

Student Book Answer Key

UNIT I

1C BACKGROUND AND VOCABULARY

2, page 3

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

LISTEN FOR MAIN IDEAS, page 4

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

LISTEN FOR DETAILS, pages 4–5

Last Week: informational appeals

—give consumers information about a product

e.g., price, how it works

This Week: emotional appeals

—feelings

—positive (happiness, love) or negative (fear, embarrassment)

—common, effective technique

—feeling often makes the sale not information

Most common appeal = humor

e.g., Doggie Delight—dog food

—funny voice, sound effects

—not much information about the product

Effective:

1. “Feel-good” factor = gives us a positive feeling about the product

2. getting our attention = advertisers’ #1 problem

e.g., Neighbors’ Bank

—humor can be used with serious products

MAKE INFERENCES, page 5

1. b 2. a

2B LISTENING TWO, page 6

Answers may vary. Suggested answers:

Ad	Product	Emotional Appeal	Sound Effects
1. Thief Buster	car security system	fear	scary music, window breaking, car starting and driving away, police radio, car starting and dying
2. Sunny Resorts	beach vacation resort	stress	news show music, ringing phone, typing on computer, ocean, drinking, changes in voices
3. White Bright	tooth whitener	embarrassment	child’s and adult’s voices

STEP 1: Organize, page 7

Answers may vary. Suggested answers:

Key Ideas	Meaning	Example Ads
Informational appeal	gives information to consumer about the product	Thief Buster
Emotional appeal	appeals to feelings	all the ads
Positive appeal	emphasizes positive emotions	Doggie Delight Sunny Resorts (at the end) Neighbors’ Bank White Bright
Negative appeal	emphasizes negative emotions	Thief Buster Sunny Resorts (at the beginning)
Humorous appeal	makes an ad funny	Doggie Delight Neighbors’ Bank White Bright
Getting a consumer’s attention	encourages the consumer to listen	all the ads
The “feel-good” factor	makes the consumer feel good	Doggie Delight Neighbors’ Bank White Bright Sunny Resorts (at the end)

REVIEW, page 8

- Humorous; factors; affordable
- techniques; Sound effects; rely on
- consumers; Effective; get our attention
- emotional; emphasizes; negative

EXPAND**2, page 9**

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

3B GRAMMAR**1, page 11**

Underlined words: is; sits; rings; gets; doesn't work; complains; doesn't have; is; hates; remembers; sees; has; loves

Circled words: is enjoying; is lying; sipping; isn't ringing; checking; is reading

2, page 12

love; is shining; are singing; are blooming; hate; wish; keeps; works

PRONUNCIATION**1, page 14**

- Kathy: Hello?
Liz: (Kathy) I took your (advice).
Kathy: (What) advice?
Liz: I colored my (hair).
Kathy: With Younger (You)?
Liz: (Yes) It's (great)!
- Kathy: Did you hear about that new (flea) collar?
Liz: (Yes) I'm going to the pet store (today). How about you?
Kathy: I think I'll stop by (tomorrow)

FUNCTION**1, page 16**

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

UNIT 2**1C BACKGROUND AND VOCABULARY****2, page 21**

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

LISTEN FOR MAIN IDEAS, page 22

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

LISTEN FOR DETAILS, pages 22-23

- | | |
|---------------------|---------------------------|
| 1. department | 7. name and address |
| 2. diamond ring | 8. the police report |
| 3. home | 9. four |
| 4. file a complaint | 10. getting a credit card |
| 5. forty | 11. don't ask |
| 6. thirty | |

MAKE INFERENCES, pages 23-24**Excerpt One**

2. OK?
c

Excerpt Two

1. What are you talking about?
c
2. A victim of what?
a

Excerpt Three

1. Excuse me?
b
2. Oh, boy.
c

2B LISTENING TWO, page 24

Suggestions checked: 1, 2, 4

STEP 1: Organize, page 25

Answers may vary. Suggested answers:

	Lily's Story	PSAs
1. How do identity thieves steal personal information?	Thieves steal your wallet and take your ID.	Thieves get your personal information from the mail, over the phone, on the Internet, or from papers in the trash.
2. What do they do with the personal information?	They make purchases in your name.	They make purchases in your name.
3. What should we do if we become victims of identity theft?	File a complaint. Get a police report. Write letters to the stores.	Contact the ID theft helpline.
4. How can we prevent identity theft?	Rip up receipts. Be careful with your personal information.	Get a locked mailbox. Don't give out personal information easily. Shred documents before throwing them away.

REVIEW, page 26

Answers may vary. Suggested answers:

Positive	Negative	Neutral
authorize confirm deal with protect	bill charges exposed file a complaint identity theft paranoid shocking steal victim	credit card mailbox proof of identification purchase receipt shred

EXPAND**2, page 28**

steal; steal everything; realize; result; find; be careful of

3B GRAMMAR**2, page 29**

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

PRONUNCIATION**1, page 31**

2. charge accounts 5. Internet 12. mailbox key
3. online 9. website

UNIT 3**1C BACKGROUND AND VOCABULARY****2, page 37**

1. g 3. k 5. e 7. a 9. c 11. i
2. j 4. d 6. h 8. b 10. f

LISTEN FOR MAIN IDEAS, page 38

- Jay Batchen ~~ran in~~ [filmed] the Marathon des Sables for the first time in 1999.
OR Jay Batchen ran in the Marathon des Sables for the first time in ~~1999~~ [2000].
- During the 1999 race, Jay ~~became engaged to~~ [met] his wife.
- The Marathon des Sables has ~~one stage~~ [six stages].
- Runners have to carry ~~water~~ [food and clothing] with them.
- Runners sleep ~~outside~~ [in tents] under the stars.
- Jay feels that the race was a ~~terrible~~ [life/special/great] experience.

LISTEN FOR DETAILS, pages 38–39

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

MAKE INFERENCES, page 40**Excerpt One:** a**Excerpt Two:** b**Excerpt Three:** c**2B LISTENING TWO, pages 40–41**

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

STEP 1: Organize, page 41

Answers may vary. Suggested answers:

	General Information	Specific Examples
2. How do endurance athletes feel about winning their races?	<ul style="list-style-type: none"> they don't focus on winning they set personal goals 	goals: just finishing or improving personal time
3. How do endurance athletes feel about their opponents in the race?	they view them as partners in a shared adventure	in Marathon des Sables, athletes share tents at night and tell stories
4. Why do athletes run in endurance races?	<ul style="list-style-type: none"> to share an emotional life experience with others to achieve a personal goal 	<ul style="list-style-type: none"> Jay likes meeting the athletes in the race endurance runners are high achievers who get satisfaction from doing difficult races

REVIEW, pages 42–43

- Across: 1. goal
3. experience
5. stage
7. marathon
9. finish line
10. get into
11. athletes
12. course
13. unique
14. Endurance
- Down: 2. opponent
4. challenge
6. motivation
8. achieve

EXPAND

2, page 44

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

3B GRAMMAR

1, page 45

What motivates an extreme athlete like Jay Batchen to push himself to the limit? One thing we know is that athletes like Jay tend to be risk takers. They feel excited when they put themselves in risky or dangerous

situations. This feeling can become stronger when athletes compete against one another. For example, if an extreme skier sees another skier doing a difficult jump, she might challenge herself to do an even more dangerous jump.

2, pages 46–47

1. herself 3. each other 5. each other
2. herself 4. themselves 6. ourselves

3, page 47

Answers may vary. Suggested answers:

2. She pushes herself to train harder the next day.
3. She enjoys herself.
4. She blames herself.
5. She tells herself that she did her best.
6. They support each other.
7. They feel proud of themselves.
8. They are disappointed in themselves.

PRONUNCIATION

2, page 49

1. Every other day, 4. something or other
2. The other day, 5. Some other
3. each other 6. one another / each other

3, page 49

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

FUNCTION

2, page 50

Conversation 2 is more polite.

UNIT 4

1C BACKGROUND AND VOCABULARY

2, page 55

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

2A LISTENING ONE, page 56

c

LISTEN FOR MAIN IDEAS, pages 56–57

1. c 2. a 3. c

LISTEN FOR DETAILS, page 57

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

2B LISTENING TWO, page 59**LINGUISTICS**

Code-switching = changing from one language or dialect to another

—Speak one language at work or school

—Another language at home or with friends

Teen dialect (slang)

Parents don't understand

e.g., To friend: "Gotta bounce. We gotta meet the crew."

To dad: "We have to go." We're meeting our friends.

