

Student Book Answer Key

UNIT I

1C BACKGROUND AND VOCABULARY

3, page 4

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

2A LISTENING ONE, page 5

1. Dr. Weil recommends reducing our news intake slowly until we manage to live with no news for one week.

LISTEN FOR MAIN IDEAS, page 5

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

LISTEN FOR DETAILS, page 6

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

MAKE INFERENCES, page 7

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

2B LISTENING TWO, page 8

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

STEP 1: Organize, page 9

Answers will vary. Suggested answers:

	News Resisters	Is Media Overwhelming?
Effects on individuals' behavior	<ul style="list-style-type: none"> we become addicted not enough time in life for everything media prevents us from being comfortable alone people don't know how to be alone with themselves and just think 	<ul style="list-style-type: none"> we're experiencing a national attention deficit disorder
Effects on individuals' feelings	<ul style="list-style-type: none"> creates antagonism between immediate (news) and eternal (religion) media creates sense of despair 	<ul style="list-style-type: none"> we're evading who we are
Effects on children	<ul style="list-style-type: none"> children don't have a lot of time to be by themselves 	<ul style="list-style-type: none"> kids are developing attention deficit disorder kids don't do well in school
Effects on society as a whole	<ul style="list-style-type: none"> prevents us from contributing to the benefit of society and others 	<ul style="list-style-type: none"> we focus on people like ourselves, which hurts our sense of community

REVIEW

1, pages 10–11

- | | |
|-----------------------|--------------------|
| 1. repetitive | 7. comes in second |
| 2. bias | 8. regardless of |
| 3. inconsequential | 9. perspective |
| 4. newsworthy | 10. barrage |
| 5. lethal | 11. evading |
| 6. makes a connection | 12. remedy |

2, page 11

Positive connotation	Negative connotation
make a connection newsworthy remedy	barrage bias evade inconsequential lethal repetitive

EXPAND, page 11

1. addicted to; catch
2. take a break from; coverage; get the scoop on; daily
3. remedy; humor; underlying
4. recommends; track down; distract; attention deficit disorder

3B GRAMMAR**2, page 14**

- | | |
|----------------------|-----------------------|
| 2. were provided | 9. have been received |
| 3. were flooded | 10. is being planned |
| 4. have been treated | 11. will be followed |
| 5. is being reported | 12. was rescued |
| 6. is predicted | 13. had been warned |
| 7. is considered | 14. was interviewed |
| 8. was released | 15. will be given |

3, page 15

- | | |
|------------------------|-------------------------|
| 1. was attracted | 5. are being overloaded |
| 2. are being filled | 6. is weakened |
| 3. is stimulated | 7. have been plunked |
| 4. have been depressed | 8. was inspired |

PRONUNCIATION**2, page 16**

- | | | | |
|--------|--------|---------|---------|
| 1. are | 3. has | 5. have | 7. are |
| 2. is | 4. are | 6. is | 8. have |

UNIT 2**1C BACKGROUND AND VOCABULARY****1, pages 22–23**

- | | |
|-----------------|----------------|
| a. crutches | g. limitations |
| b. scars | h. overcome |
| c. in store for | i. revelation |
| d. landscape | j. proof |
| e. soared | k. crushed |
| f. collapsed | |

LISTEN FOR MAIN IDEAS, page 24

1. Richard dreamed of flying over different landscapes.
2. When Richard was a young boy, an accident with a runaway truck mangled his left leg.
3. Richard realized that everyone is born with gifts, but we all run into obstacles.
4. Richard believes that if we recognize our talents and make the most of them, we can succeed in life.

LISTEN FOR DETAILS, page 25

- F 1. As a child, Richard used to dream he was ~~in an~~ airplane. (flying)
- F 2. Richard always dreamed about ~~the same~~ landscape. (different)

- F 3. Richard had an accident when he was ~~six~~. (four)
- F 4. He was forced to get around ~~in a wheelchair~~. (on crutches)
- F 5. Richard was ~~standing on the ground~~ when he had a revelation. (sitting on the rooftop of a cathedral)
- F 6. He heard a song called "Drive Away with Me." (Fly)
- F 7. Richard ~~can now~~ walk. (cannot)
- F 8. He dreamed he ~~was a boy again~~. (could fly)

MAKE INFERENCES, page 25

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

2B LISTENING TWO**1, pages 26–27**

1. 7
2. blindness, deafness, cancer survivor, amputee
4. The largest group of disabled climbers to scale Mt. Kilimanjaro
5. They inspired each other

STEP 1: Organize, page 28

Answers will vary. Suggested answers:

Richard

Challenges Physical problems (cannot stand, can hardly walk) and psychological challenges (stopped dreaming, as a young boy)

Goals and hopes To go to college

Personal qualities Perseverance and imagination

Achilles

Challenges Variety of physical challenges: blind, deaf, asthmatic, cancer survivor, amputee: tough physical challenge

Goals and hopes To climb Mt. Kilimanjaro; to take message of hope up the mountain for others

Personal qualities Perseverance and endurance

Ways the stories overlap

Everyone shows great perseverance and determination. Everyone is facing great odds.

REVIEW, page 29

- | | |
|------------------|------------------|
| 1. challenging | 12. judging |
| 2. determined | 13. limitations |
| 3. inspiration | 14. courageous |
| 4. landscape | 15. empowerment |
| 5. scattered | 16. peak |
| 6. eagles | 17. proof |
| 7. collapsed | 18. tough |
| 8. recognize | 19. in store for |
| 9. inspirational | 20. altitude |
| 10. recognition | 21. soaring |
| 11. perseverance | |

EXPAND, pages 31–32

1. L, F 3. F, L 5. L, F
2. L, F 4. L, F 6. F, L

PRONUNCIATION**1, page 36**

- When Richard was little // he dreamed he was flying.
- He looked at his scar // and imagined it was an eagle.
- When he visited Venice // he realized that he had great gifts.
- He suddenly realized // that he could overcome his obstacles.
- The essay he wrote about his experience // was chosen for broadcast.

UNIT 3**1C BACKGROUND AND VOCABULARY, pages 42–43**

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

2A LISTENING ONE, page 44

- 9½ hours
- 3. *Answers will vary.*

LISTEN FOR MAIN IDEAS, page 44

- It's a hormone that affects sleep.
- Teens are out of synch because melatonin is not secreted in their body until 11 hours later than it is in childhood.
- They fall asleep whenever they can.
- They face dangers driving.
- They feel frustrated, irritable, and sad.

