

Grammar and Beyond Workbook 4 Answer Key

Unit 1 Cause and Effect 1

The Environment and You

Sentence Structure: Simple and Compound Sentences

1 page 2

- | | | |
|--------|--------|-------|
| 2. V | 6. OBJ | 10. S |
| 3. OBJ | 7. V | 11. S |
| 4. OBJ | 8. OBJ | |
| 5. S | 9. V | |

2 page 2

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

3 page 3

2. ; however,
3. , and
4. ; furthermore,
5. ; as a result, OR ; consequently,
6. Consequently, OR As a result,

4 page 3

2. Some companies are going paperless. Employees send e-mails instead of letters.
3. Telecommuting is becoming popular. Working from home saves energy.
4. Telecommuting means less travel, and less travel means less pollution.
5. A hundred years ago, no one recycled. Most of us do these days.
6. In every city there are recycling facilities, so it's easy to recycle.

Complex Sentences

1 page 4

- | | | |
|-------|-------|--------|
| 2. DC | 5. IC | 8. DC |
| 3. DC | 6. IC | 9. DC |
| 4. IC | 7. IC | 10. IC |

2 page 4

- | | |
|--------------------|--------------------|
| 2. if | 5. whereas |
| 3. Since / Because | 6. because / since |
| 4. although | 7. Whether |

3 A page 5

- | | | | |
|---------|------|---------|------|
| 2. a. C | b. E | 5. a. E | b. C |
| 3. a. E | b. C | 6. a. C | b. E |
| 4. a. C | b. E | | |

B page 5

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

Common Patterns with Nouns That Show Cause

1 page 6

2. Another important cause of forest loss is the need for agricultural land for crops.
3. The loss of forests in richer countries is the primary cause of large ecological footprints.
4. The lifestyles in richer countries can be a root cause of ecological problems in less well-off countries.
5. Governments that focus on the obvious causes of deforestation may miss the underlying causes.
6. Economic and social policies are also leading causes of forest loss.
7. Agriculture is probably the leading cause of deforestation, but it is not the only cause. OR Agriculture is probably not the only cause, but it is the leading cause of deforestation.

2 page 7

2. changes to the Earth's climate; natural changes
3. climate change has increased; our use of resources has increased
4. people should think about their actions; individuals' actions have consequences
5. making an estimate of one's footprint can be helpful; it can help in making changes
6. many people support environmental organizations; environmental organizations can be effective
7. people participate in neighborhood cleanup days; people are more interested in protecting the environment

3 page 7

- | | |
|-------------|-----------|
| 2. cause of | 5. reason |
| 3. reason | 6. reason |
| 4. factor | 7. factor |

4 page 8

Answers will vary.

Avoid Common Mistakes

1 page 8

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

2 page 9

- 2. a; The consequences of oil spills ^{are} disastrous to both plant and animal marine life.
- 3. e; For example, oil that spills on the surface of the water blocks oxygen to marine plant life.
- 4. b; Marine plants require oxygen to live, and ^{because} ~~due~~ of oil on the surface of the water, they cannot access the oxygen that is necessary for survival.
- 5. a; When this happens, marine plants ^{die} ~~die~~.
- 6. c; Oil can ^{cause} ~~because~~ birds and animals to lose their ability to stay warm and dry; as a result, they can die.
- 7. d; ^{Oil} ~~And oil~~ can also cause serious health problems in fish and in their eggs.
- 8. c; When sea birds and animals try to clean themselves, they may die ^{because} ~~cause~~ the oil they consume can be poisonous.
- 9. e; After an oil spill, many veterinarians are needed to help clean birds and animals who have come into contact with the oil.
- 10. a; Once they ^{are} ~~are~~ clean, the animals can be returned to the environment.
- 11. d; ^{However,} ~~But~~ they are still in danger if the oil is still in the water.

Self-Assessment pages 10–11

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. b | 7. b | 10. a | 13. b |
| 2. c | 5. b | 8. a | 11. b | 14. c |
| 3. b | 6. a | 9. c | 12. b | 15. b |

Unit 2 Cause and Effect 2

Consumer Behavior

Subordinators and Prepositions That Show Cause, Reason, or Purpose

1 page 12

- | | | |
|-------|-------|--------|
| 2. PP | 5. DC | 8. IC |
| 3. PP | 6. PP | 9. DC |
| 4. IC | 7. DC | 10. IC |

2 page 13

- | | |
|--------------------|-----------------|
| 2. because of; C/R | 7. so that; P |
| 3. so that; P | 8. because; C/R |
| 4. due to; C/R | 9. so that; P |
| 5. so that; P | 10. Since; C/R |
| 6. because of; C/R | |

3 page 14

- | | |
|------------|-------------------|
| 2. due to | 6. because of |
| 3. So | 7. because |
| 4. Because | 8. as a result of |
| 5. Since | |

4 pages 14–15

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

5 page 15

Answers will vary.

Transition Words and Phrases That Show Effect

1 page 15

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

2 page 16

- 2. Some consumers want to be environmentally conscious. Therefore, they look for green products. OR Some consumers want to be environmentally conscious; therefore, they look for green products.
- 3. Businesses want to attract these consumers. As a result, they may look for green products to sell. OR Businesses want to attract these consumers; as a result, they may look for green products to sell.
- 4. Green products are sometimes made from recycled items. Consequently, they may be more expensive. OR Green products are sometimes made from recycled items; consequently, they may be more expensive.
- 5. Consumers may care about good prices and about the planet. As a consequence, they may have to make a difficult choice. OR Consumers may care about good prices and about the planet; as a consequence, they may have to make a difficult choice.

6. Safe, natural household items like vinegar can be used instead of more dangerous products. Therefore, they are also considered green products. OR Safe, natural household items like vinegar can be used instead of more dangerous products; therefore, they are also considered green products.
7. There is a lot of interest in green products among consumers. Thus, businesses have responded to this aspect of the environmental movement. OR There is a lot of interest in green products among consumers; thus, businesses have responded to this aspect of the environmental movement.
8. Consumer demand for green products has increased. As a result, there are more and more green products available. OR Consumer demand for green products has increased; as a result, there are more and more green products available.

3 pages 16–17

Answers will vary.

Common Patterns with Nouns That Show Effect

1 page 17

- | | | |
|------------|---------------------|-------------|
| 2. result | 5. effect | 8. result |
| 3. effects | 6. result / results | 9. result |
| 4. effects | 7. effect | 10. effects |

2 pages 18–19

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

3 page 19

2. Consumers' choices are frequently the result of seeing a commercial on TV.
3. Advertising on TV is known to have a significant effect on young children.
4. When children see a commercial, often the result is that they want the item being advertised.
5. Children asking their parents to purchase toys and clothes is a direct result of seeing TV commercials.
6. Toy manufacturers are aware that advertising often has a positive result for them.
7. One effect of advertising is that parents feel pressured to buy items they can't afford.
8. Advertising can therefore have negative effects on a family's budget.

4 page 20

Answers will vary.

Avoid Common Mistakes

1 page 20

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

2 page 21

2. b; The average rebate was \$958; as a result ^{of} ~~on~~ this, many families had some extra money.
3. a; In 2011, the government did a study on the ^{effects} ~~affects~~ the rebates had on those households' spending.
4. c; According to the study, about half of the households who received a rebate used the extra money mostly to pay off debts because ^{of} ~~on~~ very high credit card bills and loans.
5. b; About 30 percent of recipients spent their rebate, which had a positive effect ^{on} ~~in~~ the economy.
6. a; About 17 percent put the money in savings, having a positive ^{effect} ~~affect~~ on the household, but not on the economy.
7. d; The government also looked at the data to see whether age or income level affected the way people used their rebates.
8. d; People younger than 55 were more likely to use the rebates to pay off debt; people older than 55 saved more of the rebate.
9. d; Of people under the age of 25, only about 13 percent put most of the money into savings.
10. b; Interestingly, the study showed that income level had little effect ^{on} ~~of~~ the way that people used the money.