Teens use teen dialect:

—to fit in

—to separate from adults

STEP 1: Organize, page 60

Answers may vary. Suggested answers:

Statement	Opinion	Examples
2. "Some people comment on the way I speak."	Peter: A Teen: A	Peter: People always ask him questions about his background because of his accent. Teen: Adults often ask teens what they are saying when teens speak teen dialect.
3. "Some people don't like the way I speak."	Peter: D Teen: A	Peter: People often say they like his accent because it sounds "musical." Teen: Parents often disapprove of teen dialect.
4. "I want to change the way I speak."	Peter: D Teen: D	Peter: Likes his accent. Teen: Wants to use teen dialect with friends.
5. "The way I speak is part of my identity."	Peter: A Teen: A	Peter: Feels his accent is part of who he is. Teen: Teen dialect helps teens fit in with friends (and separate from parents).

REVIEW, pages 61–62

- | | |
|---------------------|-----------------------------|
| 2. obviously | 8. code-switches |
| 3. intentionally | 9. aware of |
| 4. accents | 10. self-conscious about |
| 5. slang | 11. to fit in with friends |
| 6. regional dialect | 12. as part of his identity |
| 7. standard dialect | 13. accepts |

EXPAND**2, page 63**

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

3B GRAMMAR**1, page 65**

- When I started this class, I could only say "hello" and "good-bye."
I couldn't have a conversation.
- I still can't explain everything I'm thinking, but I can talk to my friends and understand my classes.
- Hopefully, I can take another English class next semester, so my English will keep improving.
I could also try to make more English-speaking friends.

PRONUNCIATION**1, page 67**

- | | | | |
|----------|----------|----------|--------|
| 1. can't | 3. can't | 5. can't | 7. can |
| 2. can | 4. can | 6. can't | 8. can |

FUNCTION**1, page 68**

picture 1: a
picture 2: d

picture 3: c
picture 4: b

UNIT 5**1C BACKGROUND AND VOCABULARY****2, page 75**

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

LISTEN FOR MAIN IDEAS, page 76

1. F 2. T 3. T 4. F 5. T 6. T

LISTEN FOR DETAILS, page 77

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

MAKE INFERENCES, page 78

Answers may vary. Suggested answers:

Excerpt Two

Tone of voice: accepting, lucky

Word choice: "Sometime I'm tired of tourists . . . but it's good money."

Agree

Excerpt Three

Tone of voice: confident

Word choice: "I'm helping them to preserve [their tradition]." "They make a living from tourism."

Disagree

Excerpt Four

Tone of voice: argumentative
 Word choice: "It's degrading."
 Agree

2B LISTENING TWO**2, pages 79–80**

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

STEP 1: Organize, page 80

Answers may vary. Suggested answers:

Effects of Tourism		
	Positive effects	Negative effects
Pa Daung tribe	Tourists spend money. Women are able to work less hard.	Women continue to wrap their necks.
Cape Cod residents	Tourists spend money.	Bad traffic. High priced housing. Economy depends too much on just tourism.

REVIEW, page 81

- | | |
|---------------------|---------------|
| 1. borrow from | 8. equipment |
| 2. agreement | 9. reduce |
| 3. choose | 10. guidebook |
| 4. polite | 11. change |
| 5. enjoy life | 12. city |
| 6. destroy | 13. open |
| 7. days of the week | |

EXPAND**2, page 82**

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

3B GRAMMAR**2, pages 83–84**

2. gets; won't be able to; will probably move away; will continue
 3. will probably open; opens; will / 'll be; will probably lose
 4. will get; bring; probably won't be

PRONUNCIATION**2, page 86**

[ɑ] words as in *father*: positive, progress, economic, modern, popular, controversy, option, hospital

[ow] words as in *go*: proposal, most, vote, local, sold, ocean

[ə] words as in *cut*: month, money, company, done

3, pages 86–87

2. modern 4. popular
 3. positive 5. local

FUNCTION**2, pages 87–88**

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

UNIT 6**1C BACKGROUND AND VOCABULARY****2, page 95**

- a. 3 c. 6 e. 2 g. 7
 b. 5 d. 4 f. 1

3, page 95

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

LISTEN FOR MAIN IDEAS, page 96

1. Lavender
 2. his coat
 3. to Lavender's house
 4. back to Lavender's house
 5. she was a ghost

LISTEN FOR DETAILS, page 96

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

MAKE INFERENCES, page 97

Answers may vary. Suggested answers:

Excerpt One

a, b
 "Are you cold? Would you like my coat?"

Excerpt Two

b, c
 "It was here!" "No, it was over there."

Excerpt Three

a, c
 "And as they lifted the coat ... they both said, 'Aaah!'"

2B LISTENING TWO, page 98

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

STEP 1: Organize, page 98*Answers may vary. Suggested answers:***Excerpt One:** c, d**Excerpt Two:** a, c**Excerpt Three:** b, c**REVIEW, pages 99–100**

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

EXPAND, pages 100–101

- a. 2 c. 1 e. 6 g. 5
-
- b. 3 d. 4 f. 7

3B GRAMMAR**2, page 103**

2. g 3. f 4. b 5. a 6. c 7. d
-
2. On the way, they stopped on the road (in order) to give Lavender a ride.
-
3. They asked Lavender if she was going to the social in order not to go to the dance without a date.
-
4. Lavender borrowed Robert's coat (in order) to get warm.
-
5. After the social, they dropped Lavender off at the top of the driveway in order not to make her parents angry.
-
6. Robert let Lavender keep his coat (in order) to have an excuse to see her again.
-
7. The next day, Robert and David went back to Lavender's house (in order) to find her.

PRONUNCIATION**1, page 104**

1. from 3. with 5. in 7. to
-
2. on 4. to 6. at 8. for

2, page 105

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

FUNCTION**1, page 105**

- a. 1, 2 b. 4 c. 3

2, pages 106–107**Story 1**

- a. E b. M c. B d. M e. B

Story 2

- a. M b. E c. B d. E e. M

UNIT 7**1C BACKGROUND AND VOCABULARY****2, pages 114–115**

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

LISTEN FOR MAIN IDEAS, page 116

1. c 2. b 3. c 4. b 5. c

LISTEN FOR DETAILS, page 116

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

MAKE INFERENCES, page 117*Answers may vary. Suggested answers:***Excerpt One:** b**Excerpt Two:** b, c**Excerpt Three:** a, b**2B LISTENING TWO****2, pages 118–119**

- line 1: free line 2: be line 3: right
-
- line 4: delight line 5: gained line 6: ashamed
-
- line 7: delight line 8: right

3, page 119*Answers may vary. Suggested answers:*

simple: a, b

free: c

right: b, c

4, page 119*Answers may vary. Suggested answers:*

	Meaning
Line 1–2: the gift	a wonderful thing
Line 4: the valley of love and delight	a situation that is joyful and good
Lines 7–8: to turn	to turn away from, or decide against, a lifestyle that isn't right or good; to turn towards, or choose, a good lifestyle

STEP 1: Organize, page 120

Answers may vary. Suggested answers:

1. They grow their own vegetables.
They don't use electricity.
They don't own a car.
They raise chickens and bees.
They wear used clothes and shop at secondhand stores.
2. They are free from electricity bills, cost and responsibility of owning a car, television, grocery shopping.
3. They hope that their neighbors will see their different lifestyle and make changes in their own lifestyles.
4. The urban homesteaders are happy when they can lead a simple life and spend time together as a family.

EXPAND**2, page 122**

enjoy: to savor every moment

relax: unwind; take it easy

change: get out of a rut; go with the flow

3B GRAMMAR**1, page 124**

2. The words in italics are quantifiers.

2, page 125

1. a little; a few; A little
2. Many; a great deal of; many
3. some; much
4. enough; any; enough
5. How much; How many

PRONUNCIATION**1, pages 126–127****Take Your Time**

You're always in a hurry

You're always in a rush.

You always have to work.

You always have to go.

Where's the fire?

What's the rush?

Take your time.

Just relax.

You never take a break.

You're always under stress.

No time to read the paper.

No time to read a book.

Take a seat.

Close your eyes.

Take a breath.

What's the rush?

We miss your pretty face.

We want to see you more

There's more to life than work, you know.

Relax and take a break.

FUNCTION

Answers may vary. Suggested answers:

1, page 128

- a. Every afternoon; feels warm; tastes sweet and hot; feel the hot steam; smell reminds me of home; feel relaxed and comfortable
- b. beautiful; shiny black wood; feel smooth and cool; surrounds me; soft and light; loud and strong

UNIT 8**1B SHARE INFORMATION, page 132**

1. a
2. b
3. a

1C BACKGROUND AND VOCABULARY**2, page 134**

1. i
2. a
3. f
4. l
5. k
6. d
7. g
8. b
9. h
10. c
11. j
12. e

LISTEN FOR MAIN IDEAS, page 135

Problems that are checked: 1, 3, 5, 6

LISTEN FOR DETAILS, page 135

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

MAKE INFERENCES, page 136

Answers may vary. Suggested answers:

Excerpt One: No. "Now Steve ... won't be leaving HIS clothes on the floor, right Steve?"

Excerpt Two: No. "... we work out a compromise that's good for both of us."