LISTEN FOR DETAILS, page 45

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

MAKE INFERENCES, page 46*Excerpt One*

- playful, amused
- F

Excerpt Two

- respectful, enthusiastic
- T

Excerpt Three

- confused
- F

Excerpt Four

- shocked
- F

2B LISTENING TWO**1, pages 47–48**

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

STEP 1: Organize, page 48

Answers will vary. Suggested answers:

	Teenagers	Parents of young children
Symptoms of sleep deprivation	—eyelids droop —get drowsy in class —fall asleep after a few minutes in a quiet environment	—crankiness —lack of concentration —no time for others —drink lots of coffee
Dangers of sleep deprivation	—risk of accidents —slower reaction time, less concentration —emotional impact	—makes us perform badly in all situations —make bad decisions —can be dangerous on the job
Recommendations from professionals	—understand and be sensitive to these issues —raise awareness —find ways to deal with the problem	—make sleep a priority —realize that sleep debt accumulates

REVIEW, pages 49–50

- a. 1 d. 4 g. 5 j. 11 m. 14
b. 10 e. 2 h. 12 k. 13 n. 15
c. 3 f. 7 i. 8 l. 9 o. 6

EXPAND, pages 51–52

- run by
- naps
- irritable
- power nap
- nodded off
- burning the midnight oil
- shut-eye
- caught 40 winks

3B GRAMMAR**2, pages 54–56**

- wouldn't get
- would you do
- slept
- showed up
- worked
- would be
- worked
- weren't allowed
- would be
- would happen
- fell
- took
- would be
- didn't get
- would be
- would happen
- didn't sleep
- would increase
- didn't enforce

PRONUNCIATION**1, page 57**

1. I need to go to bed, but I'm feeling energetic.
2. Adolescents wake up late, but children wake up early.
3. Lian is fast asleep, but her children are awake.
4. My husband has insomnia, but I need to sleep.
5. I'm sleepy in the morning, but I'm wide awake at night.

UNIT 4**1C BACKGROUND AND VOCABULARY, pages 64–65**

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

2A LISTENING ONE, page 66

1. bird 2. chimp 3. dolphin

LISTEN FOR MAIN IDEAS, page 66

1. a 2. c 3. c

LISTEN FOR DETAILS, page 67

1. F; Sara, the older chimp, helped the new, injured chimp by giving her food. (taking her to a door)
2. T
3. F; Alex the parrot uses a computer to communicate. (does not use)
4. F; Alex can answer questions about what he wants to eat and do. (similarities and differences)
5. T
6. T
7. T
8. F; When Alex answers questions, he doesn't seem to understand the questions; instead, he is answering in a rote manner. (seems to understand the questions)

MAKE INFERENCES, pages 67–68*Excerpt One*

1. c 2. a

Excerpt Two

1. a 2. b

Excerpt Three

1. a 2. b

Excerpt Four

1. b 2. a

2B LISTENING TWO, pages 68–69

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

STEP 1: Organize, page 69

Animal	The Infinite Mind	What Motivates Animals?
1. Chimps	One chimp understood that another chimp was disabled and helped the disabled chimp.	Sneaks around a barrier to get food when a human is watching and may take the food.
2. Birds	Parrot: <ul style="list-style-type: none"> • can answer questions he has not heard before about objects. • can tell difference in objects' shapes, colors, sizes. • can vocalize the differences. • can ask for specific food, ask to be taken places, ask to go on the trainer's shoulder. 	Scrub jays and crows: <ul style="list-style-type: none"> • try to hide where they bury food from other birds. • can also come back later and change the location if they think another bird saw them bury the food.
3. Killer whales	<ul style="list-style-type: none"> • can solve problems by using air lift object it can't normally pick up. • can use bait to attract and catch seagulls. 	

REVIEW, page 70

- | | |
|------------------|-------------|
| 1. gorilla | chimpanzee |
| 2. mindful | conscious |
| 3. protected | restricted |
| 4. understanding | perception |
| 5. fascinating | mysterious |
| 6. handle | use |
| 7. current | established |
| 8. experiment | study |
| 9. tame | friendly |
| 10. instant | unplanned |

EXPAND**2, page 72**

1. a 4. e 7. l 10. h 12. f
2. i 5. g 8. j 11. b 13. d
3. c 6. m 9. k

UNIT 5**IB SHARE INFORMATION****2, page 84**

Answers will vary. Suggested answers:

Graph 1

1. males
2. females
3. ten
4. Japan
5. 85.52
6. 78.56
7. live longer than men

Graph 2

8. 65 years and up
9. seven
10. 1950
11. 2030
12. Italy
13. Japan
14. will probably have the highest percentage of elderly people

IC BACKGROUND AND VOCABULARY,

pages 86–87

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

2A LISTENING ONE, page 87

1. an organization for women over fifty
2. for solidarity

LISTEN FOR MAIN IDEAS, pages 87–88

Answers will vary. Suggested answers:

1. A Californian, Sue Ellen Cooper, founded the organization after reading a poem called "Warning." It's a supportive organization for women over 50 who have spent their lives up until this time nurturing their families.
2. They instantly understand the message of the organization.
3. A kind of détente, an agreement to stop competing with each other, and a refusal to be invisible

LISTEN FOR DETAILS, pages 88–89

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

MAKE INFERENCES, page 89*Excerpt One*

1. humorous, playful
2. D

Excerpt Two

1. informative, serious
2. D

Excerpt Three

1. serious, emphatic
2. D

Excerpt Four

1. thoughtful
2. A

2B LISTENING TWO, page 91

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

STEP 1: Organize, page 92

Answers will vary. Suggested answers:

	Red Hatters	Susie Potts Gibson
Age	50 years old and older	lived to be 115
In the eyes of other people	unusual, exciting, flamboyant	independent, unusual, stubborn
In their own eyes	proud, friendly, supportive	self-directed, healthy, believed in her own advice
Examples of their behavior	join clubs and celebrate age together in same color clothing	bathed her feet in vinegar, took own decision about living facilities

REVIEW, pages 92–93

2. mourning
3. generation
4. go in for
5. life expectancy
6. elderly
7. facility
8. bitter
9. generation
10. attendant
11. take care of

EXPAND, page 94

1. physician
2. sit on the sidelines
3. face
4. pass away
5. bunch of
6. widow
7. the ripe old age of
8. it's a different story
9. keep an eye on

GRAMMAR**2, page 97**

2. isn't it
3. do they
4. haven't you
5. isn't it
6. do they
7. didn't you

3, page 98

1. don't wear
2. hasn't operated
3. can't
4. don't feel
5. has
6. didn't die
7. wasn't
8. didn't believe
9. didn't say
10. was

PRONUNCIATION**2, page 99**

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

FUNCTION**2, page 100**

The following sentences are incorrect:

