over your feet so that you stay balanced. By keeping your feet directly beneath your body, you can use the strength of your legs to push upwards. In certain cases, you must spend a great deal of energy ~~in order to~~ ^{so that} you can move just a few inches, but most climbers say that it is worth it. ~~As~~ ^{Upon / After} reaching the top of a difficult rock, a climber often feels a sense of euphoria.

D2: Connecting Ideas (p. 233)

Answers will vary. Some examples are:

Acknowledging Other Opinions

1. **While** some designers do not like to work on computer, most modern designers have welcomed the change.
2. **Although** some people argue that it's a waste of time / it's a fad / its popularity won't last, most people who meditate regularly report positive results, such as stress relief and an improvement in overall health.

Restating an Idea Already Introduced

3. **Before** starting a race, they drink plenty of water, but they do not eat any solid food.
4. **When** writing an academic paper, students must reference all material from other sources.

Giving Background Information

5. **Because** there are now so many cable channels, TV networks must be very creative in order to attract viewers.
6. **However**, although teamwork is not usually taught / emphasized in school, it's something most employers value highly.

D3: Using Concise Language (p. 234)

Answers will vary. Some examples are:

~~In light of the fact that~~ ^{Because} rabies is both deadly and agonizing, many people believe that more should be done to prevent it from spreading. Rabies is a disease spread through the saliva of certain animals. ~~In a situation in which~~ ^{When} someone is bitten by a rabid animal, he or she must seek immediate treatment. About 72 hours ~~subsequent~~ ^{after} to being bitten, the symptoms begin to take hold and they cannot easily be reversed. Symptoms begin with flu-like feelings which then lead to disorientation and a loss of mental control. ~~Despite the fact that~~ ^{While} a lot of money has gone into researching rabies, scientists still know very little about the disease.

D4: Writing Tip (p. 235)

Answers will vary.

CHAPTER 13

A3: After You Read (p. 239)

1. The three topics are the moon, asteroids, and stars.
2. Answers will vary.
3. Answers will vary.

Examining Form (p. 239)

A.

PRESENT IN THE IF CLAUSE	If you see an object in the sky that isn't twinkling, that probably means it's a planet, not a star.	
PRESENT IN THE MAIN CLAUSE		
PAST IN THE IF CLAUSE	If there were no Moon, there would be no lunar tides.	If the moon didn't exist, the Earth would be spinning much faster.
MODAL IN THE MAIN CLAUSE		
PAST PERFECT IN THE IF CLAUSE	If XPR-209 had hit the Earth, it would have caused extensive damage.	If it had collided with our planet, we might have survived.
PAST MODAL IN THE MAIN CLAUSE		

B. Answers will vary.

Examining Meaning and Use (p. 240)

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

B1: Listening (p. 244)

A. ^{If you} You drive a hybrid car, you get better gas mileage and you create less carbon dioxide and other pollution. ^{Even if you} You can't afford a hybrid, however, there ^{are} still things that every car owner can do. First, if you get regular tune-ups, ^{you'll get} then better gas mileage and you'll pollute the air less. Second, ^{you'll} also get better mileage ^{if keep} you your tires properly inflated. Finally, drive at a medium speed ^{whenever} you can. ^{If your} Your engine works harder than necessary, ^{burns} it more gas and ^{creates} more emissions.

- B.
1. b
 2. a
 3. b
 4. a
 5. b
 6. a

B2: Using Present Real Conditional: Timeless (p. 244)

- A.
2. d If you are orbiting above the Earth, the Great Wall of China is the only visible manmade structure.
 3. e If you cross the International Date Line, you lose or gain a day.
 4. f If an earthquake causes a violent shift on the ocean floor, a tsunami can happen.
 5. a If the Moon temporarily blocks the Sun in the sky, it's called a solar eclipse.
 6. b If you eat late at night, the food in your stomach immediately turns into fat.
 7. c If you tap the top of a soda can, it stops the contents from foaming.