Excerpt Three: Yes. "We can spend our time ... just being with each other."

2B LISTENING TWO, page 137

- Caller 1: bad idea, d
 Caller 2: bad idea, e
 Caller 3: good idea, a
 Caller 4: bad idea, f
 Caller 5: good idea, b

STEP 1: Organize, pages 137–138

Answers may vary. Suggested answers:

Arguments for prenuptial agreements	Examples
couples learn to talk about problems	Caller 3 says contract gets couples to talk. Karen and Steve say contract shows they sat down and talked and tried to understand each other.
helps couples think more carefully before getting married	Caller 5 says it makes couples think before rushing into marriage.
makes expectations clearer	In contract, Karen lets Steve know that she expects him to put his dirty clothes in the laundry bag. To avoid disagreements about money, Karen and Steve's contract states that they need to make a budget every year.
gives couples more time to enjoy each other	Karen and Steve say they spend less time arguing and more time enjoying each other because the expectations are clear.
Arguments against prenuptial agreements	Examples
makes marriage like a business agreement	Host says Karen and Steve's contract is like a business agreement.
not romantic	Caller 1 says that if you love someone you learn how to make them happy and you deal with problems as they occur.
too many details	Caller 2 says the rule about bedtime leaves no room for flexibility.
not legal	Caller 4 says a contract like Karen and Steve's wouldn't hold up in court.

REVIEW**1, pages 138–140**

- | | | |
|-----------------|------------------|----------------|
| 1. concern | 6. bothers | 11. spouse |
| 2. occur | 7. open up | 12. romantic |
| 3. work out | 8. contract | 13. couples |
| 4. tie the knot | 9. breadwinner | 14. prenuptial |
| 5. budget | 10. expectations | |

2, page 140

All marriages are happy. Living together afterwards is difficult.

EXPAND, pages 140–141

Happens when someone is ...		
single	married	either
tie the knot	separated	living together
going out	got divorced	cheated on
proposed		be in a relationship
be single		breaking up with

3B GRAMMAR**2, page 143**

- | | | |
|------------|-------------------|----------------|
| 2. as free | 5. happier | 8. better |
| 3. easier | 6. more stressful | 9. as happy as |
| 4. later | 7. more difficult | |

PRONUNCIATION**1, pages 144–145**

- | | |
|-------------------|------------------|
| 2. always; b | 7. 15 minutes; a |
| 3. the bedroom; b | 8. before; b |
| 4. weekdays; a | 9. and; b |
| 5. three years; a | 10. we; a |
| 6. every week; b | |

3, page 145

1. (Steve's)... twice, (Karen's)... once
2. (Many)... money, (a few)... other situations
3. (Steve)... car, (Karen)... housework
4. (Getting married)... easy, (living)... difficult
5. (Karen)... early, (Steve)... late
6. (Steve)... Japanese, (Karen)... Mexican
7. (One couple)... marriage, (other couple)... divorce
8. (Most)... verbal, (few)... written

FUNCTION**1, page 146**

2. There's a new trend in love and marriage: prenuptial agreements. You may have heard of them, but do you really know what they are? (I'm going to define prenuptial agreements and explain why they're becoming popular.
3. Prenuptial agreements may seem like a good idea for Hollywood movie stars. They go through two or three marriages in a lifetime. But for regular people like you and me, these contracts are a mistake. (The question that I will discuss today is: "What's the problem with prenuptial agreements?")

UNIT 9

1C BACKGROUND AND VOCABULARY

2, page 154

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

LISTEN FOR MAIN IDEAS, page 155

1. a 2. c 3. b

LISTEN FOR DETAILS, pages 155–156

1. a. T b. F c. T
2. a. F b. T c. T
3. a. T b. F c. F
4. a. F b. T c. F

MAKE INFERENCES, page 156

Answers may vary. Suggested answers:

	Excerpt 1 Finelli	Excerpt 2 Rosenzweig	Excerpt 3 Schoenfeld- Beeks
Statement 1	agree	agree	agree
Statement 2	agree	disagree	—
Statement 3	agree	agree	agree

2B LISTENING TWO

1, page 157

- a. making electricity = 35%
b. transportation = 20%
c. industry = 20%

2, page 158

b

STEP 1: Organize, page 158

Answers may vary. Suggested answers:

	Radio Report	Speech at a Rally
Group A What can individuals do to stop climate change?	1. pay to offset their carbon emissions	1. reduce their carbon footprint 2. make sure industry and government do more to stop global warming
Group B What can government and industry do to stop climate change?	1. pay to offset their carbon emissions 2. set up industries and programs to remove carbon dioxide from the air (collect methane, plant trees)	1. develop cleaner technology to produce electricity 2. build more public transportation 3. build more energy efficient cars and trucks 4. get factories to lower their emissions

REVIEW, pages 159–160

1. greenhouse gases 7. tons
2. atmosphere 8. significant
3. challenging 9. offset
4. Individuals 10. impact
5. invisible 11. contribute
6. pollution 12. emissions

EXPAND

1, page 160

Noun	Verb	Adjective
atmosphere	—	atmospheric
challenge	challenge	challenging
contribution	contribute	—
emissions	emit	—
energy	—	energetic
impact	impact	—
individual	—	individual
industry	—	industrial
pollution	pollute	polluted
product	produce	productive

2, page 161

2. emissions; emit
3. challenging; challenge
4. contribute; contribution
5. Industry; industrial
6. pollute; pollution
7. individual; individuals
8. produce; products
9. impact; impacted
10. energy; energetic

3B GRAMMAR**2, pages 163–164**

- | | | |
|--------------------|------------------|------------|
| 1. must | 4. have to | 7. must |
| 2. doesn't have to | 5. don't have to | 8. have to |
| 3. must not | 6. must not | |

PRONUNCIATION**1, page 165**

- | | | |
|---------------|-------------|---------------|
| 1. unfinished | 4. finished | 7. finished |
| 2. unfinished | 5. finished | 8. unfinished |
| 3. finished | 6. finished | |

UNIT 10**1C BACKGROUND AND VOCABULARY****2, page 175**

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. k | 3. f | 5. c | 7. a | 9. l | 11. b |
| 2. e | 4. h | 6. j | 8. d | 10. i | 12. g |

LISTEN FOR MAIN IDEAS, page 176

Answers may vary. Suggested answers:

	Supports	Opposes	Reasons
1. Tyler Robinson		✓	Doesn't want kids to learn because of fear. Spanking teaches kids to use violence to solve problems.
2. Rhonda Moore	✓		Spanking helps kids understand limits. Pain is nature's way of teaching.
3. Beverly Lau		✓	Spanking only provides short term solutions to bad behavior. Children learn by doing, so parents should use active problem solving instead. Spanking can turn into abuse.
4. John Simmons	✓		Parents have the right to decide how to discipline their kids. Government shouldn't be involved.

LISTEN FOR DETAILS, pages 176–177

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

MAKE INFERENCES, page 177

Answers may vary. Suggested answers:

	Excerpt 1 Robinson	Excerpt 2 Moore	Excerpt 3 Lau
1.	agree	agree	agree
2.	agree	disagree	agree
3.	agree	—	agree

2B LISTENING TWO, page 178

Parents' Rights versus Children's Rights

1. Rights of parents.

—parents have a right to raise their children the way they want

—under the law it's illegal to hit someone else

Exception: parents are disciplining their children

2. Rights of children.

—human rights = the idea that all people are equal and should be treated equally.

—under this view, spanking violates the rights of children.

—several countries have made spanking illegal

first country: Sweden

—United Nations recommends: all countries pass laws to make spanking of children illegal

STEP 1: Organize, page 178

Answers may vary. Suggested answers:

Arguments Supporting Spanking	Arguments Opposing Spanking
<ul style="list-style-type: none"> spanking helps set clear limits pain teaches children right from wrong parents have the right to discipline their children the way they want 	<ul style="list-style-type: none"> spanking teaches children to fear their parents spanking teaches children that problems can be solved through violence spanking is often only a short term solution to bad behavior (kids repeat the behavior when parents are not around) children learn better from active problem solving spanking can turn into abuse spanking violates the rights of children

REVIEW, page 179

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

EXPAND

2, page 180

- b. the bottom line g. black and white
 a. a fine line h. by and large
 d. draw the line e. give and take
 f. pros and cons

3B GRAMMAR

2, page 183

2. have stopped 7. has shown
 3. have . . . used 8. have recommended
 4. have started 9. has . . . passed
 5. has risen 10. have arrested
 6. haven't taught

PRONUNCIATION

1, page 184

1. /z/ 2. /s/ 3. /s/ 4. /z/

3, page 185

- abuse (verb) lose peace ice fears
 rice plays niece advise race

FUNCTION

1, page 186

Opinion 1: more confidence
 Opinion 2: less confidence

2, pages 186–187

1. more confidence 6. less confidence
 2. less confidence 7. more confidence
 3. less confidence 8. less confidence
 4. more confidence 9. less confidence
 5. less confidence 10. more confidence

Reformulated sentences will vary.