Self-Assessment pages 22–23

- | | | | | |
|------|------|------|-------|-------|
| 1. a | 4. c | 7. c | 10. b | 13. a |
| 2. a | 5. b | 8. b | 11. b | 14. b |
| 3. a | 6. c | 9. a | 12. c | 15. c |

Unit 3 Cause and Effect 3

Social Responsibility

Present and Future Real Conditionals

1 pages 24–25

2. a 5. c
3. a 6. a
4. b 7. c

2 page 25

2. If customers appreciate its actions, a socially responsible company is going to make a profit. OR A socially responsible company is going to make a profit if customers appreciate its actions.
3. If customers care about a company's social mission, they might choose to buy that company's products.
4. If a company makes socially responsible decisions, it should have an impact on the community.
5. A company may decide to donate money to an organization if the organization's goals are related to the company's product.
6. If consumers see instances of a company's policies benefiting the community, the company's image is going to improve.
7. If the company causes an environmental or health problem, the company's public image will be affected. OR The company's public image will be affected if the company causes an environmental or health problem.
8. Customers will stay loyal to a company if the company keeps its promises.

3 page 26

2. c; Companies 5. b
3. c 6. c
4. b; Companies 7. a; When

Present and Future Unreal Conditionals

1 page 26

2. UC 5. UC
3. RC 6. RC
4. UC 7. UC

2 page 27

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

3 page 27

2. cleaned; would be / could be / might be
3. would save / could save / might save; did
4. had; would get / could get
5. would say; asked
6. would be / could be / might be; sponsored

7. knew; would be
8. started; would work / could work

4 page 28

2. If the company donated money or time to community organizations, it would / could / might be a real member of the community.
3. If the company's owner lived in the community, she would / might be aware of some of the problems it has.
4. If the owner knew that schools in the area need donated school supplies, her employees would / might help collect them.
5. If the owner was / were interested in acting responsibly, the company would / might check all of its products to make sure they are safe.
6. If employees were encouraged to pay close attention to product safety, the company's products would / might have a good record with consumer organizations.
7. If the company's employee policies were always fair, many community members would / might buy its products.
8. If a lot of community members bought the company's products, it would / could / might do well.

5 pages 28–29

Answers will vary.

Common Phrases with *Unless* and *If*

1 page 29

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

2 page 30

2. If 6. If
3. not 7. even
4. even 8. Only
5. unless 9. no one

3 pages 30–31

2. Volunteer vacations are a good way to see a new place, even if you spend part of your time working.
3. Even if you spend the days working on construction or tutoring a child, you'll have time to relax in the evenings.
4. Volunteering is a great idea for families with children if the children are not too young.
5. Volunteer vacations usually include sightseeing unless there are weather or security concerns.
6. Only if more people go on volunteer vacations will conditions in communities around the world improve.
7. Some people will go on vacation only if they don't have to do any work.
8. Unless you are one of them, you should consider a volunteer vacation.

Avoid Common Mistakes

1 pages 31–32

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

2 page 32

2. b; For instance, a fast-food restaurant may ^{advertise} ~~advertises~~ its charitable activities on its napkins or coffee cups.
3. c; The company ^{will} ~~would~~ mention its environmental policies in its advertisements if it is proud of its work.
4. a; If a company ^{is} ~~are~~ not strong environmentally, it can choose to highlight its fair labor policies in its public documents.
5. e; When a company wants to become better known in the community, it should consider sponsorships in its core areas.
6. a; If a company ^{makes} ~~make~~ products for children, it might choose to sponsor a children's sports team or summer camp.
7. e; If every company were socially responsible, communities might see some real changes.
8. d; It's difficult to make those changes ^{unless} ~~otherwise~~ individuals play a role, too.
9. e; Real change can happen only if each person, and each organization, plays a part.

Self-Assessment pages 32–33

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. a | 7. c | 10. c | 13. a |
| 2. a | 5. b | 8. b | 11. a | 14. c |
| 3. c | 6. b | 9. b | 12. b | 15. a |

Unit 4 Cause and Effect 4

Alternative Energy Sources

-ing Participle Phrases That Show Effect

1 page 34

2. avoiding the need to buy and recycle batteries
3. making it unnecessary to carry adapters and batteries
4. reducing their air-conditioning bills
5. lowering their energy costs
6. decreasing people's utility bills
7. saving them money

2 page 35

2. The chemical energy in plants is passed on to animals and people that eat them, giving them energy.
3. There will always be waste from animals and plants, offering us a good alternative to nonrenewable resources.
4. Biomass is organic material obtained from the waste of plants and animals, making it a renewable resource.
5. Energy is extracted from leftover food products such as vegetable oil and animal fats, producing biodiesel.
6. Biomass can be used instead of oil, making the world a better place.

3 page 35

- | | |
|----------------------|-------------------------|
| 2. thereby making | 5. thereby constituting |
| 3. thereby producing | 6. thereby benefiting |
| 4. thereby supplying | 7. thereby providing |

-ing Participle Phrases That Show Cause

1 page 36

- | | |
|----------------|------------------|
| 2. Living | 6. Containing |
| 3. Coming | 7. Being located |
| 4. Being | 8. Heating |
| 5. Originating | |

2 page 37

- | | |
|--|-----------------------------|
| 2. Not having; are | 6. having; aren't / are not |
| 3. Being; is | 7. having; are |
| 4. Wanting; invests in
OR is investing in | 8. possessing; gets |
| 5. Depending on; work | |

3 page 37

Answers will vary.

4 page 38

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

Verbs That Show Cause and Effect

1 page 38

- | | |
|-------------------|-----------------|
| 2. is produced | 7. leads to |
| 3. contributes to | 8. led to |
| 4. be caused by | 9. is caused by |
| 5. contributes to | 10. leads to |
| 6. is produced | |

2 page 39

- | | |
|------------------|----------------|
| 2. resulted from | 7. result in |
| 3. result in | 8. result from |
| 4. result from | 9. result in |
| 5. resulted in | 10. result in |
| 6. result in | |

3 page 39

2. to 6. from
3. in 7. in
4. from 8. to
5. to 9. to

Avoid Common Mistakes**1** page 40

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

2 page 40

2. d; They are interested in developing energy sources that ~~contribute~~ ^{contribute} to a smaller environmental footprint.
3. e; An alternative energy source that has many advantages is solar power.
4. c; First, solar power does not contribute ~~for~~ ^{to} air or water pollution.
5. b; For example, no emissions of any kind result ~~by~~ ^{from} operating solar power plants.
6. c; Therefore, these plants do not contribute ~~for~~ ^{to} climate change.
7. a; In addition, the production of solar energy results ~~of~~ ⁱⁿ no waste or garbage of any kind ~~by~~.