B. Statements 1, 2, 6, and 7 are false.

B3: Using Future Real Conditionals (p. 245)

- A.
2. b If you unplug electronic devices that you're not using, you'll save on your utility bill.
 3. f If you plant shade trees around your home, you'll reduce your air conditioning bill.
 4. a If you buy food from local farmers, you'll keep money in your community.
 5. d If you form a carpool with coworkers, you'll help cut down on air pollution.
 6. c If you take fewer showers, you'll lower your water consumption.
- B. Answers will vary.

B4: Using Conditionals with Modal Forms (p. 245)

A. Answers will vary. Some examples are:

Possibility

2. If Nancy is late for the meeting, she might be stuck in traffic somewhere.
3. If Joe has to work through lunch, he may not be able to eat at all.
4. If Tina's computer keeps crashing, it could have a virus.

Advice

5. If you can't finish your homework now, you'd better do it later.
6. If you are exhausted, you should take a break.
7. If you are unhappy in your current job, you should look for a new one.
8. If you wake up early tomorrow, you can help me make breakfast.

B. Answers will vary.

B5: Using Mixed Time Real Conditionals (p. 246)

Answers will vary. Some examples are:

- If he enjoyed Paris, he's going to love Prague.
 If he ate something spoiled, he probably doesn't feel very well today.
 If he was off last week, he'll have to work a double shift next week.
 If he was out late last night, he's probably pretty tired today.
 If he wasn't at school yesterday, he may be out of town.
 If he committed the crime, he'll be convicted.

B6: Using Alternatives to If (p. 247)

- A.
2. You can't take Biomedical Ethics unless you've completed Introduction to Critical Thinking.
 3. You can take Brain, Mind, and Behavior only if you have three credits in psychology or biology.
 4. You can take Intermediate Algebra providing that you have a strong mathematics background.
 5. You can take Introduction to Critical Thinking even if you don't have a philosophy background.
 6. You can't take Principles of Psychology unless you are a first-year student.
 7. You can take world religions as long as you are a religious studies major.
- B. Answers will vary. Some examples are:
2. You shouldn't buy an expensive home unless you can afford the mortgage payments.
 3. It's OK to get a large dog providing that you have a large home.
 4. You should go back to school for a second degree only if it will help you to get a better job when you graduate.

5. You shouldn't skip class, even if it is boring.
6. You can give money to charity as long as you have enough money to pay your bills.

C. Answers will vary.

Examining Meaning and Use (p. 248)

1. a
2. b
3. a

C1: Listening (p. 250)

- A. Do you ever wonder ^{would have} what ~~happened~~ ^{if} you had acted differently at some important point in your life? ^{Would your} ~~Your~~ whole life ^{have been} ~~be~~ different? What would your life ^{be} ~~like~~ like now? ^{If you had} ~~You~~ the chance, ^{would} you go back and make changes? Many people think they ^{wouldn't make} ~~the~~ same mistakes again. ^{as though} ~~They act~~ ^{know} they all the right answers now. Well, I'm not so sure.

- B. 1. b 4. a
2. b 5. a
3. b 6. b

C2: Present/Future Unreal Conditionals (p. 251)

- A. Answers will vary. Some examples are:
2. If I were you, I'd start by studying a little bit each day.
3. If I were you, I might get a tutor.
4. If I were you, I'd ask for a raise.
5. If I were you, I wouldn't go on the date.
6. If I were you, I'd sell it and start taking public transportation.
- B. Answers will vary.

C3: Omitting If Clauses (p. 251)

Answers will vary.

C4: Using Past Unreal Conditionals (p. 252)

- A. Answers will vary. Some examples are:
2. If she hadn't tripped, she could have won the race.
3. If it hadn't rained, the wedding would have been held outdoors.
4. If she hadn't answered the final question correctly, she wouldn't have won a new car.
5. If he hadn't known CPR, she could have died.
6. If I hadn't worked on a farm when I was a teenager, I might not have become a veterinarian.
7. If they hadn't won three matches in a row, the game wouldn't have ended quickly.
8. If my realtor hadn't given me bad advice, I wouldn't have lost money when I sold my house.
- B. Answers will vary.