Unit Word List

The **Unit Word List** is a summary of key vocabulary from the student book. The words are presented by unit, in alphabetical order.

UNIT 1

affordable	get our attention
appeal (noun)	humorous
brand name	negative
catchy	positive
commercial (noun)	product
consumer	promote
effective	rely on
embarrassment	slogan
emotional	sound effect
emphasize	target audience
factor	technique
fear (noun)	

UNIT 2

authorize	paranoid
bill	proof of identification
catch on	protect
charges (noun)	purchase
clean out	receipt
confirm	rip off
credit card	shocking
deal with	shred
department store	steal
exposed	thief
file a complaint	track down
fraud	turn out
identity theft	victim
mailbox	watch out for

UNIT 3

achieve	goal
athletes	have what it takes
be my own worst enemy	marathon
blow my chance	motivation
challenge	opponent
course	ration
easier said than done	sand
endurance	set my heart on
experience (noun)	stage
extreme sports	tent
feel sorry for	terrain
finish line	throw for a loop
format	unique
get into	

UNIT 4

accent	identity
accept	intentionally
aware of	lay off
bright	make a big deal about
code-switch	obviously
code-switching	part of (person's)
comment on	identity
cross the line	self-conscious
deal with	slang
dialect	stereotype (verb)
fit in	stick up for
get hung up about	

UNIT 5

afford	locals
attraction	make a living
commerce	preserve
controversial	season
controversy	souvenir
culture	stretch
degrading	tourist attraction
depend on	tradition
find a compromise	village
get off the beaten path	way of life
impact (noun)	wrap (verb)
in the long run	zoo

UNIT 6

approach	growl (verb)
ask	headlight
audience	picket fence
cemetery	repeat
character	reply
chase (verb)	scary
chilled	social (noun)
continue	strict
date (noun)	wear on
dialogue	weed (noun)
driveway	whisper (verb)
fall on	yell
gravestone	

UNIT 7

ashamed
 consumption habits
 convince
 delight
 fossil fuels
 gain (verb)
 get out of the rut
 go with the flow
 have a blast
 homesteading
 insane

local economy
 natural world
 produce (verb)
 savor every moment
 secondhand
 self-sufficient
 simplicity
 slippery slope
 take it easy
 unwind
 worth doing

UNIT 8

be in a relationship
 be single
 bother
 breadwinner
 break up with
 budget (noun)
 cheat on
 check up on
 concern (verb)
 contract (noun)
 couple
 expectation
 get divorced

go out
 live together
 occur
 open up
 prenuptial
 propose
 quirk
 romantic
 separate (verb)
 spouse
 tie the knot
 work out

UNIT 9

atmosphere
 atmospheric
 challenge (noun)
 challenge (verb)
 challenging
 contribute
 contribution
 emission
 emit
 energetic
 energy
 greenhouse gas
 guilty

impact (noun)
 individual (noun)
 individual (adjective)
 industrial
 industry
 invisible
 offset (verb)
 pollute
 pollution
 product
 productive
 significant
 ton

UNIT 10

abuse (noun)
 advocate (verb)
 arrest (verb)
 black and white
 by and large
 consequence
 discipline (verb)
 draw the line
 fine line
 get carried away
 give and take
 illegal

issue
 misbehavior
 permissive
 problem solving
 pros and cons
 recommend
 right (noun)
 set limits
 short-term
 take a hard line
 the bottom line

Achievement Tests Audioscript

UNIT 1

1.1

First Man's voice: Jim, good to see you. This is my wife, Carol.

Second Man's voice: Nice to meet you, Carol. And this is my wife, uh . . . uh . . .

Announcer: Do you have trouble remembering things? You can't remember where you put your keys, your watch, or even the glasses on top of your head?

1.2

First Man's voice: Jim, good to see you. This is my wife, Carol.

Second Man's voice: Nice to meet you, Carol. And this is my wife, uh . . . uh . . .

Announcer: Do you have trouble remembering things? You can't remember where you put your keys, your watch, or even the glasses on top of your head?

Now there's a solution. This little pill called *Don't Forget*. It's so effective you'll never suffer the embarrassment that Jim did.

Look at Jim now, after a week of *Don't Forget*. He's at a party, he's shaking hands with his boss, and with no fear, he's introducing his wife, Elena.

Still not convinced? Listen to what another consumer says about this amazing product.

Woman's voice: I just can't emphasize enough how this pill has changed my life. I have four kids and before I took this pill, I couldn't even remember their names!

Announcer: Why rely on your memory when you can take this safe, affordable little pill? It's made from all natural ingredients so you don't have to worry about any negative (side) effects. And it costs just pennies a day. *Don't Forget*. It's the one thing you'll always remember.

1.3

Man: Hey, boy. Come here!

Dog: [whines]

Man: Hey, what's the matter?

Dog: What's the matter? It's the dog food he's feeding me. It's terrible! Woof!! But Spot, in the next yard . . . he gets *Doggie Delight* dog food. Just look at it . . . delicious chunks of meat, tasty vegetables, all covered in creamy gravy! Please, please, I want *Doggie Delight*—wooooo!

Announcer: Treat your dog right—get *Doggie Delight*!

UNIT 2

1.1

Recording: Thank you for calling the IdentiTrue information line. We are here to help you understand, prevent, and deal with identity theft. To report a crime, you should contact your local police department immediately. If you have been the victim of theft and need advice, please leave a message after the tone. Include your name, contact information, and the details of your situation. We will call back shortly to confirm your information and help you with your problem.

1.2

Recording: Thank you for calling the IdentiTrue information line. We are here to help you understand, prevent, and deal with identity theft. To report a crime, you should contact your local police department immediately. If you have been the victim of theft and need advice, please leave a message after the tone. Include your name, contact information, and the details of your situation. We will call back shortly to confirm your information and help you with your problem.

Greta: Hello? Um, yes, this is Greta Thayer, and I'm calling about a stolen purse. Well, I mean, I left my purse in my car last night and, um, it's still here, but someone totally cleaned it out. Everything is gone—my ID card, my credit cards, my checkbook, even my library card! Who would take a library card?! Plus, I just got a call from Bella's department store, and someone already made a credit card purchase there that I didn't authorize. It turns out this person bought five hundred dollars worth of baby clothes in my name, and I don't even have kids. What a joke! So, I filed a complaint with the police department this morning. They're trying to track down whoever is using my identity, but they said I ought to talk to you about how to protect myself. Please call me back right away. I don't know what to do, and I'm really paranoid about what else might happen. Um, the thief took my cell phone too, but you can call me at home. My number is 555-9056 . . .

1.3

Lily: So, I was at the computer and the phone rang, I got this phone call, and she said "Well, we have here that you've bought a diamond ring, so I'm just confirming the purchase because it's quite a bit of money." And I said, "Well, what is it?" And she said, "It's a five thousand dollar diamond ring." And I said, "No, I haven't left the house today, so I wouldn't have bought a diamond ring, and anyway, I don't go to that store, I don't go to your store anymore." And so, she said, "Well, somebody who has your name has purchased a diamond ring for five thousand dollars." And I said, "Five thousand dollars! A diamond

ring! Well, that's not me. I didn't buy it, and I don't authorize the purchase of this diamond ring, OK? So, we have a problem."

UNIT 3

1.1

You see, several years ago I was in a very difficult stage of life. Two loved ones had recently passed away, and two of my children were fighting a terrible disease. I felt like life had really thrown me for a loop, and some days I was so sad and tired that it was a challenge just to get off the couch. This was not the course I wanted my life to take, but what could I do? Well, one day I just started walking. That's right—*walking!*

1.2

Good afternoon, everyone, and thank you for inviting me to your meeting today. I'm here to share what I've learned about setting goals and making your dreams come true. This is easier said than done, of course, but my favorite saying is "You can soar on the wings of an optimistic attitude." Life has taught me that this is true—with a good attitude you really can achieve great things.

You see, several years ago I was in a very difficult stage of life. Two loved ones had recently passed away, and two of my children were fighting a terrible disease. I felt like life had really thrown me for a loop, and some days I was so sad and tired that it was a challenge just to get off the couch. This was not the course I wanted my life to take, but what could I do? Well, one day I just started walking. That's right—*walking!*

That first day I made it a whole ten minutes. Still, I reminded myself of that little saying about soaring on wings—"You can soar on the wings of an optimistic attitude"—and I decided to keep trying. The next day I went a little farther, and the next day farther still. Soon my endurance improved, and I felt so good—mentally and physically—that I even began running.

In just over a year, I lost 100 pounds and achieved a dream that I had set my heart on long ago: I completed a marathon! For each mile of hot mountain terrain, I kept myself going by thinking of a different person who had helped me reach my goal of running the race. I think having them with me through those twenty-six miles helped me finish.