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

UNIT 6**1C BACKGROUND AND VOCABULARY****2, pages 105–106**

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

2A LISTENING ONE, page 107

People who raise money for charities

LISTEN FOR MAIN IDEAS, page 107

- 2 tax benefits
7 required by school
4 prevent something bad from happening
1 passion for the cause
6 family tradition
3 desire to repay someone for something
5 see the direct effects of what they're doing

LISTEN FOR DETAILS, pages 107–108

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

MAKE INFERENCES, page 108

1. T 2. T 3. T 4. T

2B LISTENING TWO, page 110

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

STEP 1: Organize, page 111

Answers will vary. Suggested answers:

	Why We Give	The Mystery Donor
1. Who volunteers or donates money?	<ul style="list-style-type: none"> • ½ of all Americans volunteer • 75% of people give money 	A woman called the "Mystery Donor" from Seattle
2. Why do people give?	<ul style="list-style-type: none"> • Passion for a cause • To prevent negative things from happening • Because they are forced to 	She sympathizes with others like her
3. What background factors cause people to give?	They see a need	She sees a need
4. Who receives the money or time?	Many different people	The people she chooses
5. How does the giver feel?	Very satisfied	Very satisfied
6. Does the donor prefer to be public or anonymous?	Public	Anonymous

REVIEW, page 113

Noun	Verb	Adjective
1. anonymity	—	anonymous
2. catastrophe	—	catastrophic
3. charity	—	charitable
4. contribution	contribute	contributed
5. donation, donor	donate	donated
6. generosity	—	generous
7. inheritance	inherit	inheritable
8. motivation	motivate	motivated, motivating
9. moral, morality	moralize	moral
10. passion	—	passionate
11. philanthropy, philanthropist	—	philanthropic
12. wealth	—	wealthy

EXPAND**1, pages 114–115**

- | | |
|-----------------|-----------------|
| 1. catastrophic | 6. passion |
| 2. moralize | 7. charity |
| 3. wealth | 8. contribution |
| 4. inherited | 9. generous |
| 5. motivated | 10. anonymously |

2, page 115

- | | |
|----------------|--------------------|
| 1. appeal | 5. rewarding |
| 2. fundraiser | 6. freelance |
| 3. benefactors | 7. under the radar |
| 4. cause | |

3B GRAMMAR**1, page 117**

- Sting; The Rainforest Foundation; Brazil; A frog
- who, whose, where, that

2, pages 118–119

- | | | |
|----------|-----------|-----------|
| 1. that | 8. which | 15. which |
| 2. who | 9. that | 16. when |
| 3. where | 10. which | 17. who |
| 4. which | 11. who | 18. who |
| 5. that | 12. who | 19. whose |
| 6. whose | 13. who | 20. whose |
| 7. who | 14. who | 21. that |

3, pages 119–120

- | | | |
|---------|----------|---------|
| 1. that | 3. where | 5. that |
| 2. when | 4. whose | 6. that |

PRONUNCIATION**1, page 121**

- | | | |
|------|------|------|
| 2. F | 4. F | 6. U |
| 3. U | 5. F | |

UNIT 7**1C BACKGROUND AND VOCABULARY****1, pages 129–130**

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

2A LISTENING ONE, page 130

- They are spending time as a family doing the child's homework.
- Answers will vary.

LISTEN FOR MAIN IDEAS, page 131

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

LISTEN FOR DETAILS, pages 131–132

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

MAKE INFERENCES, pages 132–133*Excerpt One*

- | | |
|------|------|
| 1. a | 2. b |
|------|------|

Excerpt Two

- | | |
|------|------|
| 1. b | 2. a |
|------|------|

Excerpt Three

- | | |
|------|------|
| 1. b | 2. a |
|------|------|

Excerpt Four

- | | |
|------|------|
| 1. b | 2. a |
|------|------|

2B LISTENING TWO**1, page 134**

- She would consider a grade less than ~~65~~ to be a failure. (85)
- Ying Ying's considers duty a combination of pride, ~~fear~~, and self-esteem. (love)
- Ying Ying wanted to do well for her family, her country, and her ~~classmates~~. (heritage)
- She used to want to be a ~~teacher~~. (gardener)
- Her parents want her to become a ~~doctor~~. (lawyer)
- She doesn't want any more ~~pressure~~. (dreams)
- She believes it ~~isn't~~ too late to change her future. (is)

STEP 1: Organize, page 135

Effects of Homework on:	Why Homework Is Harmful (A Parent's View)	Why Homework Is Important (A Student's View)
1. Children's physical health	Staying up late to do homework has bad impact on children's health (they don't get enough sleep)	Good grades lead to satisfaction and happiness
2. Children's mental health	Kids are exhausted: they need mental health days	Achievements are tied up with pride and self-esteem
3. Parents	Homework involves entire family: not feasible for parents with more than one child	Good grades lead to parental approval
4. The relationship between parents and children	<ul style="list-style-type: none"> In practice, homework falls on family, not just children Leads to family problems 	Children must follow their parents' lead
5. Other	Homework is longstanding historical battle in the U.S. despite some research showing benefits	Only hard work brings results

REVIEW, pages 135–136

- | | |
|----------------------------|----------------------------|
| 1. a; parent / student | 6. b; parent |
| 2. a; parent | 7. a; parent / student |
| 3. a; parent | 8. b; teacher or professor |
| 4. a; teacher or professor | 9. a; teacher or professor |
| 5. a; teacher or professor | 10. b; parent / student |

EXPAND, pages 136–139

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

3B GRAMMAR**2, pages 140–141**

- | | |
|------------------------|---------------------|
| 2. make him sit down | 6. have him take |
| 3. let him watch | 7. make him give up |
| 4. have him stop | 8. get him to do |
| 5. help him understand | |

PRONUNCIATION**1, page 143**

- | | |
|---------------|-----------------|
| 2. optional | 7. hēritage |
| 3. distraught | 8. tāngible |
| 4. promōtions | 9. decīson |
| 5. sōcial | 10. respōnsible |
| 6. abōlish | |

2, page 144

- | | |
|----------------|----------------|
| 2. accountable | 8. demanding |
| 3. achievement | 9. agree |
| 4. excellent | 10. ridiculous |
| 5. complete | 11. opinion |
| 6. assignments | 12. abolished |
| 7. monitor | |

UNIT 8**1C BACKGROUND AND VOCABULARY, page 151**

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

2A LISTENING ONE, page 152

- lunch
- Answers will vary.

LISTEN FOR MAIN IDEAS, page 152

- Women's lifestyles have changed.
Men's lifestyles have changed.
People are adjusting their working hours.
- It is open longer hours.
It has expanded its staff.
It offers take-out food.