Self-Assessment pages 40–41

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. c | 7. c | 10. b | 13. b |
| 2. a | 5. b | 8. a | 11. c | 14. b |
| 3. a | 6. a | 9. b | 12. b | 15. a |

Unit 5 Comparison and Contrast 1

Family Size and Personality

Identifying Relative Clauses**1** page 42

2. S 6. P
3. P 7. O
4. O 8. S
5. S

2 pages 42–43

2. who / that are born last
3. that / which many people have
4. that / which researchers have done

5. about which many experts have strong ideas OR which / that many experts have strong ideas about
6. that / which recently appeared in journals
7. that / which indicate completely different reasons
8. that / which looked at family size
9. who / that came from small families

3 page 43

2. who 6. that
3. whose 7. who
4. that 8. that
5. whom

4 page 43

Answers will vary.

5 page 44

2. who / that think sibling rivalry only affects young children should be aware it can also be a problem in adulthood
3. who / that have aging parents must sometimes cooperate in taking care of them
4. who / that lives closer to the parents often has to spend the most time taking care of them
5. whose children get along well as adults tend to get the best care
6. who / that are used to making decisions need to respect the views of their younger brothers and sisters
7. who / that act as peacemakers in families may find conflict difficult

Comparatives with As . . . As**1** page 45

2. as tall as 6. as quickly as
3. as dark as 7. as energetically as
4. as recently as 8. as loudly as
5. as short as

2 pages 45–46

2. He is not doing as well as he did as a child.
3. Matt's life is not as satisfying as Laura's.
4. Matt's relationship with his parents is not as good as Laura's.
5. Matt is not as secure now as he was when he was growing up.
6. Laura's life is as good now as it was when she was growing up.
7. Laura works as hard now as she did when she was in college.
8. Laura is as happy now as she was when she was in her twenties.

3 page 46

2. just as much
3. quite as many
4. nearly as
5. not quite as
6. nearly as
7. nearly as

4 page 46

Answers will vary.

Common Patterns That Show Contrast

1 page 47

2. In
3. between
4. In
5. from
6. In; to
7. from
8. between

2 pages 47–48

2. difference
3. In contrast
4. difference between
5. Unlike
6. In contrast
7. differs from
8. In contrast to
9. differ from
10. difference between
11. Unlike

3 page 48

Answers will vary.

Avoid Common Mistakes

1 page 48

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

2 page 49

2. a; However, a study ^{which / that} ~~who~~ the Children's Health Research Center published in 2008 shows that adopted children tend to be happy and well adjusted.
3. e; The study indicated several interesting facts about the characteristics of children who are adopted.
4. c; It showed that a significant percentage of adopted children who ^{have} ~~has~~ siblings were adopted along with their brothers or sisters into the same families.
5. a; Studies ^{which / that} ~~who~~ look at the mental health of adopted children have looked at children adopted with and without their siblings.
6. b; Most of these studies show that children ^{who / that} ~~are~~ adopted along with their siblings tend to be happier and healthier than children who are not adopted with their siblings.

7. c; In addition, the study showed that children who ^{live} ~~lives~~ with adoptive parents tend to do well in school.
8. d; According to parents who have both adopted and biological children, their adopted children have the same levels of achievement in school ^{as} ~~than~~ their biological children.
9. e; The study's authors concluded that parents of adopted children tend to give their adopted children the same degree of attention as their biological children.
10. b; Many experts agree that this is one of the most important factors ^{that / which} ~~contribute~~ to the health and welfare of children in general.

Self-Assessment pages 50–51

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. c | 7. a | 10. c | 13. b |
| 2. a | 5. a | 8. c | 11. b | 14. c |
| 3. c | 6. c | 9. a | 12. a | 15. a |

Unit 6 Comparison and Contrast 2

Men, Women, and Equality

Complex Noun Phrases

1 page 52

2. gender inequality
3. successful female entrepreneurs
4. hands-on business training
5. female business owner
6. extremely attractive career change
7. flexible work schedule
8. great financial advantages

2 A pages 52–53

2. between
3. who
4. in
5. expected
6. owning
7. with
8. wanting
9. of
10. for
11. that

B page 53

- b. 3, 11
- c. 6, 8
- d. 5

3 pages 53–54

2. The men and the women who participated in the survey
3. significant differences in the emotional attitudes of men and women

4. feelings of confidence about their financial futures
5. positive feelings about the future
6. the majority of women in the study
7. small amounts of money growing in investment accounts
8. much larger amounts of money invested

4 page 54

2. A significant difference in gender roles
3. A recently released study
4. the belief held by previous generations OR the belief of previous generations
5. The most significant difference
6. The increasing participation of Millennial fathers
7. This popular belief
8. Equal parenting

Parallel Structure

1 page 55

2. less traditional
3. make all the arrangements
4. arranging for the food and drinks
5. host a rehearsal dinner
6. participate in the planning
7. formal
8. third weddings
9. more environmentally conscious weddings
10. approach to life

2 page 56

2. the acceptance of the proposal OR its acceptance
3. choosing the date for the wedding
4. the bride's family gave the groom's family food and clothing
5. carried the gifts back and forth between the two families
6. lived with friends
7. covered it with special fruits
8. the hope for many children
9. noisy
10. happiness
11. for his parents

3 page 56

Answers will vary.

Common Quantifiers

1 page 57

- | | |
|---------------|-----------------|
| 2. most | 6. a few |
| 3. none | 7. Some |
| 4. all | 8. Most |
| 5. Almost all | 9. A great many |

2 pages 57–58

- | | |
|------------|-----------------|
| 2. much | 6. little |
| 3. Most of | 7. a few |
| 4. no | 8. a great many |
| 5. a few | |

3 pages 58–59

- | | |
|------------------------|-----------------------|
| 2. slightly more | 6. considerably less |
| 3. substantially less | 7. considerably more |
| 4. considerably less | 8. substantially more |
| 5. significantly fewer | |

Avoid Common Mistakes

1 page 59

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

2 page 60

2. c; As the law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or ^{or be subjected} ~~you cannot subject them to~~ discrimination under any education program or activity receiving Federal financial assistance."
3. b; Title IX applies to any educational program that receives federal funding, including public institutions of higher education such as colleges and universities, ~~and to vocational schools, and it also applies to~~ professional schools.
4. b; Two significant benefits of Title IX are the rise in women's participation in athletics and ^{increased} ~~the~~ enrollment of women in institutions of higher education ~~has increased, too.~~
5. e; Before Title IX, there were few opportunities for girls who wanted to play on school teams or participate in school-sponsored athletic activities.
6. d; Today, thanks to Title IX, women play on college sports teams, female athletes receive sports scholarships, ~~women's sports continue to rise in popularity and the rising popularity of women's sports.~~
7. a; Because of the access to sports and higher education that Title IX affords, many women now lead lives that ^{more rewarding} ~~are healthier, happier, and they receive more rewards.~~

Self-Assessment pages 60–61

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. b | 7. c | 10. a | 13. b |
| 2. a | 5. c | 8. c | 11. a | 14. c |
| 3. a | 6. a | 9. b | 12. a | 15. a |

Unit 7 Comparison and Contrast 3

Family Values in Different Cultures

Comparative and Superlative Adjectives and Adverbs

1 page 62

- | | |
|-----------------------|-------------------------|
| 2. more diverse than | 6. luckier than |
| 3. harder than | 7. harder than |
| 4. the least likely | 8. more readily than |
| 5. the most important | 9. the most significant |

2 pages 62–63

- | | |
|-------------|--------------|
| 2. more | 6. Ø |
| 3. the most | 7. less |
| 4. than | 8. the least |
| 5. as | |

3 page 63

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

Articles

1 page 64

- | | |
|---------------|-------------|
| 2. Ø; Ø | 6. Ø; an; a |
| 3. Ø; an | 7. Ø; a |
| 4. a; Ø; a; a | 8. Ø; Ø |
| 5. Ø; Ø; Ø | |