My desire to live a full, healthy life had been my motivation for running. After reaching that goal, I wanted to help others, so I wrote a book about my experience and helped to organize a yearly race to raise money for women's health. It's hard to believe that just a few years ago I could hardly walk down the street, because now I feel wonderful. I just hope my story can inspire others—maybe even some of you—to keep a positive attitude and help yourselves in the same way.

1.3

Tim Bourquin: Well, you know Jay, it doesn't sound like a whole lot of fun, so, you know, in the night, you're not getting a lot of sleep. What is in it for you? What does the race do for you personally?

Jay Batchen: That's a good question, and it's a question that many people ask. And what I tell them is that this race is more than a race. It's a life experience. And what I mean by that is: you're sharing a tent with eight other people, and you're going through the same highs and lows every day. It might not be at the same time, but you're running in the same heat, you're running in the same wind, you're sleeping in the same sandstorms on the cold nights, and for me it's about meeting the other people that are running this event, and sharing stories with them and sharing the experience with them. And it's so hard to describe to someone who hasn't been there and run the event. So for me, it's completing the distance and knowing that I can do it, feeling that I can do it, but it's meeting the people from all over the world, from all walks of life, and just sharing it with them that makes it special.

3.2

He ate something or other and felt sick.

1. We went to a great party the other night.
2. They argue with each other all the time.
3. I want to live alone. I don't want another roommate.

UNIT 4

1.1

Professor: Today I'd like to discuss what we mean by "accent" in speech. What do we mean when we say "She speaks with an accent"? Maria?

1.2

Professor: Today I'd like to discuss what we mean by "accent" in speech. What do we mean when we say "She speaks with an accent"? Maria?

Maria: Doesn't that mean the way we sound when we speak?

Professor: Yes, that's right. An accent refers to a person's pronunciation.

Remember, it's not the same as a dialect.

So, your assignment was to interview three people about their accents.

Today let's hear about one of the people you interviewed.

Paul: I was talking to my friend, Bernd. His parents came from Germany about 30 years ago. I don't want to make a big deal of it, but they both sound like they just came to the United States. It seems so weird because when Bernd was a baby, he obviously learned to speak from his parents. So why doesn't Bernd have a German accent? He talks just like I do.

Professor: You've brought up an interesting point. It has a lot to do with how important it is for children to separate

from their parents and develop their own identities. Children naturally want to fit in with kids of their age group. To be accepted by them, they have to dress like their friends, talk like they do, maybe even like the same movies they do.

Paul: But not all kids want to be like everyone else. Don't they have a choice?

Professor: Sure. In some ways they do. For example, they can dress the way they want to, but when it comes to the way they talk, it appears that they don't intentionally make a decision about their accent.

Paul: So does that mean parents shouldn't get too hung up about the way their kids speak? Maybe they shouldn't try to correct their children's pronunciation.

Professor: Well, that's an interesting point, Paul. Can we hear from someone else now?

Maria: I was wondering about how kids learn slang? It seems like they make a lot of decisions about what slang words to use. Especially teenagers. If a word is cool one day, they immediately decide to use that word so they won't be stereotyped as "uncool." Listen to how teenagers talk today! I can't believe their parents let them use some of those words.

Professor: Yes, slang is very interesting, but let's get back to our discussion about accents. . .

1.3

Professor: So, let's get back to this idea of code-switching, which I mentioned earlier. Code-switching is when a person switches—changes—from one language or dialect to another. So someone may speak one way at work or school, but another way at home or with friends. Basically they switch languages or dialects depending on where they are and who they're talking to.

One example of code-switching—changing dialects—is the way teenagers change their speech when talking to their friends versus talking to an adult. A lot of teenagers speak a "teen dialect," which is a dialect used by teenagers with a lot of slang . . . slang their parents don't understand and usually hate too, right? Like they're saying "Why are you talking like that? What are you saying?"

But when kids switch between this teen dialect and the standard dialect, this is code-switching. So, let me give you an example. Let's say a teenager is leaving the house and he says to his friend, "Gotta bounce. We gotta meet the crew." Then his dad asks, "Hey, where're you going?" and the kid says, "We have to go. We're meeting our friends downtown." So he's saying the same thing to both people, but with his friends using a teen dialect, "Gotta bounce" meaning "We have to go" and "the crew" for "my friends." And he's code-switching when he switches from the teen dialect into standard English with his dad.

Alright, so why do teenagers use this kind of teen dialect? Well, because it's an important way for teens to show their identity—to show that they fit in with their

friends. It also shows that they're separate from their parents. So by code-switching into a teen dialect with their friends, a teen is saying, "I'm one of you." . . . and saying to their parents, "I'm *not* like you."

3.2

Sometimes I can't understand her accent.

1. I can come to the university tonight.
2. He can't speak Spanish.
3. We can't wait for you here.

UNIT 5

1.1

Susan Cormal: One might wonder—why celebrate a holiday in honor of the elephant? Well, the elephant has a long tradition in Thai culture. At one time, the Thai depended on elephants to fight in wars alongside them. Elephants also played a role in religious ceremonies. These are some of the reasons the Thai have such a love for the elephant and have included it on the national flag of Thailand.

1.2

Anchor: It's March 13th and in Thailand people are celebrating a tradition called Elephant Day. With the elephant facing extinction, what does this mean for the survival of this holiday? Susan Cormal reports.

Susan Cormal: One might wonder—why celebrate a holiday in honor of the elephant? Well, the elephant has a long tradition in Thai culture. At one time, the Thai depended on elephants to fight in wars alongside them. Elephants also played a role in religious ceremonies. These are some of the reasons the Thai have such a love for the elephant and have included it on the national flag of Thailand.

Unfortunately, the beloved elephant may become extinct. Instead of living freely in the wild, the elephant today is usually used to help restaurant owners make a living. I'm now standing outside a restaurant in Bangkok, the capital of Thailand. A young woman is stretching out her hand to feed a hungry elephant. "Begging" elephants are a common tourist attraction in Bangkok, even though there is a city law against it.

Let me find out if this young woman is aware of the law. Excuse me, I'm here reporting about Elephant Day. Can I ask you a question?

Tourist: Sure. I'll have some amazing stories to tell when I go back home. In fact, would you take a picture of me feeding an elephant?

Susan Cormal: Did you know that many people believe this is degrading to elephants? There's even a law against using elephants to beg in the streets.

Tourist: Oh no! I had no idea. I think the guidebooks should definitely mention this. Most books only tell you which season is the best time to travel, what hotels you can or can't afford, and where you can find the best souvenirs.

Susan Cormal: Now I'd like to talk to someone who knows more about the problem of the elephant than almost anyone. Sang Tounserat has founded Dumbo Express, a group of veterinarians who seek out elephants in need of medical attention.

So is Elephant Day a sad day for you? A time when people are celebrating a national treasure that may soon be extinct?

Sang Tounserat: Really, I think it's the best time to make people aware of this controversy. I like to use this day to educate the public and let them know how Dumbo Express helps. You can make a contribution just by visiting the park. Or if you'd like, you can shop online at dumboexpress.com.

Susan Cormal: It's a sad day when the national symbol of a country may soon be extinct. But with people like Sang, and her work at Dumbo Express, there's now much more to celebrate on Elephant Day.

This is Susan Cormal, in Bangkok, Thailand.

1.3

Frederick: Actually, I don't see that we're preserving tradition at all. This tradition has died in Myanmar already. These women are just hurting their bodies to entertain us. It's like paying to go see animals in a zoo. It's degrading.

UNIT 6

1.1

Ahhh, Friday at last, Jim was thinking.

"Bye, Jim," Serena waved as she walked out the door. "Have a good weekend."

"Can't wait. You, too." Jim was approaching his car when he heard a voice, "Go back," it whispered.

Jim looked around, but saw no one. "Huh, I must be working too hard." Ignoring the voice, he started up his car and drove along the familiar route home.

"Finally. I've been looking forward to this all week," he thought as he turned into the driveway. "Go back," the voice repeated.

1.2

Ahhh, Friday at last, Jim was thinking.

"Bye, Jim," Serena waved as she walked out the door. "Have a good weekend."

"Can't wait. You, too." Jim was approaching his car when he heard a voice, "Go back," it whispered.

Jim looked around, but saw no one. "Huh, I must be working too hard." Ignoring the voice, he started up his car and drove along the familiar route home.

"Finally. I've been looking forward to this all week," he thought as he turned into the driveway. "Go back," the voice repeated.

Now Jim was beginning to worry. "Did I forget something at work? Is that what 'go back' means? Well, I'm already home. No going back now."

Later that evening, Jim had already forgotten about the voice. He was thinking about the blind date he would have on Saturday night. Jim was a little nervous, but also excited at the thought of meeting someone new. He thought he would call his friend John, who had arranged the date.