C5: Using Mixed Time Unreal Conditionals (p. 252)

- A. Answers will vary. Some examples are:
2. If I were good at math, I could have become an astronomer.
3. If I hadn't won the lottery, I wouldn't be living in Beverly Hills now.
4. If I hadn't lost my wallet, I wouldn't be spending time buying a new one.
5. If I didn't like to photograph old temples, I wouldn't have visited Angkor Wat last year.

6. If my car hadn't broken down, I wouldn't need to take the bus to work everyday.

B. Answers will vary.

C. Answers will vary.

C6: Using As if and As though (p. 253)

- A. 2. e 4. h 6. c 8. f
3. b 5. a 7. d
- B. Answers will vary. Some examples are:
1. My older brother bosses me around as if he's my father.
2. I didn't recognize her, but she said "hello" as though we had met before.
3. While we were in France, she acted as though she could speak French, even though she only speaks English.
4. I was so hungry that I felt as if I could eat everything on the table.
5. He's so critical of other people. He behaves as though he's never made a mistake.
6. Due to the blizzard, our three-hour bus trip took seven hours. It seemed as if it was the longest journey of my life.
7. When I heard the news about the car accident I felt as though I would faint.

C7: Thinking About Meaning and Use (p. 254)

- | | | | |
|------|------|------|-------|
| 1. b | 4. b | 7. a | 10. a |
| 2. a | 5. a | 8. b | 11. b |
| 3. a | 6. b | 9. a | 12. b |

C8: Speaking (p. 255)

Answers will vary.

D1: Editing (p. 256)

1. You should read The Worst-Case Scenario ~~if~~ you want to learn how to survive in different bad situations.
2. ~~If you should back away slowly~~ ^{You should back away slowly if} you need to escape from a mountain lion.
3. The lion will pay more attention to you if you ~~try~~ to run from it.
4. You ~~would~~ ^{will} suffer an internal injury if someone ^{punches} ~~you~~ hard in the stomach.
5. However, you can protect yourself from injury ~~if~~ ^{if} you tighten your stomach muscles.
6. If I ~~get~~ ^{get} a raise, I'll definitely save more money.
7. ~~You hear three shots~~ ^{If you hear three shots,} if it means the race has begun.
8. If you need more money, ~~I~~ can lend you some.
9. ~~Whenever~~ ^{If} I had paid attention last semester, I would have passed the course.
10. I would take a trip abroad if I ~~would have~~ ^{had} some vacation days left.

D2: Working on Implied Conditionals (p. 258)

- A. 2. The program could have worked if people had followed the rules.
3. If people don't visit their doctors regularly, serious problems can go undetected.
4. If people don't have good eating habits, they risk health serious problems.

5. If people don't recycle the garbage they create, there won't be enough places to dump it all.
6. Her presentation would have been more impressive if she had prepared thoroughly.
7. If the legislation had been passed, it would have helped clean the air.

B. Answers will vary.

C. Answers will vary.

D3: Writing Tip (p. 259)

Answers will vary.

CHAPTER 14

A3: After You Read (p. 263)

Answers will vary. Some examples are:

1. E-waste consists of electronic items (such as cell phones and computers) that are thrown away.
2. E-waste ends up in landfills. Many electronic devices contain toxins that can leach into the soil and the groundwater.
3. Consumers throw away the devices because they break more easily and because advertisers encourage them to buy new ones all the time.
4. One solution is for consumers to donate their computers and other items for recycling. Another solution could be for companies to build sturdier electronic devices.

Examining Form (p. 264)

A.

THAT CLAUSES	
IN A SENTENCE BEGINNING WITH <i>IT</i>	that many of today's electronic devices are "made to break"
AFTER <i>BE</i>	that most people don't think twice about tossing even large electronic items that many electronic parts are extremely toxic
AFTER A VERB	that you throw away your home telephone every other year that 20 million computers a year are discarded in the United States alone that they are built less sturdily than they were a generation ago
AFTER A NOUN	that it won't harm the environment
WH- AND IF/WHETHER CLAUSES	
AS A SUBJECT	Whether Vanessa needs a new cell phone or not
AFTER A PREPOSITION	how to recycle their hardware
AFTER A VERB	what happens to your old cell phones and computers where they are going if recycling is even possible
AFTER AN ADJECTIVE	what happens to your old cell phones and computers