LISTEN FOR DETAILS, page 153

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

MAKE INFERENCES, page 154

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

2B LISTENING TWO**1, page 155**

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

PRONUNCIATION**1, pages 187–188**

	/ʃ/	/ʒ/	/tʃ/	/dʒ/
	she	pleasure	child	just
3. enjoy				✓
4. adjust				✓
5. measure		✓		
6. lecture			✓	
7. traditional	✓			
8. culture			✓	
9. usual		✓		
10. punishment	✓			
11. special	✓			
12. subject				✓
13. Chile		✓		
14. television		✓		
15. educators				✓
16. occasion		✓		
17. communication	✓			
18. encourage				✓
19. treasure		✓		
20a. niche	✓			
20b. niche			✓	
21. flourish	✓			

UNIT 10**1C BACKGROUND AND VOCABULARY,**
pages 194–196

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

LISTEN FOR MAIN IDEAS, page 196

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

LISTEN FOR DETAILS, page 197

- a. They wake people up.
b. They get arrested.
- a. They put a note on the car.
b. They smear Vaseline on the windshield or break it.
- a. It was kicked.
b. No one bothered to get up.
- a. The police arrived 40 minutes after the alarm went off.
b. They should be banned.

- a. It affects their ability to sleep and work.
b. It could cause hearing loss.
- a. Police can break into people's cars.
b. They would be less sensitive to trucks.

2B LISTENING TWO**1, page 199**

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

STEP 1: Organize, page 200

Answers will vary. Suggested answers:

	Problem	Response	Is Response Appropriate?
Noise in the City	1. Car alarms going off in the middle of the night.	Leave note on car saying, "Fix your car alarm. It disturbed hundreds of people last night."	Yes
		Break an egg on windshield.	No
		Put grease on windshield.	No
		Break windshield.	No
Ten Commandments	1. annoying ring tone	Select music that won't offend anyone.	Yes
		Set ring tone to vibrate.	Yes
		2. phone ringing during a performance	Make announcements that remind people to turn off phones.
	3. phone ringing in a quiet place/talking loudly in front of others	Go to a vestibule.	Yes

REVIEW, pages 201–202*Conversation One*

- getting under my skin
- jolts
- frustrated

Conversation Two

4. irritated
5. drive you crazy
6. offense
7. pay a fine
8. vigilantes

3B GRAMMAR

2, page 206

Mystery Item 1

1. will have replaced
2. will have produced

Mystery Item 2

1. will have used
2. will have used

Mystery Item 3

1. will have turned on
2. will not have become

PRONUNCIATION

3, page 208

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

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

addict (verb)
addicted to
addiction
attention deficit disorder
(ADD)
barrage
bias
catch
catch the news
come in second
coverage
daily
despair
disengage from
distract
evading
fantasy
focus
get the scoop on
have a focus on
humor

UNIT 2

altitude
challenging
collapse
courageous
crush (verb)
crutch
determined
eagle
empowerment
in store for
inspiration
inspirational
judging
landscape
limitations

immobilized
inconsequential
intake
lethal
make connection to
make a connection
newsworthy
perspective
plug into
put an emphasis on
raise
reason
recommend
regardless of
remedy
repetitive
sense of humor
take a break from
take on
track down
underlying

overcome
peak
perseverance
proof
reach a high point
reach deep down
recognition
recognize
revelation
scars
scatter
soar
soaring
tough
turn around

UNIT 3

accumulate
alert
alertness
blink
burn the midnight oil
captivating
catch 40 winks
catnap
chronic
chronically
cranky
dim
do without
droop
fatigue
hormones

irritable
miserable
nap
nod off
out of sync
power nap
priority
run by
shut-eye
snore
spontaneous
subtle
surge
suspect
waves of sleepiness

UNIT 4

ape
aware
categorize
chimp (chimpanzee)
cognition
compassion
context
deceive
disease
dolphin
endangered
figure out
get it
give someone the floor
gorilla
hazard
humane
in captivity
intriguing
killer whale

manipulate
nuisance
off the top of
(someone's) head
parrot
pest
prevailing
push the envelope
remarkable
research
rote memorization
seagull
socialize
spontaneous
spontaneously
squirrel
superior
unethical
vocalize

UNIT 5

anxious
 assisted living facility
 attendant
 bitter
 bitterness
 bold
 brag (about)
 bunch of
 chapter
 citizen
 elderly
 emphatic
 ensemble
 face (verb)
 facility
 flamboyant
 generation
 get together with
 go in for

UNIT 6

anonymity
 anonymous
 anonymously
 appeal (noun)
 benefactor
 catastrophe
 catastrophic
 cause
 charity
 contribute
 donation
 donor
 freelance
 fundraiser
 generosity
 inherit

gorgeous
 hotspot
 it's a different story
 jealous
 keep an eye on
 life expectancy
 mourning
 nurturing
 pass away
 physician
 population
 self-improvement
 senior
 serious
 sit on the sidelines
 solidarity
 take care of
 the ripe old age of
 widow

inheritance
 mandatory
 moral
 morality
 moralize
 motivated
 motivation
 passion
 passionate
 philanthropist
 philanthropy
 rewarding
 under the radar
 wealth
 wealthy

UNIT 7

a cinch
 accountable
 advocate
 buckle down
 come to mind
 conked out
 count on
 demanding
 distraught
 duty
 fluctuate
 foundation
 have (one's) nose to the
 grindstone

UNIT 8

ask over
 be (something) city
 be a hit
 bean (someone) with
 something
 bread and butter
 breadwinner
 bring home the bacon
 core
 delicacy
 dough
 exploding
 food for thought
 get cooking
 hard to swallow
 intimate
 leave a bad taste in one's
 mouth
 make (one's) tastes
 known

hold accountable for
 hopping mad
 monitor
 obedient
 outlawed
 over the top
 pay off
 pull (one's) weight
 ritual
 sacrifice
 self-esteem
 tangible

overrun
 phenomenon
 put bread on the table
 put (something) on the
 back burner
 salt of the earth
 shift
 shovel (food) in
 sit-down
 stack
 stir up
 take it with a grain of
 salt
 there's trouble brewing
 tough
 witness (verb)
 workforce

UNIT 9

assimilate
blend in
bone up on
deal with
dialect
do (your) part
encouragement
flourishing
have a hard time
in the process
interpret
intimidated
intimidating

learn by doing
mainstream
native tongue
niche
punishment
relieved
set apart
support (noun)
suppress
tight-knit
unique
uprooted

UNIT 10

annoying
awful
bang
banned
beep
buzz
clang
comforting
constant
defective
drive you crazy
faint (adjective)
frustrated
getting under my skin
honk
hum
irritated
irritating
jolted
jolting
loud
low
offense

pay a fine
piercing
prompt
rattle
ring
retaliatory
rhythmic
screech
sending me over the
edge
shatter
shrill
siren
soft
sonic
startling
tick
tow
vibration
vigilante
wail
whistle

Achievement Tests Audioscript

UNIT I

1.1

Ms. Hall: Good evening. This is Lauren Hall on *Face-to-Face*. Tonight we'll hear from Professor John Gibson, a sociologist who specializes in media and society, and Mr. Daniel Tucker, the producer of CND's *Evening News*. Tonight's topic: television news.