Just as Jim picked up his cell phone, he heard the scary voice. "GO BACK!" This time the voice almost growled its command.

To get the voice out of his mind, he slipped a DVD into the player and began to watch a movie.

"GO BACK!" the voice screamed from the television.

"I can't stand this!" Jim yelled as he turned off the DVD player.

"GO BACK!" This time the voice came from his laptop. "GO BACK!" Now his computer was giving him the same message.

Jim was desperate. He gathered his cell phone, DVD player, laptop, even the iPod he had bought only days before and threw them into the trash can.

Suddenly, it was quiet. The voice was gone. Jim picked up a book he had started a month ago and began to read.

"Aha!" he said. It finally made sense. It was as if Jim had gone back in time 30 years, before the world depended on the latest technological invention to do something as simple as enjoy a relaxing weekend.

1.4

Robert and David were good friends. Late one spring evening, they were driving to a spring social. As they drove along the road, Robert and David both realized that they didn't have dates! So David said to Robert, "Some good friend you are. What happened to our dates for the evening?"

"Oh, I'm sorry. I just couldn't get them to go."

"Well, we'll find dates at the dance. There'll be lots of girls there without partners."

As they drove along the road, the headlights fell on someone walking along the side of the highway. As they approached the person walking, they could see that it was a young girl, dressed in a lavender evening dress. Robert looked at David, David looked at Robert, and they both smiled. They slowed the car down, and when they stopped, they said to the young woman, "We're on our way to the social."

"Oh," she said, "so am I!"

"Would you like to ride?"

"I would indeed," she said.

She got into the back of the car. Robert and David introduced themselves and she said, "I'm Lavender, just like my dress. Just call me Lavender."

As they drove along, they decided that they would be together that night. At the dance, Robert danced with Lavender, David danced with Lavender, and as the evening

wore on, the spring air turned a little cool. And Robert said to Lavender, "Are you cold? Would you like my coat?"

"Oh, yes," she said, "I am just a bit chilled."

And Robert said, "I think it's raining outside. Could we drive you home?"

"Oh, yes," she said, "Thank you. I didn't want to walk on the highway alone tonight."

And as they started down the highway, Lavender explained that both her mom and dad were just a little strict. And it would be very difficult to explain how she had come home with two strange young men. So it would be easier to stop at the edge of the driveway and she could walk to the house without any explanation to her parents. And Robert and David understood. And as they stopped at the edge of the driveway, Lavender got out, blew them a kiss from the tip of her fingers, and walked down the driveway and through the trees toward the house. And then they realized that she still had the coat! David said, "Tomorrow. We'll get it back tomorrow. That will be the excuse we use to come and visit."

Early the next morning, David and Robert were on the highway, driving toward the house. But as they drove up and down the highway, they couldn't seem to find the driveway.

"It was here!"

"No, it was over there!"

"It was here," said Robert, "but look, it's all grown up. There are weeds, and grass, and rocks. It wasn't grown up last night! But this is the driveway . . . you see, there's a house between the trees."

So they stopped the car and got out, and walked along the driveway. And as they cleared the trees, they could see the house. And Robert said to David, "Are you sure that we're in the right place? Look at this house. Look at the windows—they're all broken! And look how the door hangs from the hinges! This couldn't be the place!" They walked to the back of the house. And there, in a little picket fence, was a little family cemetery with five, six, seven gravestones. And hanging on one of the gravestones, a middle-sized gravestone, was the coat. And as they lifted the coat from the stone they both said, "Aaah!"

The name on the gravestone was "Lavender." They had spent the evening with a ghost. And that's the end of that!

3.2

Did I forget something at work?

1. Jim had already forgotten about the voice.
2. He started up his car and drove along the familiar route.
3. The voice screamed from the television.

UNIT 7

1.1

There are those insane people who have the coffee-maker set to go as soon as the alarm clock rings. For them, the hurried routine never changes:

The alarm clock rings, the coffee-maker starts. Then it's:
Take a quick shower, pour a cup of coffee;
Rush to get dressed, have a sip of coffee . . .

1.2

There are those insane people who have the coffee-maker set to go as soon as the alarm clock rings. For them, the hurried routine never changes:

The alarm clock rings, the coffee-maker starts. Then it's:
Take a quick shower, pour a cup of coffee;
Rush to get dressed, have a sip of coffee;
Brief look in the mirror, one more gulp of coffee;
Then briefcase in hand, last swallow of coffee, they dash out the door and run off to work.

I'm not ashamed to admit it. I prefer to take it easy in the morning. My eyes open and I slowly unfold with a stretch. Then my feet touch the floor and I move leisurely to the kitchen. Now my morning ritual begins. I grind a few spoonfuls of coffee beans and smell their rich aroma. I continue the process step by step of making a simple cup of coffee. This takes a little more time than pushing a button from off to on, but what is lost in time is gained in pleasure.

The ritual continues as I take my steaming cup of coffee and set it on the dining room table. Seated at this second-hand table, I enjoy my first sip of coffee while I gaze out the window. I have another sip and read the morning paper. It's only after I've finished the second cup of coffee that I begin to think about the day ahead.

The delight of an unhurried morning: There are those insane people who'll never be convinced.

1.3

Karen Brown: A group of chickens are walking around the backyard of Daniel Staub, Kristin Brennan, and their two young children. The chickens lay about ten eggs a day. In their garden, vegetables are starting to grow. And when their kids want something sweet, they go out back and get honey from a beehive.

Kristin Brennan: There was this one hive, and they produced eighty pounds of honey this year, that we actually harvested. And then . . .

Karen Brown: Brennan and Staub are both thirty-one years old and college educated. Two years ago, they began a homesteading experiment. Now, they try to live a self-sufficient lifestyle. They produce almost all of their own food instead of shopping at the supermarket. They wear used clothes and shop at second-hand stores. They have no car, and instead bike, walk, or take the bus, whether they're going around town or visiting family in the next state. They don't use electricity in their house, either. They have candles for light and heat their home with wood.

Daniel Staub: We are attempting to live within a local economy. Locally-based economy is really about community for me, and it's about connection between people and each other, and the natural world around them.

Karen Brown: There is a long tradition of homesteading in the United States, but most homesteaders live in rural areas, on farms and in the countryside. What makes Brennan and Staub's lifestyle different is that they live in the middle of a poor, inner city neighborhood in Springfield, Massachusetts. They hope that other people will notice their simple lifestyle, and consider changing their own habits.

Daniel Staub: We could live this way anywhere. The question is, in what way will we be offering it most to people? A lot of people in a lot of different situations can benefit from changing their consumption habits . . .

Karen Brown: Since their move, they've worked hard to build relationships with neighbors. And they've gotten especially close to local children.

Kristin Brennan: Okay, so, you want to get as much of the root as you possibly can, so you're gonna kinda work around it, so let me show you, LJ.

LJ: Like this?

Kristin Brennan: No.

Karen Brown: Ten year old Lorenzo Nicholson is helping Brennan move plants from one part of the garden to another.

Kristin Brennan: . . . and you're gonna actually put your foot on top of the shovel.

LJ: I know.

Kristin Brennan: OK

Karen Brown: Lorenzo is one the young neighbors who enjoy spending most sunny afternoons in this backyard. However, the adults are harder to convince. Staub often tells family and friends that, even though it's more work, they enjoy their life this way. For instance, today they are sawing wood to burn in their wood stove.

Daniel Staub: If you see it as time that is taken away from, you know, something else that you really need to be doing, well, then it seems totally insane. But if you see it as something that is an activity worth doing in and of itself: you're getting exercise, you're spending time with family, you know, you're not using the fossil fuels that would be involved with using a chainsaw.

Karen Brown: While Brennan and Staub both believe in what they're doing, they still talk about how far to go. Brennan is usually more willing than her husband to put more wood on the fire when the house gets cold. And with two small children, she admits that she sometimes wants to use the clothes dryer that came with the house.

Kristin Brennan: And we've been tempted to throw diapers and covers into the dryer.

Karen Brown: And what stops you just before you do that?

Kristin Brennan: Well, I guess it's a slippery slope. We use the dryer once, maybe we'd be lured by the dryer again, and so, we decided not to do it.

Karen Brown: However, neither Brennan nor Staub wants to end their homesteading lifestyle. In fact, they hope to do more. Next year, they plan to buy a goat so they can have fresh milk. I'm Karen Brown.

UNIT 8

1.1

Woman's voice: Good morning. This is Sarah and Mark on KWTP. This morning we need your opinion about marriage. But we're not just interested in what happens after you tie the knot. We want to know how you feel about what happens before the wedding.

1.2

Woman's voice: Good morning. This is Sarah and Mark on KWTP. This morning we need your opinion about marriage. But we're not just interested in what happens after you tie the knot. We want to know how you feel about what happens before the wedding.