2 page 64

- | | |
|--------|--------|
| 2. a | 7. an |
| 3. a | 8. Ø |
| 4. a | 9. the |
| 5. the | 10. a |
| 6. the | 11. Ø |

3 page 65

- | | |
|--------|---------|
| 2. Ø | 7. an |
| 3. Ø | 8. the |
| 4. a | 9. the |
| 5. the | 10. an |
| 6. a | 11. the |

Common Expressions That Show Similarity

1 page 66

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

2 pages 66–67

- | | |
|--------------|-------------------|
| 2. Likewise | 5. have something |
| 3. in common | 6. similar to |
| 4. Like | |

Avoid Common Mistakes

1 page 67

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

2 page 68

2. c; ~~The~~ Mr. Brown has been an instructor of English here for three years,
3. e; and now he is having a larger role in his students' lives by coordinating their social events.
4. d; Of course the interests of one group of students are never ^{the} same as another, so it is important to offer different activities each semester.
5. b; Last semester, one of the ^{best} ~~most~~-reviewed activities was a trip to Niagara Falls.
6. b; This shows that the ^{best} ~~most~~-planned programs are not always successful.
7. e; In order to offer more variety, Mr. Brown is going to plan a new program.
8. a; He hopes to have a ~~more~~ wider range of activities, including activities to learn about American sports, food, and holidays.

Self-Assessment pages 68–69

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. c | 7. c | 10. a | 13. c |
| 2. a | 5. c | 8. b | 11. c | 14. b |
| 3. b | 6. c | 9. b | 12. c | 15. a |

Unit 8 Comparison and Contrast 4

Intercultural Communication

Adverb Clauses of Contrast and Concession

1 page 70

- | | |
|-------|--------|
| 2. CN | 7. CT |
| 3. CN | 8. CN |
| 4. CT | 9. CT |
| 5. CN | 10. CT |
| 6. CT | |

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

3 pages 71–72

- | | |
|----------------------|----------------------|
| 2. \emptyset | 6. while / whereas |
| 3. Although / Though | 7. \emptyset |
| 4. While / Whereas | 8. Although / Though |
| 5. while / whereas | 9. \emptyset |

Transition Words and Phrases That Show Contrast and Concession

1 pages 72–73

2. Businessmen's clothing doesn't change dramatically across cultures. On the other hand, businesswomen's clothing does. OR Businessmen's clothing doesn't change dramatically across cultures; on the other hand, businesswomen's clothing does.
3. Informal clothing is acceptable in the United States. In contrast, it may not be suitable in other countries. OR Informal clothing is acceptable in the United States; in contrast, it may not be suitable in other countries.
4. In spite of trying to look professional, American women may find that their clothing is not appropriate in all international business environments.
5. Latin American and European women can wear colorful business clothing in their own countries. Nevertheless, they should wear neutral colors when doing business in East Asia and the Middle East. OR Latin American and European women can wear colorful business clothing in their own countries; nevertheless, they should wear neutral colors when doing business in East Asia and the Middle East.
6. Pant suits are accepted in the United States. Conversely, they are not always accepted in Japan and the Middle East. OR Pant suits for women are accepted in the United States; conversely, they are not always accepted in Japan and the Middle East.
7. Businesswomen can show their knees in the United States. However, they should not do this in Russia, India, or East Asia. OR Businesswomen can show their knees in the United States; however, they should not do this in Russia, India, or East Asia.
8. Businesswomen in Russia, India, or East Asia might wear more conservative clothing instead of skirts.

2 page 73

- | | |
|----------------------|--------------------|
| 2. however | 6. Instead of |
| 3. nevertheless | 7. On the contrary |
| 4. Conversely | 8. nonetheless |
| 5. on the other hand | 9. Instead |

3 page 74

Answers will vary.

Avoid Common Mistakes

1 page 74

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

2 page 75

2. e; On one hand, this is desirable because points can be made very quickly.
3. b; On ^{the other} ~~another~~ hand, this can get too competitive!
4. c; In contrast, ^{business} conversation styles in most of Asia are more structured.
5. c; On the contrary, ^{jumping} in to take control of the conversation is very common in these regions.
6. d; Although the rugby and basketball styles have some similarities, such as talking when others are talking, ~~but~~ there are differences.
7. e; For example, in the rugby style, one speaker may touch the other speaker or move closer to him or her.
8. a; ^{On} ~~In~~ the other hand, touching another person can be seen as too personal.
9. e; Perhaps the most important thing to remember about conversation ^{styles} is that they are generalities.
10. d; Although many people will have the style of their culture, ~~but~~ there may be differences among individuals.

Self-Assessment pages 76–77

1. b 4. c 7. b 10. c 13. c
2. c 5. b 8. b 11. b 14. a
3. b 6. a 9. a 12. a 15. c

Unit 9 Narrative 1

The American Dream

Past Perfect and Past Perfect Progressive

1 page 78

2. married; hadn't / had not received
3. succeeded; had tried
4. had joined; joined

5. began; hadn't / had not experienced
6. arrested; hadn't / had not given up
7. had won; died

2 page 79

2. had been working; decided
3. had been considering; organized
4. held; had been corresponding
5. decided; had been drafting
6. had been getting; heard
7. had been campaigning; became
8. spoke; had been questioning

Past Modals and Modal-like Expressions

1 page 80

2. could 6. could not
3. could not 7. did not have to
4. had to 8. had to
5. could

2 page 80

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

3 page 81

2. used to
3. used to / would; used to / would
4. used to / would
5. used to / would
6. used to
7. used to
8. used to / would

Common Time Clauses

1 page 82

2. ST; When Cesar was 10 years old
3. I; After his family lost the farm
4. RP; every time a crop harvest finished
5. U; until he reached the eighth grade
6. Q; Once he was 18 years old
7. 2; Before Cesar returned to farm work
8. I; when he became tired of their horrible working conditions
9. RP; every time the farm workers were treated badly
10. U; until Cesar Chavez began leading them

2 page 82

Answers will vary.

Avoid Common Mistakes

1 page 83

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

2 page 83

2. c; Every time Drew's mother saw him writing, she ~~had~~ worried.
3. d; Drew's mother had had a boring job for years, and she didn't want to see Drew in the same situation.
4. a; Soon after Drew had ^{begun} ~~begin~~ high school, his English teacher noticed his talent.
5. b; She ^{had been} ~~was~~ reading students' work for 20 years when Drew's clever stories came across her desk.
6. a; She had never ^{seen} ~~saw~~ stories like his before.
7. d; At the end of his junior year, Drew's teacher suggested that he enter his stories in a competition.
8. b; He ^{had been} ~~was~~ hoping for an opportunity like this since he was a child.

Self-Assessment pages 84–85

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. b | 7. c | 10. a | 13. c |
| 2. a | 5. c | 8. b | 11. a | 14. a |
| 3. c | 6. c | 9. b | 12. b | 15. a |

Unit 10 Narrative 2

Immigration

Demonstratives

1 A page 86

2. that 6. those ... are
3. These ... are 7. Those
4. this 8. this ... is
5. these

B page 87

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

2 pages 87–88

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

Common Time Signals**1** pages 88–89

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

2 page 89

2. g 6. b
3. e 7. c
4. a 8. i
5. h 9. f

3 page 90

2. She settled in downtown Chicago when she first arrived and lived there for about five years.
3. She got a job in a department store, and over the next five years, she saved her money carefully.
4. By 2002, she had saved enough money to be able to start college.
5. Mona worked the entire time she was in college; that left her little time for anything else.
6. She attended college from 2002 through 2007, when she received a bachelor's degree in accounting.
7. When she got her first job as an accountant, her new salary enabled her to move to the suburbs.
8. After debating the costs and benefits, she finally bought a small house on a quiet street.
9. It was the first time she had lived in such a quiet neighborhood, and she found that she missed the city.
10. Now Mona is back in the city once again, living in her old neighborhood near her old friends.