B. Answers will vary.

Examining Meaning and Use (p. 264)

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

B1: Listening (p. 268)

Whether we or not

A. We admit it, our reliance on electronic equipment is

ruining the environment. The belief that

and faster means that consumers are filling garbage dumps

with an unprecedented amount of toxic waste from

discarded electronics. As a consumer, it is essential that

you be aware of this problem. Here are some suggestions

what you can about do:

1. Find out where your local electronic recycling center is

2. Decide whether or not you can repair or upgrade your old equipment.

3. Challenge the idea that newer is always better.

B. 1. a

2. a

3. a

4. b

5. b

6. a

B2: Identifying Noun Clauses (p. 268)

It was with high hopes that this reviewer attended the opening night production of *Henry* at Broadway's *Limelight* Theater. Unfortunately, the show did not live up to my expectations. I found myself wondering aloud why I had bought a ticket to see it. In a nutshell, I thought that *Henry* was terrible.

The play is supposed to be a comedy. However, one of the main problems was that the script simply wasn't funny. The person sitting next to me actually fell asleep—twice. In addition, the plot was difficult to follow because of poor writing. For example, by intermission it wasn't clear if the leading couple knew each other, yet by the end of the play they were getting married!

Of course, I may not have been able to hear everything. The *Limelight* was renovated last year, but the acoustics remain a problem. It's often difficult to hear what's happening on stage. The actors need to speak up or they need better microphones!

One other problem was the costumes. Although the play is supposed to take place in the 19th century, the actors' costumes looked surprisingly modern. How the director didn't notice this is a mystery to me.

I think the producers should listen to how the audience responded at the end of the show—with lukewarm applause at best. I suggest that they go back to the drawing board on this one: the script needs a complete revision and the two leading actors should be replaced.

So, when it comes to seeing *Henry* on Broadway, don't worry about whether you're missing a good production or not. Trust me: you're better off saving your money and using it for something else—like a good dinner with friends.

B3: Introducing Noun Clauses (p. 269)

1. Where
2. that
3. where
4. whether
5. That
6. when
7. that
8. how
9. that
10. if
11. what
12. that
13. whose
14. why
15. what
16. when

B4: Combining Sentences (p. 270)

Answers will vary. Some examples are:

2. We realized that the ground was shaking.
3. I don't know if I can tell you the answer.
4. I can't read what that sign says.
5. Who is going to win hasn't been determined yet. OR It hasn't been determined yet who is going to win.
6. That we don't have enough money is a problem. OR The problem is that we don't have enough money. OR It's a problem that we don't have enough money.
7. I want hear about what you saw while you were on vacation.
8. I'm not certain if he has the time to help me.

B5: Using *That* Clauses After Verbs (p. 270)

A. Answers will vary. Some examples are:

2. I suppose that their lifestyles changed a lot. When you win that much money, you can afford to do a lot of new things.
3. I think most of the lottery winners probably took exotic vacations. That's what I would do.
4. I would guess that they moved into bigger houses.
5. I don't believe that they moved to new areas. Most people want to stay where their family and friends live.

B. Answers will vary.

B6: Using *Wh*- Clauses and *If/Whether* Clauses (p. 271)

A. Answers will vary. Some examples are:

2. Question: Are we meeting tomorrow or not?
Noun clause: I'm confused about whether we're meeting tomorrow or not.
3. Question: Are you going to attend the party?
Noun clause: I'd like to know if/whether you're going to attend the party.
4. Question: Did you leave your keys in the car?
Noun clause: I wonder if/whether you left your keys in the car.
5. Question: Did you turn off the lights?
Noun clause: I can't remember if/whether you turned off the lights or not.

B. Answers will vary. Some examples are:

2. Question: Which language does she speak?
Noun clause: It depends on which language she speaks.
3. Question: How did Alexander Fleming discover penicillin?
Noun clause: We learned about how Alexander Fleming discovered penicillin.
4. Question: Why were they absent?
Noun clause: We need to find out why they were absent.