So, you're probably asking, what's the issue? We all check the headlines before heading to work or race home to catch the news before dinner. TV news has become a part of our daily diet. Now some experts are suggesting that a daily diet of the nightly news can actually be bad for your mental health.

1.2

Ms. Hall: Good evening. This is Lauren Hall on *Face-to-Face*. Tonight we'll hear from Professor John Gibson, a sociologist who specializes in media and society, and Mr. Daniel Tucker, the producer of CND's *Evening News*. Tonight's topic: television news.

So, you're probably asking, what's the issue? We all check the headlines before heading to work or race home to catch the news before dinner. TV news has become a part of our daily diet. Now some experts are suggesting that a daily diet of the nightly news can actually be bad for your mental health.

Gentlemen, thank you for being with us tonight. We'll begin with Professor Gibson.

Prof. Gibson: Well, I've actually just finished writing a book about this topic called *No News Can Be Good News*.

Mr. Tucker: Sounds interesting.

Prof. Gibson: Well, I'll send you a copy. Anyway, I think it's essential to be informed about what's happening in the world, but like Ms. Hall said, we turn on the TV every morning or evening to get our information. We're *addicted* to television news.

Mr. Tucker: Perhaps, but is that such a bad thing? In my opinion, you have to be plugged in or you won't know what's going on in the world today.

Prof. Gibson: But are viewers getting the information they need from the news on television? The problems of today are very complex, but the coverage of the problems is very superficial. In a thirty-minute program, each story is covered in about three and a half minutes. It's impossible to put things into perspective. The same amount of time is devoted to the healthcare crisis in this country as it is to the latest Hollywood divorce.

Mr. Tucker: Well, it's really the responsibility of the viewer to decide what's important. We just show what seems to be newsworthy on that day.

Prof. Gibson: Exactly. That's another problem. How can a viewer make a connection between the developments of a story? Each day a different story is presented, regardless of its importance.

Ms. Hall: I'm afraid that's all the time we have. Thank you, gentlemen, for sharing your thoughts with us tonight.

1.2, Question 6

Mr. Tucker: Perhaps, but is that such a bad thing? In my opinion, you have to be plugged in or you won't know what's going on in the world today.

Prof. Gibson: But are viewers getting the information they need from the news on television? The problems of today are very complex, but the coverage of the problems is very superficial.

1.3

Margot Adler: When I was a kid, I loved a baseball novel called *The Southpaw*. It was the first volume of a baseball quartet written by Mark Harris. One of the books, *Bang the Drum Slowly*, became a famous movie. What I only learned recently was that Harris wrote a long essay in the *New York Times* back in the early '70s in which he said reading a daily newspaper was a useless addiction. Thirty years later, Harris still believes that.

Mark Harris: Somebody gets up in the morning and the first thing he or she has to do is get that newspaper, and then they have to have it with the coffee and it's kind of two addictions go together.

Margot Adler: John Sommerville is a professor of history at the University of Florida and the author of works on the history of religion in England. He has written a book called *How the News Makes Us Dumb: The Death of Wisdom in an Information Society*, and he argues that bias is fixable, but the real problem isn't. His main argument against daily news is the daily part. He argues that dailiness, as he puts it, chops everything down to a standard size, making it harder to get perspective, to know the appropriate size and scale of any problem.

John Sommerville: That one feature by itself, regardless of the competence and the professionalism of the journalist, it's lethal. If dumbness is the inability to make connections, logical connections and historical connections, then you can see how taking in everything on a daily basis is going to hurt our ability to make the connections.

3.2

John has been trying to stop watching the news. This week has been easy. He's watched the news six days instead of seven. Luckily, his friends are going to help him continue with this plan. Next week he'll only watch the news five days of the week. His friends have promised to distract him, so he won't be tempted to turn on the TV.

UNIT 2

1.1

Administrative Assistant: OK, John. You can see Professor Kim now.

Professor Kim: Please, sit down. So have you had a chance to look around the campus?

John: Yes. I got to talk to some of the students, and I think I would really get along well here.

Prof. Kim: Good. Well, we're very impressed with your essay. But we like to get to know prospective students a little better before we make our final decision.

1.2

Administrative Assistant: OK, John. You can see Professor Kim now.

Professor Kim: Please, sit down. So have you had a chance to look around the campus?

John: Yes. I got to talk to some of the students, and I think I would really get along well here.

Prof. Kim: Good. Well, we're very impressed with your essay. But we like to get to know prospective students a little better before we make our final decision.

It looks like you've had to overcome quite a few obstacles to get this far. I used to live near your neighborhood and it . . .

John: Yes, it's still in a poverty zone. That's actually one reason I've always wanted to go to college. You see, most of my friends dropped out of high school either to get a job or because they just didn't see the point.

Prof. Kim: By that you mean . . . ?

John: Well, not many people have jobs in my neighborhood. Most haven't had any training, and, then, there's still a lot of discrimination.

Prof. Kim: I see you haven't let those limitations get in the way.

John: No, in fact I recognized that getting an education was really the only way out. For a while I thought going to college was just a dream. But I found out about a scholarship, so lack of money is not really a problem anymore.

Prof. Kim: Do you know what you'd like to study?

John: Education. It's kind of a dream of mine to go back and teach kids that they have options. They don't have to stay in the same situation they're in now.

Prof. Kim: Seems like that's going to be a tough job.

John: Yeah, but I really know what these kids are faced with. A lot of them miss school because of family problems. And I don't know the numbers, but I bet over half have some kind of learning disability.

Prof. Kim: You've chosen a very challenging career. Now do you have any questions you'd like to ask about Simpson College?

1.3

Richard Van Ornum: When I was little, I dreamed I was flying. Each night, I was up in the air, though never over the same landscape. Sometimes in the confusion of early morning, I would wake up thinking it was true and I'd leap off my bed, expecting to soar out of the window. Of course, I always hit the ground, but not before remembering that I'd been dreaming. I would realize that no real person could fly and I'd collapse on the floor, crushed by the weight of my own limitations. Eventually, my dreams of flying stopped. I think I stopped dreaming completely.