4 page 91

Answers will vary.

Avoid Common Mistakes**1** page 91

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

2 page 92

2. d; I visited this museum last weekend; I wanted to see their "living history" show.

3. a; In ^{this} ~~these~~ show, actors play people from periods in our city's history; they were wearing clothes and doing tasks from that time.

4. c; I had ^{never} ~~seen~~ such amazing re-enactors.

5. d; One played a recent immigrant who was working for a married couple; this immigrant was a distant relative.

6. a; ^{This/That} ~~Those~~ show demonstrated how much work it was for new immigrants to come here.

7. b; I'm planning to visit the museum again over ^{the} ~~an~~ next few months for its other exhibits.

8. b; The one over ^{the} ~~an~~ next two weeks is going to be particularly interesting.

9. c; I ^{always} ~~am~~ interested in learning new things from these exhibits.

Self-Assessment pages 92–93

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. a | 7. b | 10. a | 13. c |
| 2. b | 5. b | 8. a | 11. c | 14. a |
| 3. b | 6. c | 9. c | 12. b | 15. b |

Unit 11 Classification and Definition 1
Job Interviews**The Passive****1** page 94

- | | | |
|-------|-------|--------|
| 2. AS | 6. PS | 10. PS |
| 3. PS | 7. PS | 11. AS |
| 4. PS | 8. AS | 12. PS |
| 5. AS | 9. PS | |

2 page 95

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

3 pages 96–97

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

4 page 98

2. You will be called
3. could be delayed
4. interviews are conducted
5. You are asked to arrive

6. You will be given
7. you may be asked; by
8. your references can be checked
9. will be considered
10. Any questions about these procedures should be addressed

5 page 99

- | | |
|------------------|------------------|
| 2. been analyzed | 6. be argued |
| 3. compared | 7. linked |
| 4. were | 8. been observed |
| 5. associated | |

Common Words and Phrases Used in Classification Writing

1 page 99

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

2 page 100

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

3 pages 100–101

Answers will vary.

Avoid Common Mistakes

1 page 101

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

2 page 102

2. a; Applicants ^{may often} ~~often may~~ be asked to talk about what they think their strong points and weak points are, based on the position they are applying for.
3. c; It's a good idea to give some thought to this question if you are going to be involved ⁱⁿ ~~on~~ a job interview.
4. b; When you are asked about your strengths, try to talk about the skills you have, based ^{on} ~~in~~ your experience.
5. a; You ^{should always} ~~always should~~ be careful not to sound too proud, but if you have good skills, you should mention them.
6. d; In some cultures it's considered impolite to say good things about yourself, but the interviewer will be expecting you to do so.

7. c; One idea is to talk about any special projects you have been involved ⁱⁿ ~~on~~.
8. d; You may be asked to talk about your weaknesses; in this case, be honest but not negative.
9. b; The best answer may be one that is based ^{on} ~~as~~ a positive; for example, "I sometimes spend too much time on a project because I am trying to do a good job."

Self-Assessment pages 102–103

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. a | 7. a | 10. c | 13. c |
| 2. a | 5. b | 8. c | 11. b | 14. a |
| 3. c | 6. a | 9. b | 12. a | 15. b |

Unit 12 Classification and Definition 2

Your Ideal Job

The Language of Definition

1 page 104

- | | |
|-------|-------|
| 2. DD | 6. T |
| 3. T | 7. GN |
| 4. T | 8. GN |
| 5. DD | |

2 page 105

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

3 page 106

2. A person who fits this idea is sometimes referred to as a stereotypical member of the group.
3. For example, a person who loves being with others and hates being alone might be referred to as a stereotypical extrovert.
4. Putting people into groups based on these ideas is called stereotyping.
5. Treating people less well because they are members of a particular group is known as discrimination.
6. Stereotyping can be defined as a type of discrimination.
7. Gender discrimination is defined as treating people differently depending on whether they are male or female.
8. Making judgments or decisions about people based on their age is called age discrimination.

4 pages 106–107

2. the six personality types are referred to as
3. people who like to solve problems are called
4. are defined as
5. are referred to as compatible
6. Incompatible people would be defined as

7. are referred to as
8. they are often called theories

Appositives

1 pages 107–108

2. c 6. c
3. a 7. c
4. b 8. a
5. a 9. c

2 page 109

2. a 6. e
3. f 7. c
4. i 8. g
5. h 9. b

3 page 110

2. She's a good example of a social personality type (a personality type that enjoys working with others).
3. Tina does human resources work (work helping other employees and job applicants).
4. Tina works in the Employee Relations Support Office (ERSO).
5. Her job is full-time (40 hours a week).
6. She's a Human Resources Specialist, a mid-level position.
7. At her company, a personality assessment, the Workplace Compatibility Inventory, is given to all new employees.
8. Tina says that the WCI – a test researched and designed by her company – helps people work together.

4 page 111

Answers will vary.

Avoid Common Mistakes

1 page 111

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

2 page 112

2. c; Leading people and leading change are two skills ^{that / which} ~~who~~ leaders need to have.
3. d; ^{These skills} ~~They~~ are not the only ones.
4. e; Effective leaders need to be accountable, or willing to hold themselves responsible for both good work and for mistakes.
5. b; They need to be what ^{is} ~~are~~ referred to as “politically savvy”; that is, able to act appropriately according

to the internal and external politics at work in the organization.

6. c; A leader ^{who} ~~which~~ is not able to do this is likely to run into difficulties.
7. b; Leaders need business acumen, which is ^{defined} ~~defining~~ as the ability to manage human, money, and information resources well.
8. d; Without ^{these resources} ~~them~~, it is difficult to manage an organization.
9. a; Finally, a good leader needs to be results driven; this means that he or she is ^{someone} ~~people~~ who ^{meets} ~~meet~~ goals and expectations.
10. e; A person who has all of these skills is likely to be effective at what he or she does, and a good leader.

Self-Assessment page 112

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. b | 7. c | 10. b | 13. b |
| 2. c | 5. a | 8. a | 11. a | 14. c |
| 3. a | 6. b | 9. b | 12. a | 15. b |

Unit 13 Problem–Solution 1

Food and Technology

Present Perfect and Present Perfect Progressive

1 page 114

2. Most people have already eaten GM foods. OR Most people have eaten GM foods already.
3. Have you ever seen a GM label in a supermarket?
4. Most people have never seen these labels in supermarkets.
5. Many consumers have never been able to identify GM ingredients.
6. Many supermarkets have not yet labeled GM foods. OR Many supermarkets have not labeled GM foods yet.
7. The government has already proposed GM food labels. OR The government has proposed GM food labels already.
8. However, this has not yet become law. OR However, this has not become law yet.

2 page 115

2. has arranged / arranged
3. has released / released
4. has ... been
5. continues

6. has increased / increased
7. has decreased
8. has become
9. provides / has provided
10. started
11. have become
12. are / have been
13. has been

3 page 116

2. have been concerned
3. released
4. is not
5. have been using
6. are using
7. has been
8. denied

4 A page 117

2. have been working
3. have grown / have been growing
4. have used / have been using
5. has employed / has been employing
6. has been taking
7. has resulted
8. has received / has been receiving
9. have been
10. have offered / have been offering

B page 117

Sentences 3, 4, 5, 8, and 10 have more than one correct answer.