B7: Using *Wh*- Clauses as Subjects (p. 272)

Answers will vary. Some examples are:

2. What this means is that the birth rate is not high enough to replace an area's population.
3. Why this has happened is because more women live in cities and work outside the home.
4. Where this is the biggest problem is Hong Kong, Singapore, Ukraine, and Lithuania.
5. How this issue could be solved is if families were given money to have bigger families.

B8: Using Infinitives in Place of Noun Clauses (p. 273)

2. It's essential for you to pack some sturdy walking shoes.
3. I have to ask you to tell the truth. Do I need to get in better shape for the trip?
4. The hills are very steep, so I advise you to exercise and to get in shape.
5. I don't know how to get there.
6. It's necessary to travel by train. There are almost no cars in the villages.
7. I can't decide when to go.
8. I advise you to avoid the high season in the summer. It's very crowded then.
9. I wonder how long to stay.
10. It's best to stay a few nights. That way you can spend one whole day in the area.

B9: Completing Sentences (p. 273)

A. Answers will vary. Some examples are:

2. It's important that we talk about what we're doing for your birthday.
3. I truly believe that voting is important in a healthy society.
4. What frustrated me most when I first studied English was that I couldn't pronounce anything well.
5. I'm concerned about whether or not I'll do well on my finals this semester.
6. I find it annoying that my friends don't keep in touch better.
7. The problem with cell phones is that people abuse them.
8. It's obvious that convenience and affordability are an important part of American culture.
9. There is a possibility that I'll be going to Italy this year.
10. Some people think I'm not very nice. The truth is that I'm shy.

B. Answers will vary.

B10: Thinking About Meaning and Use (p. 274)

- | | |
|--------------|--------------|
| 2. Different | 7. Different |
| 3. Same | 8. Same |
| 4. Different | 9. Same |
| 5. Different | 10. Same |
| 6. Different | |

B11: Speaking (p. 275)

Answers will vary.

C1: Editing (p. 276)

Are video games too violent? Do they provide any benefit? I believe ~~that~~ ^{that} today's debate about video games is actually nothing new. During my childhood, radio was what my brother and I listened to ~~X~~ for entertainment. Even then, my grandmother was worried that we were being exposed to too much violence, so she suggested that my mother ~~didn't allow~~ ^{not allow} radio in the house.

However, I remember spending many wonderful afternoons sitting next to my brother listening to whatever show was on that day. It was not a problem ~~we~~ ^{(for us) that} we could not

see the images. The sound effects were so well-done^{that} we could picture everything perfectly. ~~What we did~~^{What we did} ~~What did we do~~^{What we did} was use our imaginations. And when the show was over, we would go outside and pretend we were the characters.

Computer video games tap into the imagination in a similar way. My nephew loves to play video games. What engages his mind is not whether or not ~~can he see~~^{he can see} the picture. It's his imagination that he uses to direct the events of game. After finishing a game, he often goes outside and plays with his friend—just like I did.

C2: Condensing Information and Clarifying Ideas (p. 277)

- A.**
- At the end of the day, many travelers to foreign countries do not know what they will eat, where they will sleep, or how they will pay for their next ticket.
 - Historians are still wondering if the great Mayan culture declined because of environmental causes or if social and political issues caused its decline.
 - In the United States, it is inappropriate to ask an acquaintance how old you are, how much money you make, or how much you weigh, as these are all considered private.
 - Anthropologists disagree about many questions such as whether or not early humans first appeared in Africa, and if tool-making was responsible for an increase in human brain capacity.
 - When choosing a career, it is important to identify what tasks you are good at, what environment you enjoy, and what sort of rewards you expect.
- B.** Answers will vary. Some examples are:
- What this implies is that there are certain occasions when it is OK to lie.
 - What this suggests is that they are not exercising or eating a healthy diet.
 - What we can conclude is that global warming is a real phenomenon.

C3: Making Objective Comments (p. 278)

Answers will vary. Possible answers:

- It is widely assumed that power corrupts people.
- It is thought that city people are unfriendly.
- It was once assumed that smoking was perfectly safe.
- It is well-known that exercise improves one's energy.
- It is understood that reading is a pathway to intelligence.

C4: Writing Tip (p. 279)

Answers will vary.