After that, my earliest memory is of learning to count to 100. After baths, my mother would perch me on the sink and dry me, as I tried to make it to 100 without a mistake. I had to be lifted onto the sink. An accident with a runaway truck when I was four had mangled my left leg, leaving scars that stood out, puckered white against my skin. Looking at the largest of my scars in the mirror, I imagined that it was an eagle. It wasn't fair, I thought, I had an eagle on my leg, but I couldn't fly. I could hardly walk, and the crutches hurt my arms.

Bob Edwards: The college essay of Richard Van Ornum, who attends the Seven Hills School in Cincinnati.

UNIT 3

1.1

Donald: Hey Sonia, I went to the lecture hall, but there was no one there.

Sonia: Well, if you ever went to class, you'd know that we were meeting in Jones Hall today.

Donald: No wonder. Anyway, what'd I miss?

Sonia: We finished the unit on melatonin and . . .

Donald: What?

Sonia: Melatonin, the sleep hormone. I'll give you my notes from last week so you can catch up. Now we're starting the unit on REM sleep.

1.2

Donald: Hey Sonia, I went to the lecture hall, but there was no one there.

Sonia: Well, if you ever went to class, you'd know that we were meeting in Jones Hall today.

Donald: No wonder. Anyway, what'd I miss?

Sonia: We finished the unit on melatonin and . . .

Donald: What?

Sonia: Melatonin, the sleep hormone. I'll give you my notes from last week so you can catch up. Now we're starting the unit on REM sleep.

Donald: Boy, I'm really behind. I've missed class because I keep oversleeping.

Sonia: Sounds like you need a new alarm clock.

Donald: What I need is a good night's sleep. I've had insomnia lately and I'm so sleep-deprived. When I'm awake, I'm so cranky and irritable even I can't stand to be around myself.

Sonia: I can imagine. Your body just can't do without sleep.

Donald: Yeah, I *know*. Anyway, you said you were learning about *what*?

Sonia: REM sleep. It means, Rapid Eye Movement. R for rapid, E for eye . . .

Donald: I got it. M for movement. REM. So is it like blinking?

Sonia: No, blinking occurs when you're awake. And during REM it's your *eyes* not your *eyelids* that move.

Donald: Oh, so what *is* REM then?

Sonia: It's part of the sleep cycle. You see, you go through five stages of sleep. The fifth stage is REM sleep. During REM sleep your breathing becomes quicker and irregular, your muscles are paralyzed, and your eyes move rapidly. This is when you have the most dreams.

Donald: Since I'm not getting *any* sleep these days, I guess I'm missing out on REM sleep, then.

Sonia: Well, REM sleep is really important. If you didn't have REM sleep, you might have memory problems. Also researchers have found that if you were deprived of REM sleep, you might have trouble learning new things.

Donald: This is really interesting. I wish I hadn't missed the last two classes.

Sonia: Here. You can read over my notes.

Donald: Thanks a lot. I'll see you tomorrow.

1.2, Question 6

Donald: Hey Sonia, I went to the lecture hall, but there was no one there.

Sonia: Well, if you ever went to class, you'd know that we were meeting in Jones Hall today.

Donald: No wonder. Anyway, what'd I miss?

Sonia: We finished the unit on melatonin and . . .

Donald: What?

Sonia: Melatonin, the sleep hormone.

1.3

Michelle Trudeau: But there's also a big push from biology that makes teenagers such night owls. It comes from that mighty sleep hormone, melatonin.

Mary Carskadon: Melatonin is a wonderfully simple signal that turns on in the evening.

Michelle Trudeau: You're getting sleepy. . .

Mary Carskadon: And it turns off in the morning.

Michelle Trudeau: And you awaken. During adolescence, melatonin isn't secreted until around 11:00 P.M., several hours later than it is in childhood. So the typical teenager

doesn't even get sleepy until that melatonin surge signals the brain that it's night, no matter how early the teen goes to bed. And the melatonin doesn't shut off until nine hours later, around 8:00 A.M. But of course most high schools start around 7:30. The result is all too evident. A teenager's body may be in the classroom, but his brain is still asleep on the pillow.

Michelle Trudeau: Reaction time, alertness, concentration, all slowed down by insufficient sleep. The Federal Department of Transportation estimates teenage drivers cause more than half of all fall-asleep crashes.

Ronald Dahl: But in addition to those straightforward effects on attention and the ability to stay awake and alert, there are more subtle effects on emotion.

Michelle Trudeau: Dahl is studying how adolescents balance their cognitive thoughts and their emotions. When tired, he says, teens are more easily frustrated, more irritable, more prone to sadness. And their performance on intellectual tasks drops.

3.2

I like to go to bed early, but my **sister** likes to stay up **late**.

1. I have insomnia during the week, but I sleep **well** on the **weekend**.
2. Daydreams occur when you're awake, whereas **nightmares** occur when you're **asleep**.
3. I have two children who **sleep a little** and wake **up a lot**.

UNIT 4

1.1

Professor: OK, so last week we were discussing whether animals possess what we consider intelligence. Let's take language as an example.

1.2

Professor: OK, so last week we were discussing whether animals possess what we consider intelligence. Let's take language as an example. Before studies had been done with animals, linguists had a theory about why only humans have language. They believed that a specific part of the brain was used for one purpose: to acquire and use language. They also thought that only the human brain was specialized for this. However, experiments from the field of psychology produced intriguing results that suggest that humans are not the only animal to possess language.

Early studies had failed to show that animals could do anything more than repeat things that they had heard a person say in a kind of rote memorization. However, in the 1960s researchers studied apes because of their superior intelligence. One well-known case is that of Koko, who is perhaps the most famous gorilla in the 20th century. That is, excluding King Kong.

Koko was socialized in a human environment. A researcher named Francine Patterson raised Koko and taught her how to communicate. But because gorillas are not physically able to vocalize words, Patterson taught Koko to use American Sign Language. When Koko was very young, she used language to ask for food or other rather basic things. Now that can be seen as simply putting words together to get a desired result. Hardly as developed as human language.

I see you have a question?

Student: So what exactly do you mean by language?

Professor: Well, for one thing, language is used in novel ways and in new contexts. For example, Patterson said that Koko invented her own term for ring, a word she had never been taught. She put together the signs for *finger* and *bracelet* to come up with her way of saying *ring*. In many other situations, Koko figured out how to communicate rather complex ideas. For example, Patterson reported that when Koko had a toothache, she told the dentist the level of her pain on a scale from 1 to 10. According to Patterson, Koko's language was so developed that she could have an argument with her human caretaker.

Koko is said to have a vocabulary of over 1,000 words. However, some scientists caution that one shouldn't be deceived into believing that vocabulary by itself is language.

1.3

Good morning. Today we'll consider whether animals are "intelligent" in the same way that humans are. Why do we say humans are intelligent? Is it because we create and use language, create art, and use tools? Because we have emotions? Because we are socialized to a particular cultural environment? Because we lie and deceive others? Do other animals do these things as well? Let's look at some recent research.