5 pages 117–118

2. hasn't / has not been required
3. have been used
4. have been conducted
5. have been collected
6. have been asked
7. have also been polled
8. have been invited

Common Noun Phrase Structures

1 page 118

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

2 page 119

2. the goal of / the purpose of
3. the results of
4. the majority of / a number of
5. The results of
6. The importance of
7. a number of
8. a number of / the majority of

9. The number of
10. The definition of
11. The essence of

3 page 120

- | | |
|---------------------------|-----------------------|
| 2. b; the notion that | 6. a; the belief that |
| 3. b; the assumption that | 7. a; the fact that |
| 4. a; the fact that | 8. a; the view that |
| 5. a; the idea that | |

4 page 121

Answers will vary.

Avoid Common Mistakes

1 page 121

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

2 page 122

2. d; Organic produce is produce grown without the use of pesticides.
3. a; There is a great deal of ^{information} ~~informations~~ on the negative effects of pesticides.
4. c; A number of ^{scientists} ~~scientist~~ agree with the fact that pesticides cause a variety of health problems in humans.
5. a; For example, ^{research shows} ~~researches show~~ that pesticides can cause damage to the nervous and reproductive systems of humans.
6. c; A number of ^{studies show} ~~study shows~~ that when children are given a diet of organic produce, pesticide levels in their bodies drop dramatically.
7. b; In addition, most experts agree with ^{the} ~~this~~ fact that the use of pesticides is unsustainable.
8. d; This is because pesticides affect the soil, as well as insects and other living creatures.
9. b; ^{The} ~~This~~ fact that pesticides build up in the soil and remain there for many years means that the soil is less able to support plant life as time goes on.
10. a; There is a great deal of ^{evidence} ~~evidences~~ that organic farming practices reverse the process of soil damage, essentially keeping it clean and healthy for generations to come.

Self-Assessment pages 122–123

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. b | 7. c | 10. a | 13. c |
| 2. a | 5. b | 8. b | 11. c | 14. b |
| 3. a | 6. a | 9. c | 12. b | 15. c |

Unit 14 Problem–Solution 2

Children and Health

Reporting Verbs

1 A page 124

- describes / suggests / recommends
- believe / suggest
- recommends / suggests
- recommends / suggests
- describes / emphasizes
- believe / emphasize / show
- describes / shows
- shows
- believe
- believes / emphasizes
- believes

B page 124

Sentence 10

2 page 125

- | | |
|-------------|-----------------|
| 2. suggests | 7. demonstrates |
| 3. believes | 8. claims |
| 4. suggests | 9. concluded |
| 5. alleged | 10. proposes |
| 6. suggests | |

3 page 126

- Rosen argues that there is not necessarily a relationship between obesity and self-esteem.
- Rosen shows that not all adolescents who are overweight have psychological problems.
- Rosen emphasizes that certain cultures do not consider obesity unattractive.
- Rosen recognizes that certain cultures do not consider obesity unhealthy.

Adverb Clauses and Phrases with As

1 page 126

- | | |
|-----------------|----------------|
| 2. can be seen | 6. shows |
| 3. demonstrates | 7. points out |
| 4. shown | 8. illustrated |
| 5. demonstrated | 9. points out |

2 page 127

- As shown in / by the chart
- As seen in the chart
- As the chart shows
- As demonstrated in / by the chart

- As the chart illustrates
- As illustrated in / by the chart
- As the chart points out

Common Vocabulary for Describing Information in Graphics

1 page 128

- | | |
|-------------|-------------|
| 2. declines | 7. dramatic |
| 3. can be | 8. dropped |
| 4. decline | 9. rapid |
| 5. sharp | 10. rise |
| 6. drop | |

2 A page 128

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

B page 129

Answers will vary.

Avoid Common Mistakes

1 page 129

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

2 page 130

- c; As ~~the~~ Lee's 2010 study shows, children who exercised just one additional hour per week lowered their blood pressure.
- c; As ~~the~~ Figure 1 shows, study participants lowered their blood pressure by an average of 30 percent.
- b; Another study demonstrates ~~that~~ a significant drop in body weight by adding only 2 hours of activity per week.
- c; As ~~the~~ Figure 2 shows, 100 children lost an average of 15 pounds in three months.
- a; From this study, it can^{be}_✓ inferred that children can achieve a steady weight loss by increasing their activity levels only slightly.
- b; Finally, Green's 2011 study shows ~~that~~ the case of a group of 150 children with Type 2 diabetes.
- c; As ~~the~~ Figure 3 shows, by increasing their activity levels 30 minutes per day, over half of the children in the group were able to stop taking diabetes medication.

9. d; Clearly, the study shows some very encouraging results.
10. a; From these and other studies, it can ^{be} seen that small changes can have big results.

Self-Assessment pages 130–131

- | | | | | |
|------|------|------|-------|-------|
| 1. a | 4. b | 7. b | 10. b | 13. a |
| 2. c | 5. b | 8. a | 11. c | 14. b |
| 3. b | 6. a | 9. a | 12. a | 15. c |

Unit 15 Problem–Solution 3

Health and Technology

Adverb Clauses of Purpose and Infinitives of Purpose

1 pages 132–133

- b. so / so that; The site
- a. So / So that; comma necessary after *minerals*
- b. so / so that
- a. So / So that; comma necessary after *deal*
- b. so / so that; The site
- a. So / So that; comma necessary after *information*
- b. so / so that

2 page 133

- so as not to have
- in order not to make
- in order to cut down on
- in order to improve
- so as to use
- in order to give
- so as not to waste
- in order not to lose

3 A page 134

- | | |
|------------|----------------|
| 2. to | 6. in order to |
| 3. So that | 7. to |
| 4. so that | 8. To |
| 5. so that | 9. so that |

B page 134

Sentences 1 and 2

- What do doctors need to learn **in order to** communicate with patients from different backgrounds?
- As surprising as it may seem, some doctors do not understand that they need to smile **in order to** put patients at ease.

Reducing Adverb Clauses to Phrases

1 page 135

- | | |
|--------------------|---------------------|
| 2. Before starting | 7. When researching |
| 3. Before going | 8. When reading |
| 4. Before looking | 9. After doing |
| 5. While searching | 10. after finding |
| 6. While studying | |

2 page 136

- | | |
|---------------------|--------------------|
| 2. Having had | 5. Having received |
| 3. Having consulted | 6. Having found |
| 4. Having spoken | |

3 page 136

Answers will vary.

Common Vocabulary to Describe Problems and Solutions

1 page 137

- | | |
|-------------|----------------------------|
| 2. of | 10. considered |
| 3. to | 11. necessary / considered |
| 4. in | 12. considered |
| 5. to / for | 13. necessary |
| 6. of | 14. primary |
| 7. by | 15. secondary |
| 8. to | 16. possible |
| 9. of | |

2 page 138

- is; limit; spend
- is; move
- be solved; monitor
- becomes; is
- should / must / may be considered; suffer

3 page 138

Answers will vary.

Avoid Common Mistakes

1 pages 138–139

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

2 page 139

- a; For ^{example} ~~examples~~, removing the causes of stress in one's life and making small lifestyle changes can greatly help anxiety sufferers.
- c; The first step is to try to identify the causes of anxiety ^{that} ~~so~~ the individual can determine whether they can be eliminated.