Mark: That's right. You've all heard of prenuptial agreements. Well, call in and give us your opinion. Let the listeners know what you think of signing a prenuptial agreement before saying "I do."

Here's our first caller, Suzanne, from New York City. Hi, Suzanne. One question. Are you married?

Suzanne: I've been happily married now for ten years. But I have to admit there are times when I wish that my husband and I had signed some sort of contract before we got married. At the time, it didn't occur to me. You see, for the first two years we were married, John was the breadwinner, so it made sense that I would stay home and take care of the house. But now I'm a nurse and I work a 40-hour week too. Even so, John still expects me to cook all the meals. I do all the housework, too, and when I complain about it, he says, "I never told you to clean the house. It doesn't bother me if there's a little dust on the furniture." If I were going to do it all over, I'd make sure that we had an agreement to be equal partners in our marriage.

Sarah: OK, now let's hear from Amani, calling in from San Francisco.

Amani: I really don't think such an agreement would be possible in India, where I come from. One reason is that today many marriages are arranged by the couples' parents. The girl's parents try to find a husband who has a very good job. It is simply expected that the wife will stay home and take care of the house, while the husband earns the money. Actually, my husband and I didn't know each other until our parents' decided that we would be a good match. We have a very good life together. When we have a problem, we discuss it and work it out together.

Mark: That's wonderful! We have time for one more caller.

Toshiyuko: This is Toshiyuko and I'm calling in from Minneapolis. I agree with the caller from India. One reason my marriage works is that my wife and I keep many of the traditional Japanese roles. For example, my wife controls the family budget. Another reason is that we share many of the same interests. So we get along very well without any kind of written agreement.

Mark: That's all we have time for today. Thanks to everyone who called in. Have a great day!

1.3

Speaker 1: I'm glad you guys are happy, but I'd never sign a prenuptial agreement like this. No way. I don't care what you say; it's just not very romantic. I mean if you really love someone, you don't need to write all these things down. You just need to learn how to make your spouse happy and you've got to work out your problems right when they come up.

Speaker 2: I don't know about all this. . . . It might be a good idea, but the main problem is this contract has WAY too many details. Like the rule about going to sleep at 11:00 P.M. What if one person wasn't sleepy or wanted to watch the news or something? That would be breaking a rule, right? It's crazy. You can't plan every detail in your life. That's ridiculous!

3.2

Matt's wife will cook, and he will wash the dishes.

1. When Diana goes shopping for clothes, she always spends more money than planned.
2. Tim will vacuum the living room, if his mom asks him.
3. I wish my wife would sometimes prepare dinner for me.

UNIT 9

1.1

Speaker: We're all here today for the same reason: we care about the environment. We care enough that we asked our elected officials to pass a law to preserve our atmosphere. This law would require businesses to reduce the amount of greenhouse gases they emit by a significant amount over the next ten years. However, it's not just big businesses that are responsible for the emissions of gases that contribute to global warming. We are all guilty of this crime against the environment. Therefore, it is up to each individual to contribute to a cleaner and healthier environment.

1.2

Speaker: We're all here today for the same reason: we care about the environment. We care enough that we asked our

elected officials to pass a law to preserve our atmosphere. This law would require businesses to reduce the amount of greenhouse gases they emit by a significant amount over the next ten years.

However, it's not just big businesses that are responsible for the emissions of gases that contribute to global warming. We are all guilty of this crime against the environment. Therefore, it is up to each individual to contribute to a cleaner and healthier environment. But you might wonder, "how can I have an impact?" "What can I do to offset the dangers that these invisible gases cause?"

The answer is simple. You have to think about your own carbon footprint.

First, you must significantly decrease the amount of electricity you use. Do you really have to drive to the store when there's a bus that can take you? You don't really have to have the air conditioner running all summer, do you?

There are dozens of other ways to become more energy efficient:

For example, you must recycle all paper, plastic, and metal objects. If your community doesn't have a recycling plan, you will have to speak to your neighbors to put one in place.

If you have to drive to work, join a carpool.

If you don't have to drive to work, there are other simple alternatives. Try riding your bike or walking to work.

These are just a few things that you can do to reduce your carbon footprint.

And one more thing. Make sure your elected officials know that preserving the environment is important to you, and if they are smart, it will be important to them, too.

1.3

Speaker: We are here today because we want stop global warming. Like me, you're trying hard to reduce your own personal carbon footprint. And these small, individual changes do have an impact, do help lower our carbon emissions.

But it's not enough. It's not enough for individuals to change. We need governments to change. We need industry to change. We need big changes if we want to stop global warming from destroying our planet.

One third . . . one third of our global carbon emissions—35 percent—comes from producing electricity. We need government and industry to work together to lower these emissions. To develop new, cleaner technology to heat our homes, power our factories, and to keep the lights on.

Another twenty percent of our emissions comes from transportation. We need government and industry to work together to build more energy efficient cars and trucks. To build more public transportation. Good quality public transportation that will let us get rid of our cars and the pollution they produce forever!

UNIT 10

1.1

Announcer: Clearly, we all agree that stealing is a crime, but what if the thief turns out to be a twelve-year-old girl? And what if it isn't the first time this sixth grader has been arrested for the very same crime? People are beginning to wonder, "Who's really responsible, the twelve-year-old girl, or her parents, for failing to properly discipline their child? Jenna Richards is in Dayton, Ohio, the scene of the crime."

1.2

Announcer: Clearly, we all agree that stealing is a crime, but what if the thief turns out to be a twelve-year-old girl? And what if it isn't the first time this sixth grader has been arrested for the very same crime? People are beginning to wonder, "Who's really responsible, the twelve-year-old girl, or her parents, for failing to properly discipline their child? Jenna Richards is in Dayton, Ohio, the scene of the crime."

Reporter: In Dayton, Ohio, this issue is big news. The Court has already made its decision. The judge says the parents of 12-year-old Jessica should be punished for their daughter's crime. Let's see what the people have to say about this decision.

Excuse me, sir, have you heard about the Court's judgment?

Elderly man: Yes, and I think it's about time. There's no doubt that parents are too permissive these days. They need to set limits on their children's behavior. I mean, parents let their children make the rules. Don't they understand that their children's misbehavior can have serious consequences?

Reporter: Thank you, sir. Uh, hello. I see you two have just come out of the courthouse.

Young woman and young man: Yes/We . . .

Young woman: We were watching the case because we work at the Jones Center for Family Causes. Our center teaches parents how to use problem solving to deal with family issues.

Reporter: And after watching the case, what do you think of the Court's decision?

Young man: Well, in most cases I think it's not a good idea to blame either the parents or the child. Our center advocates that both parents and children have rights and responsibilities. It seems that in Jessica's home, the parents were trying to keep their daughter out of trouble, but, at some point, they didn't have enough control over her actions.

Reporter: So it looks like the people's decision is split in this case. The controversy over this issue—should parents be punished for their child's actions—continues.

1.3

Reporter: Instead of spanking, Dr. Lau advocates problem solving and consequences as better ways to teach children life lessons.

Beverly Lau: Children learn best by doing. The best way to teach them how to behave is to get them to say what they did wrong and to think of what they should have done instead. We call this active problem solving and we need to show our children how to do it. There still needs to be a consequence for the misbehavior. But it should be a consequence that makes sense. Like "you hit your friend so we need to leave the playground." Or "you didn't finish your homework so you can't watch TV."

3.2

Some believe corporal punishment of children can lead to abuse. Abuse

1. This couple hopes the counselor can give them helpful advice on how to deal with their daughter. Advice
2. Modern parents try to raise their kids without spanking. Raise
3. Psychologists say parents should use nonviolent methods of discipline. Use
4. Our neighbor's son can run loose when his mother is not around. Loose

Achievement Tests Answer Key

UNIT 1

1.1

B

1.2

1. C 2. D 3. B 4. A 5. D 6. A

1.3

1. memory pill
2. humorous/positive
3. humorous/positive

2.1

- | | | |
|----------------------|------------|-----------|
| 1. get our attention | 3. fear | 5. slogan |
| 2. emotional | 4. promote | |

2.2

1. A 2. D 3. C 4. C 5. D

3.1

- | | |
|------------------------|--------------------------------|
| 1. have | 3. introduces / is introducing |
| 2. shakes / is shaking | 4. looks |

3.2

1. Wednesday 2. anniversary 3. Really?

3.3

1. A 2. D 3. C

4.1

A

4.2

Answers will vary.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 2

1.1

B

1.2

1. C 2. B 3. D 4. D 5. A 6. A

1.3

1. E 2. F 3. B

2.1

- | | | |
|-------------|-------------|-------------|
| 1. Neither | 3. Neither | 5. Neither |
| 2. Positive | 4. Negative | 6. Negative |

2.2

- | | | |
|-------------|--------------|----------|
| 1. products | 3. criminal | 5. avoid |
| 2. accept | 4. protected | |

3.1

1. B 2. C 3. C

3.2

1. credit 2. identity 3. check

3.3

1. And?
2. So, what happened next?
3. Wow!

4.1

A

4.2

Answers will vary. Suggested answers:

She should learn how to protect herself from identity theft.