CHAPTER 15

A3: After You Read (p. 283)

Answers will vary. Some examples are:

- The writer feels that a little lie is not as bad as a big lie. He gives the examples of: friends lying to you to spare your feelings versus someone who lies about killing someone.

- People often touch their nose when they are lying. They also cross their arms, laugh inappropriately, lean forward, use hesitations, and lick their lips.
- The polygraph was invented because we are not good at detecting liars. However, it cannot tell us who is a liar. It can only tell us that a person is stressed.
- Answers will vary.

Examining Form (p. 284)

A.

PRESENT IN THE REPORTING CLAUSE	PAST IN THE REPORTING CLAUSE
researchers say that there might well be a connection between lying and the nose on your face Researchers studying mendacity explain that most of us try to dupe someone at least once a day. They also say that we frequently try to find out whether others are deceiving us. Some say it is an invaluable tool, others reply that nothing could be further from the truth They warn that a polygraph cannot and never will tell us who's a liar.	Michel de Montaigne said that lies came in all sorts of shapes and sizes. They told you how delicious your cooking was. They asked politely whether you could give them the recipe. he informed the police that he did not do it Carlo Collodi warned the young that lying could make their noses grow longer with each lie they told. Hirsch told <i>USA Today</i> that when people were lying, the tissue in the nose began to fill with blood, causing swelling. Hirsch also said that people's stuttering rate and errors in speech increased when they weren't telling the truth.

B. Answers will vary.

Examining Meaning and Use (p. 284)

- We asked Maria a question.
- The computer hasn't been repaired yet.
- Luis went home the day he said this.
- I need to call Jim's boss.

B1: Listening (p. 288)

A. ~~A man~~^{said that} ~~he~~^{loved} his birthday gifts. In fact, he was really disappointed with them. A child watching TV^{assured her father} that she ~~had completed~~^{had completed} her homework. She really hadn't. A woman^{told a caller that} she had to get off the phone because the doorbell was ringing. It wasn't! Psychologists^{say} that these are all lies. They^{claim} that if a person intends to be misleading, then he or she is lying. Indeed, psychologists^{admit} that these are small lies, often called "white lies," but since they^{are} all attempts to deceive, they still fall under the category of lying.

- B.**
- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. a | 6. a |

B2: Identifying Reported Speech (p. 289)

- | | |
|------|-------|
| 1. — | 6. — |
| 2. ✓ | 7. ✓ |
| 3. ✓ | 8. — |
| 4. — | 9. ✓ |
| 5. ✓ | 10. — |

B3: Choosing Reporting Verbs and Introducing Reporting Clauses (p. 289)

- | | |
|----------|----------|
| 1. told | 6. if |
| 2. said | 7. that |
| 3. told | 8. when |
| 4. said | 9. that |
| 5. asked | 10. what |

B4: Choosing Verb Forms in Past Tense Reporting (p. 290)

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. a |
| 3. b | 8. b |
| 4. b | 9. b |
| 5. b | 10. a |

B5: Making Other Changes in Reported Speech (p. 290)

- | | |
|---------|--------------------|
| 1. she | 6. his |
| 2. they | 7. earlier |
| 3. her | 8. the next day |
| 4. him | 9. that day |
| 5. our | 10. the day before |

B6: Writing Quoted Speech (p. 291)

- A.** Answers will vary. Some examples are:
2. "What have you learned about life?"
 3. "I was dancing when I lost my necklace."
 4. "I'll call you today."
 5. "You must talk to me if you have any problems." or "You have to talk to me if you have any problems."
 6. "You can use my phone any time you need it."
- B.** Answers will vary. Some examples are:
2. She asked if I had eaten in the new cafeteria yet.
 3. They said/told me that they had discussed the question with their boss a week earlier.
 4. He asked what I was going to do if I had to move.
 5. She asked if I could believe that she used to live there.
 6. He said/told me that she could arrive any time the next day.

B7: Keeping the Same Verb Form (p. 291)

- A.**
1. I said I would take the purple sweater, but they gave me the red one! (must change verb form)
 3. He asked me what my grandfather was like. (past informal report)
 4. The experts have all told us that global warming is a serious matter. (general truth)
 5. B: He said you need to hurry! The train's coming into the station. (immediate report)
 6. But my mother said if I really wanted to go, I could use her car. (must change verb form)
 7. I wanted to ask Jill a question, but she said she didn't have the time to talk. (must change verb form)
 8. She asked me if I'm going to see Angelo soon. (future event)
- B.** Answers will vary.