4. a; For ^{example} ~~examples~~, unpleasant working conditions and not having enough money are two common causes of stress.
5. d; While individuals may not be able to quit their jobs, counseling may help anxiety sufferers, giving them strategies so they can cope better with difficult situations.
6. d; People with financial problems can learn money-management techniques so they eliminate that particular source of stress.
7. b; The problem of ~~the~~ anxiety can also be solved by changing one's lifestyle.
8. a; For ^{example} ~~examples~~, regular exercise and a healthy diet can help eliminate stress.
9. c; Exercise is often relaxing, so ~~that~~ it alleviates stress.
10. a; Avoiding certain foods and drinks that may lead to anxiety, for ^{example} ~~examples~~, caffeinated beverages and sugary foods, can also help reduce anxiety.

Self-Assessment pages 140–141

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. c | 7. a | 10. b | 13. c |
| 2. a | 5. a | 8. c | 11. b | 14. a |
| 3. b | 6. b | 9. a | 12. b | 15. b |

Unit 16 Problem–Solution 4

Leading a Healthy Life

It Constructions

- 1** page 142
- It might be difficult to change your diet.
 - It is possible that a diet might not work.
 - It may not be helpful to do too much exercise.
 - It seems that the first few weeks of a diet are very difficult.
 - It might be true that some foods strengthen our memories.
 - It is true that some vegetables do not provide enough nutrients.
 - It appears that healthy eating improves energy levels.
 - It seems that people should eat five servings of fruits and vegetables a day.

- 2** page 143
- for
 - that
 - to
 - that
 - for
 - to
 - to
 - that
 - that

- 3** page 143
- It appears that
 - It is difficult to
 - It is unlikely that
 - It seems that
 - It is best that
 - It is possible to
 - It appears that
 - It is certain that
 - It is easy to
 - It is true that
 - It is obvious that

- 4** page 144
- It has been suggested
 - It is believed
 - It has been proven
 - It can be shown
 - It has been found
 - It is thought
 - It is accepted
 - It has been found

- 5** page 144
Answers will vary.

Common Transition Words to Indicate Steps of a Solution

- 1** page 145
- C
 - B
 - A
 - B
 - D

- 2** page 146
- Second
 - Third
 - then
 - Ø
 - After that
 - Last

- 3** page 146
Answers will vary.

Avoid Common Mistakes

- 1** page 147
- b
 - a
 - a
 - c
 - c
 - c
 - c

- 2** page 148
- b; For many people, it is impossible ^{to} believe that our attitudes can affect our health, but this seems to be true.

3. a; Most people understand that it is ^{important} ~~important~~ to be positive in order to be happy.
4. c; According to researchers, a positive attitude first lowers blood pressure and ^{then} ~~than~~ other positive effects follow, such as healthier blood flow and heart rate.
5. d; These findings are noteworthy because it is important to remember that heart health has a strong influence on overall health.
6. b; Although it is impossible ^{for} ~~for~~ researchers to measure exactly how much a positive attitude can benefit the heart, it is definitely significant.
7. c; So, the next time you are feeling upset, remind yourself of the results of this study, ^{then} ~~than~~ take a deep breath and try to relax.

Self-Assessment pages 148–149

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. a | 7. a | 10. b | 13. a |
| 2. c | 5. b | 8. c | 11. a | 14. b |
| 3. a | 6. c | 9. c | 12. b | 15. b |

Unit 17 Summary–Response

Privacy in the Digital Age

Past Unreal Conditionals

1 page 150

- would have been; had signed
- hadn't opened; wouldn't have infected
- wouldn't have contacted; hadn't reported
- hadn't spent; would have finished
- had closed; wouldn't have seen

2 pages 150–152

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

3 pages 152–153

- If I had recognized your number, I would have answered the phone.
- If you had visited only trusted websites, you wouldn't have gotten the computer virus.
- If Murat hadn't given his number to strangers, he wouldn't have received prank phone calls.
- If you hadn't clicked on strange links, you wouldn't have had problems.

- If I had logged on, I would have received your e-mail.
- You couldn't have protected your password very well if your e-mail was hacked.
- If you hadn't used your credit card online, you wouldn't have lost the money. OR You wouldn't have lost the money if you hadn't used your credit card online.
- If you had been more patient, your laptop wouldn't have crashed.
- If we hadn't seen the news report online, we wouldn't have known about the scam.

4 page 153

Answers will vary.

Common Phrases Used in Summary–Response Writing

1 page 154

- A; According to the author
- A; The author further explains
- A; The author goes on to show
- C; The author concludes
- B; the author fails to address
- B; The author does not mention
- B; the author fails to provide

2 pages 154–155

- | | |
|-----------------------------|---------------------|
| 2. starts | 6. concludes |
| 3. also says / states | 7. Summing up |
| 4. states / goes on to give | 8. fails to address |
| 5. also says / states | |

3 page 155

Answers will vary.

Avoid Common Mistakes

1 page 155

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

2 page 156

- b; Valero-Preston ^{starts} ~~starts out~~ with a description of the things that companies are concerned about.
- c; She then explains how companies use investigators to search for relevant information about the job applicants.
- a; If many job seekers had understood how their personal comments on blogs could hurt them, they probably would have ^{taken} ~~took~~ more time in choosing their words.

5. b; According to the author, the job seekers must consent to the process before anyone can ^{investigate} look into their social media history.
6. b; Of course, the investigators ^{start / begin} start out with the popular social media sites, but they also search even deeper for comments on these sites and less well-known ones.
7. c; If some applicants had known about such extensive searches, Valero-Preston wonders if they would have consented.
8. b; The author ^{concludes} wraps up by reminding us that the Internet is a public space, and anyone can search your name.

Self-Assessment pages 156–157

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. a | 7. c | 10. b | 13. b |
| 2. a | 5. c | 8. b | 11. a | 14. b |
| 3. b | 6. b | 9. a | 12. c | 15. a |

Unit 18 Persuasion 1

Violence in the Media

Nonidentifying Relative Clauses in Persuasive Writing

- 1 page 158
2. NI; According to our professor, violent movies, which are quite popular today, have not had positive effects on many children.
3. NI; Our class spoke to Dr. Samantha Smith, who is a psychology professor, about the effects of movie violence on teenagers.
4. I; Dr. Smith says that violence which is portrayed as funny is particularly offensive to parents.
5. I; She reports that many children who are younger than 17 regularly see violent movies with older siblings or friends.
6. NI; Dr. Smith's children, who are both between the ages of 6 and 10, are not permitted to watch violent movies.
7. NI; Dr. Henry Brown, whose mother is also a researcher, is known for conducting studies about the effect of violence on children.
8. I; Dr. Brown has found that movies which show women and children in frightening situations are extremely disturbing to many people.

2 pages 158–159

- | | |
|--------------|--------------|
| 2. A; Ø | 6. A; Ø |
| 3. NI; whose | 7. NI; which |
| 4. NI; who | 8. NI; which |
| 5. NI; whose | |

3 pages 159–160

2. located in the center of campus
3. writes extensively on child psychology
4. work appears in many respected journals
5. a child advocacy organization
6. a very popular children's television show
7. all psychology majors
8. difficult to write

4 page 160

2. Dr. Susan Smith, whose research is groundbreaking, will be giving a lecture on media violence at this conference.
3. *Captain Hero*, which is a popular children's show, is going to stop creating violent story lines.
4. Nick Robinson, who is a nationally recognized reporter, is presenting a series of interviews from the conference.
5. Theresa Filmore, who is an award-winning journalist, will be speaking at the conference.
6. *Time*, which is an American news magazine, will probably cover the conference.
7. Americans Against Violence, which is a grassroots community group, organized a similar conference last year.
8. Josh Willow, who is a star high school athlete and scholar, has become president of this organization.