She shouldn't leave her purse in the car again.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 3

1.1

D

1.2

1. B 2. A 3. D 4. C 5. B 6. A

1.3

1. D 2. C 3. F

2.1

- | | |
|--------------|------------|
| 1. course | 4. achieve |
| 2. challenge | 5. terrain |
| 3. endurance | |

2.2

1. A 2. C 3. A 4. B 5. A

3.1

- | | |
|-------------|--------------|
| 1. herself | 3. myself |
| 2. yourself | 4. ourselves |

3.2

1. the other night
2. each other
3. another

3.3

1. S 2. W 3. S

4.1

Answers will vary. Suggested answers:

Be happy. It is a way of being wise.

Don't do whatever you like. Like whatever you do.

4.2

Answers will vary.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 4**1.1**

D

1.2

1. B 2. C 3. D 4. B 5. C 6. B

1.3

1. Dialect 2. Dialect 3. Accent

2.1

1. self-conscious
2. make a big deal about
3. fit in
4. identity
5. intentionally

2.2

1. A 2. B 3. C 4. A 5. B

3.1

1. couldn't 2. could 3. can 4. can't

3.2

1. can 2. can't 3. can't

3.3

1. Today I'd like to discuss what we mean by "accent" in speech.
2. but let's get back to our discussion about accents.
3. but I'm afraid that's all we have time for today.

4.1

Answers will vary. Suggested answer:

I would ask a question.

4.2

Answers will vary. Suggested answer:

I would not change topics too quickly.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 5**1.1**

B

1.2

1. A 2. C 3. C 4. B 5. D 6. A

1.3

1. C 2. D 3. F

2.1

1. E 2. C 3. A 4. B 5. D

2.2

1. C 2. A 3. A 4. B 5. D

3.1

1. wrap
2. will not be able to/won't be able to
3. will continue

3.2

1. C 2. B 3. B 4. A

3.3

1. definitely should not
2. Let's
3. We should

4.1

Answers will vary. Suggested answer:

We should tell people about the elephant controversy.

4.2

Answers will vary. Suggested answer:

We could make a contribution to Dumbo Express.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 6**1.1**

D

1.2

1. A 2. B 3. B

1.3

- A. 2 C. 4 D. 3

1.4

1. Go Back
2. Both
3. Lavender

2.1

- | | |
|----------------|-------------|
| 1. approaching | 4. repeated |
| 2. whispered | 5. scary |
| 3. driveway | |

2.2

1. frightening
2. unattractive plants
3. friendly event
4. people at an event
5. expecting others to obey rules

3.1

- | | |
|------------|-------------|
| 1. to tell | 3. to scare |
| 2. try | 4. to make |

3.2

- | | | |
|----------|----------|---------|
| 1. about | 2. along | 3. from |
|----------|----------|---------|

3.3

- | | | |
|------|------|------|
| 1. B | 2. E | 3. M |
|------|------|------|

4.1

Answers will vary. Suggested answer: lonely

4.2

Answers will vary.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 7**1.1**

A

1.2

- | | | | | | |
|------|------|------|------|------|------|
| 1. B | 2. C | 3. C | 4. D | 5. B | 6. B |
|------|------|------|------|------|------|

1.3

- | | | |
|------|------|------|
| 1. C | 2. E | 3. F |
|------|------|------|

2.1

- | | |
|-----------------|--------------|
| 1. ashamed | 4. gained |
| 2. take it easy | 5. convinced |
| 3. simple | |

2.2

- | | | | | |
|------|------|------|--------|--------|
| 1. D | 2. O | 3. O | 4. A/O | 5. P/W |
|------|------|------|--------|--------|

3.1

- | | |
|----------|------------------|
| 1. many | 3. a little more |
| 2. a few | 4. a lot of |

3.2

1. Did you get a lot of sleep last night?
2. He's under a lot of stress.
3. You need a day off.

3.3

- | | | |
|----------|--------|----------|
| 1. quick | 2. hot | 3. brief |
|----------|--------|----------|

4.1

making coffee / taking it easy

4.2

This routine makes her feel happy or relaxed.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 8**1.1**

C

1.2

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. D | 3. A | 4. B | 5. C |
|------|------|------|------|------|

1.3

- | | |
|------------------|------------|
| 1. Not mentioned | 3. For |
| 2. Against | 4. Against |

2.1

- | | | | | | |
|------|------|------|------|------|------|
| 1. G | 2. C | 3. I | 4. F | 5. D | 6. H |
|------|------|------|------|------|------|

2.2

1. before wedding day: propose
2. wedding day: tie the knot, become a spouse
3. marriage: be the breadwinner

3.1

1. happier than
2. not as windy as, less windy than
3. less crowded than, not as crowded as
4. more adventurous than

3.2

- | | | |
|------|------|------|
| 1. B | 2. C | 3. B |
|------|------|------|

3.3

- | | | |
|-----------|------|------|
| 1. C or F | 2. D | 3. A |
|-----------|------|------|

4.1

Answers will vary. Possible answer:

Married couples will fight less if they have a written agreement.

4.2

Answers will vary. Possible answer:

Married couples should be able to talk about their problems and find solutions.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 9**1.1**

C

1.2

1. F 2. F 3. F 4. T 5. Not mentioned

1.3

People should use public transportation more.

2.1

1. emissions
2. significant
3. invisible
4. guilty
5. greenhouse gases

2.2

1. C 2. A 3. A 4. B 5. D

3.1

- | | |
|-----------------|--------------------|
| 1. must not | 4. doesn't have to |
| 2. can't | 5. don't have to |
| 3. will have to | |

3.2

1. finished
2. finished
3. not finished
4. not finished
5. finished

4.1

A person's carbon footprint is his/her impact on global warming.

4.2

Answers will vary. Possible answer:

People must not keep appliances plugged in when not in use.

4.3

Answers will vary. See the scoring rubric on page T-66.

UNIT 10**1.1**

B

1.2

1. C 2. C 3. B 4. C 5. B 6. A

1.3

1. Neither 2. Report about Jessica 3. Both

2.1

- | | | | |
|------|------|------|------|
| 1. C | 3. J | 5. H | 7. B |
| 2. E | 4. A | 6. G | |

2.2

1. C 2. A 3. D

3.1

1. have ... returned (alternative correct answer 've returned)
2. have ... seen
3. Have ... read
4. have spanked (alternative correct answer 've spanked)

3.2

- | | |
|--------|--------|
| 1. /s/ | 3. /z/ |
| 2. /z/ | 4. /s/ |

3.3

1. C 2. B

4.1

Answers will vary.

4.2

Answers will vary.

4.3

Answers will vary. See the scoring rubric on page T-66.

NorthStar 3 Achievement Test Scoring Rubric: Speaking

Score	Description
4	<p>A response at this level demonstrates generally clear and automatic speech, with one or two short pauses and hesitations, and typically correct pronunciation of words; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • mostly accurate information with logical connections to listening • consistent use of complex grammatical features such as relative clauses, adverb phrases, and longer formulaic expressions • use of multiple vocabulary words from and relevant to unit • mostly accurate grammar and vocabulary use
3	<p>A response at this level demonstrates generally clear and automatic speech, with one or two short pauses and hesitations, and generally correct pronunciation of words; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • mostly accurate information with logical connections to listening • somewhat consistent use of complex grammatical features such as relative clauses, adverb phrases, and longer formulaic expressions • use of multiple vocabulary words from unit • generally accurate grammar and vocabulary use
2	<p>A response at this level demonstrates somewhat clear and automatic speech, with some short pauses and hesitations, and generally correct pronunciation of words; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • generally accurate information with somewhat logical connection to listening • consistent use of grammatical features such as prepositional phrases, modals, simple verb tenses, and direct objects; little or no attempt to use complex grammatical structures is made • use of multiple vocabulary words from prompt • generally accurate grammar and vocabulary use
1	<p>A response at this level demonstrates somewhat clear and automatic speech, with multiple short pauses and hesitations, and some correct pronunciation of words; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • generally accurate information with some connection to listening • inconsistent use of grammatical features such as prepositional phrases, modals, simple verb tenses, and direct objects • use of multiple vocabulary words from prompt • somewhat noticeable errors in grammar and vocabulary use
0	<p>A response at this level attempts to address the prompt in English, and is marked by long periods of silence or unintelligible speech; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • information that is not connected to listening or lacks accuracy • use of isolated words or short utterances • very limited range of vocabulary; recycled prompt language • frequent errors in grammar and vocabulary use <p>A response at this level could also include no attempt to respond.</p>