B8: Using Other Reporting Verbs (p. 292)

- Answers will vary. Some examples are:
2. He questioned whether I was really committed to my job.
 3. She explained (to me) that you have to log on first, and then enter a password.

4. She suggested that I see a dentist about my tooth.
5. He replied that he'd love to take on the project for me.
6. He insisted that I accept his gift.

B9: Changing Demonstrative Adjectives and Pronouns (p. 293)

- Answers will vary. Some examples are:
2. He said my cartoons/the cartoons on my desk were the funniest he'd ever seen.
 3. She wondered if the jeans she was wearing looked big on her. She asked whether her jeans looked big on her.
 4. She thought the dress I was wearing looked gorgeous. She said my dress was gorgeous.
 5. Scott asked me to read the application he was about to send in. Scott asked if I could read the application he was working on before he sent it in.

B10: Paraphrasing in Reported Speech (p. 294)

- Answers will vary. Some examples are:
2. Joe asked if he could start a project later because he had a vacation booked. Jill said OK. Joe wondered if it would be OK if he started the project later because he had a vacation booked. Jill said it wouldn't be a problem.
 3. Jill asked Joe if she should marry José. Joe said she should. Jill asked Joe whether or not she should marry José. Joe said that José is great and Jill should marry him.
 4. Jill asked what Joe thought of her suit. He said he liked the blue one better. Jill wasn't sure if she liked her new suit and asked Joe. He said that he thought she looked better in the blue one.
 5. Joe asked if Jill had gotten a job she had interviewed for. Jill said her experience was perfect, so they offered it to her. Joe asked Jill whether she got the job. Jill said she had because her experience had been perfect and they offered her the job right there.

B11: Present Tense Reporting (p. 295)

2. Some experts claim that people only use ten percent of their brains.
3. Liz says she has to look for a new apartment.
4. My brother admits he didn't go to my ball game last night.
5. Your boss tells me you're doing very well at your job.
6. My mother explained that she used to ski, but she doesn't anymore.
7. My sister admits she lost my CD.
8. Doctors tell us that fatty foods are bad for us.

B12: Thinking About Meaning and Use (p. 296)

- | | |
|------|------|
| 1. F | 5. F |
| 2. T | 6. F |
| 3. F | 7. ? |
| 4. ? | 8. T |

B13: Speaking (p. 296)

Answers will vary.

C1: Editing (p. 297)

I recently saw a program on TV about a new exhibit on traditional textiles and fabrics. The interviewer, a young man, was talking with the exhibit curator and asked

what ~~did~~^{included} the exhibit ~~include~~^{include} besides things like blankets and clothing. The curator explained, ~~That~~^{that} because traditional textiles are rich in symbolism and color, they had had a significant effect on certain artists. ~~She~~^{him} told ~~that~~^{that} because of this influence, the exhibit also included works by painters who had been influenced by woven designs. I remember thinking at the time, “That’s very thought-provoking. I’d love to see this exhibit.” Then, the interviewer added that entrance to the exhibition was included with the regular museum admission fee, and asked the curator ~~did~~^{if} she ~~think~~^{thought} more people ~~would~~^{would} visit it for that reason? The curator responded ~~him~~^{him} that the museum never charges additional fees for special exhibitions because they want as many people as possible to enjoy them. I can’t wait to see it.

C2: Using Alternatives to Reporting Verbs (p. 299)

- A.** Answers will vary. Some examples are:
2. According to my brother, the movie was awful.
 3. Sociologists once made the claim that women were less intelligent than men.
 4. My parents have often made the assertion that honesty is the best policy.
 5. In my favorite teacher’s view, any dream can come true if you have the courage to pursue it.
 6. Andy Warhol, the notable artist, once made the observation that everyone will be famous for fifteen minutes.
- B.** Answers will vary.

C3: Writing Tip (p. 299)

Answers will vary.