Phrases That Limit Overgeneralization

1 page 161

2. Older people are likely to watch dramatic or comedic movies.
3. It seems that action movies are popular with young people.
4. People tend to hate the villain in a horror movie.
5. Comedic movies tend to be more appealing than violent movies.
6. It appears that the action movie is the best one in theaters now.
7. Horror movies seem to have weak plots and character development.
8. In most cases, my favorite actors avoid roles in violent movies. OR My favorite actors avoid roles in violent movies, in most cases.
9. Young teens typically hide their fear of frightening movies.
10. Many reviewers tend to be more critical of the acting in violent movies.
11. Violent movies appear to be shorter than nonviolent ones.
12. According to one news source, parents are very worried about violence in popular movies.

2 page 162

- | | |
|------------------------|--------------------|
| 2. tend to attract | 6. is likely to be |
| 3. typically cope | 7. seem to be |
| 4. mainly have | 8. appears to be |
| 5. appear not to allow | 9. tend to do |

Avoid Common Mistakes

1 page 163

2. c 6. a
3. a 7. a
4. a 8. a
5. c

2 page 164

2. a; Some of these shows include violent images or events, ^{which} can have a huge impression on young minds.
3. d; As a result, parents who are upset with the available shows are taking matters into their own hands.
4. b; These parents use money, ^{which} ~~that~~ can be a big motivator, to influence advertisers.
5. a; The angry parents do not simply write e-mails and letters, ^{which} can easily be ignored or lost, but they stop buying those advertisers' products.
6. d; They also use social media to coordinate their campaigns, which makes their efforts even more effective.
7. c; These parents have opponents, but it ^{seems} ~~seem~~ that momentum is on the side of the families.

Self-Assessment pages 164–165

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. a | 7. a | 10. b | 13. a |
| 2. b | 5. b | 8. c | 11. a | 14. b |
| 3. b | 6. c | 9. a | 12. c | 15. c |

Unit 19 Persuasion 2

Living in an Age of Information Overload

Noun Clauses with *Wh-* Words and *If / Whether*

1 pages 166–167

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

2 pages 167–168

2. what types of learners are most likely to succeed in an online course
3. how successful they are at working independently
4. what types of interactions with classmates online students have

5. how much teacher time and attention students receive
6. how many courses are available online
7. which institutions consider online courses the equivalent of traditional courses
8. when taking an online course might lead to information overload
9. how successful online learners manage electronic distractions while they are trying to study

3 page 168

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

4 page 168

Answers will vary.

Phrases for Argumentation

1 page 169

2. OV 7. OV
3. AO 8. AO
4. R 9. R
5. SI 10. SI
6. TS

2 pages 169–170

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

3 page 170

2. Clearly, we are fortunate to live in an age with so many sources of good health information.
3. Naturally, access to information can lead to an increase in awareness and therefore to an increase in good behaviors.
4. However, the huge volume of information available online can actually lead to confusion.
5. It has been argued that when people are confused, they end up not benefiting from good health advice.
6. It has been claimed that there are so many different recommendations about health that it's hard to know which ones to follow.
7. Of course, information can be contradictory, with one source making one claim and later research claiming the opposite.
8. While it is true that there is a link between education levels and beliefs about health, good health information should be accessible to everyone.

4 page 171

Answers will vary.

Avoid Common Mistakes

1 page 171

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

2 page 172

2. c; To answer this question, it's a good idea to reflect on ^{whether} ~~weather~~ you frequently feel stressed, or feel that you can't accomplish anything.
3. a; You may be suffering from information overload ^{if} ~~whether~~ you frequently feel depressed or exhausted from staying in touch electronically.
4. d; One agency calculated that if it averaged all of its incoming e-mails for a single week, its employees received 250 e-mails per person every working day.
5. b; For each message we receive, we have to decide ^{whether} ~~if~~ or not it needs an answer, can be deleted, or requires an action.
6. c; Later, we wonder ^{whether} ~~weather~~ we might have missed something important by acting so quickly.
7. d; It's not known whether the constant flow of messages is harmful; some believe that it makes us unable to focus on important tasks, and makes us less creative.
8. a; ^{If} ~~Whether~~ this has happened to you, you might want to try some time management strategies.
9. d; Of course, you might ask yourself whether you would have preferred to live in a time when people had too little information, instead of too much.

Self-Assessment pages 172–173

- | | | | | |
|------|------|------|-------|-------|
| 1. a | 4. c | 7. c | 10. b | 13. b |
| 2. a | 5. c | 8. c | 11. c | 14. c |
| 3. a | 6. a | 9. a | 12. b | 15. b |

Unit 20 Persuasion 3

Social Networking

Expressing Future Actions

1 A page 174

2. should become
3. may / might / could disappear
4. may / might / could stop
5. would keep
6. would be willing
7. may / might visit
8. should affect

B page 174

Sentences 1, 3, 4, and 7 have more than one possible modal.

2 pages 174–175

- | | |
|-----------------|--------------------|
| 2. intend to | 6. will |
| 3. are going to | 7. are considering |
| 4. is going | 8. are likely |
| 5. anticipate | |

3 page 175

- | | |
|-----------------|---------------|
| 2. seems likely | 6. intends to |
| 3. is likely to | 7. plan |
| 4. consider | 8. due to |
| 5. about | 9. anticipate |

4 page 176

Answers will vary.

Common Words and Phrases in Persuasive Writing

1 pages 176–177

- | | |
|---------------|----------------|
| 2. Advocates | 9. advocate |
| 3. true | 10. oppose |
| 4. argument | 11. argue |
| 5. Opponents | 12. refutes |
| 6. claim | 13. incomplete |
| 7. Proponents | 14. little |
| 8. support | 15. illogical |

2 page 177

2. According to opponents of the idea
3. ✓ The main argument used by proponents of the idea is that
4. The claim that laptops can distract students
5. One of the main arguments against the idea of
6. ✓ People who are in favor of the idea claim that
7. ✓ due to the fact that students
8. Opponents of the idea believe that

Avoid Common Mistakes

1 page 178

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

2 page 179

2. c; In fact, according ^{to} with a recent report, over 80 percent of colleges and universities in the United States are using social networking sites to recruit new students and to keep in touch with former students.
3. d; In addition, according to the same study, colleges are now using SNSs as part of the admission process.
4. d; Proponents of using social networking sites for college admissions argue that it helps them make decisions when there are many equally qualified candidates.
5. a; However, their ^{claim} claiming that this is a useful source of information on prospective students is invalid.
6. d; This is because SNSs often contain false information.
7. c; For example, according ^{to} for a recent study, people are much more likely to lie online than they are in face-to-face contact.

8. c; According ^{to} for the study, people feel that they can get away with lying online because there is no immediate reaction to the lie, as there would be in face-to-face communication.
9. b; Another ^{argument} arguing against the use of SNSs in college admissions is that it is impossible to know who the actual author of a site is.
10. d; False social networking pages can be created to make false claims and spread incorrect information about an individual.
11. c; In fact, according ^{to} with a survey of admissions officers, colleges often receive anonymous links to sites with negative information on other applicants.
12. d; Whether these sites are genuine or not, this supports the argument that they should not be used in the college admissions process.

Self-Assessment pages 180–181

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. c | 7. a | 10. a | 13. b |
| 2. b | 5. a | 8. c | 11. b | 14. a |
| 3. a | 6. c | 9. b | 12. a | 15. c |