First, humans are conscious beings. When we look into a mirror, for example, we know we are seeing our own image. Can animals do the same? Well, when some apes look into a mirror for the first time, they spontaneously examine their teeth. In fact, some researchers put paint on chimps' faces when they were asleep. After waking, the chimps looked into a mirror and tried to get the paint off. Scientists say this shows self-awareness.

Second, we've also learned some intriguing things about the ability of animals to communicate, both with each other and with humans. Of course, most animals don't have the ability to vocalize words. However, some animals raised in captivity have learned to communicate with humans through computers or gestures. Actually, some apes learn hundreds of words. While some people claim that this is just rote memorization, and not true communication, studies have shown that they can ask and answer questions they have never heard before and even create new "words." For example, a gorilla named Koko saw a picture of a mask for the first time and called it an "eye hat."

UNIT 5

1.1

Host: This is *Living Today* with Pauline Falcon. Today we'll celebrate the birthday of Asención Cantez and find out how she has lived to the ripe old age of 107. Jaime Martin has traveled to the Andes Mountains, where Señora Cantez has spent her entire life in a small village.

1.2

Host: This is *Living Today* with Pauline Falcon. Today we'll celebrate the birthday of Asención Cantez and find out how she has lived to the ripe old age of 107. Jaime Martin has traveled to the Andes Mountains, where Señora Cantez has spent her entire life in a small village.

Jaime Martín: Happy birthday, Señora Cantez. How will you be celebrating today?

Sra. Cantez: I don't go in for anything special. I'll just sit outside and enjoy the fresh air.

Jaime: Will you be celebrating alone?

Sra. Cantez: I've been a widow now for 20 years, and all of my closest friends have passed away. But I live with my son's family. And tonight we'll have three generations together. It's not unusual, though. We often get together whether it's a birthday or not.

Jaime: I know this probably seems like a silly question, but what about the seniors who don't have family? Do you have any assisted living facilities?

Sra. Cantez: Those are places where families put their parents when they get old, aren't they?

Jaime: Yes, that's right.

Sra. Cantez: I believe there are some in the cities. But here the elderly are the most respected members of the community. Such a thing would never exist in this village.

Jaime: Our listeners are curious. What's your secret to longevity?

Sra. Cantez: I live a very simple life. One of the most important things for us is that we don't worry.

Jaime: I can't *imagine*. What about diet? Do you have any suggestions for the rest of us?

Sra. Cantez: It's very simple. A lot of fresh fruits and vegetables.

Jaime: So how are you feeling at the age of 107?

Sra. Cantez: I can't say I have anything to worry about. Just the normal aches and pains that anyone would expect at my age, wouldn't they?

Jaime: Amazing. 107 and nothing but a few aches and pains.

Sra. Cantez: Well, there was a little problem with my heart a few years ago. My son took me to a doctor in the city. He said it was just a small heart attack.

Jaime: Well, you certainly seem to have recovered well.

Sra. Cantez: I don't like to admit it, but I take an aspirin every day. The doctor said it would help my heart.

Jaime: So an aspirin a day, and the rest is simple—fresh air, simple food, and no worrying.

1.2, Question 5

Jaime: I know this probably seems like a silly question, but what about the seniors who don't have family. Do you have any assisted living facilities?

Sra. Cantez: Those are places where families put their parents when they get old, aren't they?

1.2, Question 6

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Sra. Cantez: I don't like to admit it, but I take an aspirin every day. The doctor said it would help my heart.

1.3

Madeleine Brand, host: This is *Day to Day*, from NPR News. I'm Madeleine Brand.

Alex Chadwick, host: I'm Alex Chadwick. We're a little late with this next item, an obituary for a woman who died over the weekend. Susie Potts Gibson is someone to know about anyway, because she had achieved a couple of distinctions. First, she lived to the age of 115, one of the oldest people in the world, and second, she apparently lived not just a long life, but a remarkably happy one as well. Her granddaughter, Nancy Paetz, is on the phone from her office in Huntsville, Alabama. Ms. Paetz, welcome to *Day to Day*.

Ms. Nancy Paetz: Thank you.

Chadwick: Your grandmother, Susie Potts Gibson, she was born in Mississippi. She lived in Sheffield, Alabama, in the same house for 80 years, I read, in an obituary in the *L.A. Times*. What did she think about being 115 years old?

Ms. Paetz: You know, she was very proud of it. She often referred to herself as one of the oldest people in the world, and she would constantly say, okay, so am I still one of the oldest people in the world? So that was kind of exciting for her, I think.

Chadwick: She had a secret of longevity?

Ms. Paetz: If you asked her what her secret was, she would tell you that it was probably three things. One, she lived for her pickles. She ate lots and lots of pickles.

Chadwick: Okay, pickles is one.

Ms. Paetz: And vinegar.

Chadwick: Vinegar.

Ms. Paetz: We kept, every time we visited, we had to go and buy big jars of vinegar, and big jars of pickles.

Chadwick: How did she take her vinegar?

Ms. Paetz: Well, she put it on everything. I don't think she ever just drank it, but she certainly drank the pickle juice.

Chadwick: She did?

Ms. Paetz: Oh, yes. Yes, she soaked her feet in it. She put it on any parts of her body that hurt, that was her end all, be all.

Chadwick: All right, pickles, vinegar, and number three . . .

Ms. Paetz: And number three was she didn't take medicines unless she absolutely had to, until the last few years when she really was getting old in her mind, they made her take some of the medicines that she needed in the nursing home, but she was the kind that would never take an aspirin for a headache. She figured it'd go away, and it couldn't be good for you.

Chadwick: She lived alone to the age of 106, and then moved into some sort of assisted living facility there, I read. Weren't you all a little anxious about having your grandmother living on her own, independently, at an age over 100?

Ms. Paetz: Yes, especially since she was so far away, but she's always been a very strong woman and a very stubborn woman, and she would not even allow the conversation to be held, and in fact, when it came time for her to move, she called us on the phone, and she says, okay, the time has come. I've sold my house. I've got me a room. Come move me.

Chadwick: She took care of all the arrangements herself?

Ms. Paetz: Oh, yes. Oh, yes. There was never anything wrong with her mind or her physical abilities.

Chadwick: Nancy Paetz, mourning, but mainly remembering her grandmother, Susie Potts Gibson who died over this last weekend in Alabama at the age of 115. Nancy Paetz, thank you and our sympathies to you.

Ms. Paetz: Thank you very much.

3.2

Did you hear the interview about the 115-year-old woman who just died?

1. Do you mean Susie Potts Gibson?
2. Yeah. That's her name. Why do you ask?
3. I thought it was so interesting. What do you think?

UNIT 6

1.1

Host: This is Pat Miles on the *Afternoon Update*. Last week we heard from two people whose generosity has touched the lives of thousands. While over 50% of Americans donate to charitable causes, these two donors, who wish to

remain anonymous, have chosen to make direct contributions to individuals in need. I hope they are tuned in this afternoon because they will hear how their acts of goodwill have changed one person's life.

1.2

Host: This is Pat Miles on the *Afternoon Update*. Last week we heard from two people whose generosity has touched the lives of thousands. While over 50% of Americans donate to charitable causes, these two donors, who wish to remain anonymous, have chosen to make direct contributions to individuals in need. I hope they are tuned in this afternoon because they will hear how their acts of goodwill have changed one person's life. After last week's show, we received hundreds of letters from people wishing to express their gratitude to their unidentified benefactor. Today I'll read a thank you note from one woman who is so grateful for the help she received that she now donates one third of her wealth to charity. She writes:

Dear Anonymous Donor:

I don't know where I would be today without your generosity. I am a single mother and the challenges that I faced when I was raising my two sons were sometimes overwhelming. I had one son in kindergarten and another still in diapers. It was a particularly cold winter and I had missed several payments to the gas company so we were without heat. One night, with the one-year-old in my lap and my older son warming his hands near the stove, I had to make a decision. Should I use the last of my money to send a check to the gas company, buy milk for the baby, pay for more diapers, or get enough canned goods to last until the next pay check? In the end, the top priority was milk. Above all, the baby's nutrition was what mattered. My older son and I could continue to survive on tuna fish. The temperature was supposed to rise, so the gas company was the last on the list. Of course diapers were crucial, but with a little creativity one could make do for a short time.

That afternoon, expecting to get another threatening letter from the gas company, I received the check that turned my life around. It got me through that catastrophic winter, and fifteen years later, I am a business woman with money to spare. For me, there is nothing more rewarding than contributing what I can to those in need.

Sincerely,

Grateful Recipient

1.3

Amy Radil: I had just done a story about a welfare mother who was having trouble feeding her children, when I got a phone message. The woman in the message, let's call her the Mystery Donor, said she would like to do something, anonymously, to help the woman in my story. She ended up paying off a \$1,200 light bill to keep the woman's power from being shut off. Her career as a benefactor really began after she lost her husband.

Donor: My husband died about three years ago and I had access to more money than I needed for expenses. So it was an opportunity to start giving money away.

Amy Radil: At age 58, the Mystery Donor lives in a pretty but not extravagant Seattle home. When her husband was alive they gave money but tended to focus on established charities. Now she acts on her own. Altogether she donates a quarter of her income each year, and she says that amount will increase over time. She says she often gives secretly because she's learned that money can change relationships. Her first secret donation was to a massage therapist she knew.

Donor: She was a single mother and so this was really important work. And she broke her leg. And anybody who's been a single mother as I have knows what a catastrophe looks like on its way. And that looked awful to me. So what I did was to give her some money anonymously through having a cashier's check from the bank sent to her from another town.

Amy Radil: These small, personal gifts often go to helping single mothers. Their experience echoes her own years ago.

Donor: I know what that feels like to feel desperate and need to care for a child. I was poor as a single mother for a period, looking for a job and had a one-year-old. I do recall one night where I had to decide whether to buy tuna fish or diapers. And it was down to that before I got my next paycheck. Of course we got the diapers.

Amy Radil: She describes the past three years as a learning curve in the art of philanthropy. She contributes hundreds of thousands of dollars each year to her cause of choice: sustainable farming. She belongs to a group, the Women Donors Network that put her in touch with a University of Montana professor named Neva Hassanein. Hassanein had created a program to help local farmers supply the school's cafeteria food. The Mystery Donor wanted to help expand the program to other institutions. Hassanein says she then proposed having Americorp volunteers work with other colleges to replicate it.

3.2

Many donations can be declared as tax deductions: cars, clothes, furniture . . .

1. Every year, I contribute to several organizations: the Red Cross, the Children's Fund, my church . . .
2. We need your time, money, anything you can give.
3. You have to decide which of these gets top priority: studying, helping out at home, or volunteering your time.

UNIT 7

1.1

Anchor: Tonight our weekly report card on education looks at the issue of homework. Usually it's the students who do

the complaining, but there is growing concern among parents about the effect of homework on their children.

1.2

Anchor: Tonight our weekly report card on education looks at the issue of homework. Usually it's the students who do the complaining, but there is growing concern among parents about the effect of homework on their children.

Chris Roberts reports.

Chris (reporter): I've spoken with several parents as they are leaving their parent-teacher conferences, and what I'm hearing is that they are dissatisfied with the amount of work their children take home. Ms. Kim, what exactly are you unhappy about?

Ms. June Kim: Well don't get me wrong. I *absolutely* feel that homework is necessary. What I mean is that the amount of homework is way too demanding. My son is in the third grade and sometimes he is up until 9 o'clock finishing his assignments. I just can't believe this makes him a better student.

Mr. Robert Martino: I agree. In fact, I think this might have the opposite effect. Sometimes my daughter is so tired the next morning that she can hardly keep her eyes open, much less pay attention in class. The amount of homework kids are given is way over the top. And this also means that when my wife and I get home after work, one of us cooks dinner and the other monitors Camilla to make sure she finishes her assignments. It's become a ritual. We have no time to be a family anymore.

Chris: So what does the research say? Is there any tangible evidence that schools are giving too much homework? Advocates of the push towards more homework, such as the National Association of Educational Progress, have evidence that supports their view as it relates to junior high and high school students. Research conducted in 2001 shows that both junior high and high school students who did more homework performed better than those who did less homework.

While the results did not show this correlation for elementary school children, NAEP believes that homework in elementary school still pays off because it "may lay the foundation for future success." (<http://www.hoover.org/publications/digest>).

Parents of elementary school children, like Ms. Kim and Mr. Martino, may be pleased with the result of a recent survey conducted by the University of Michigan. It indicates that having family meals together is one of the most important factors in performance on standardized tests.

Anchor: Thank you Chris. We'll have a look at teachers' performance next on the weekly report card on education.

1.3

Margot Adler: Thousands of families have had the experience of homework assignments that become family events: that wooden replica of the Mayflower that Dad and

Mom finished after eight-year-old Johnny got bored, the science fair project that went over the top, the Internet search that took the whole weekend. These days, kids and families are doing lots of homework, and many of those parents are finding that the amount of hands-on help required is totally alien to their own experience growing up, where homework was pretty minimal until high school, and parents stayed way out of the picture. Steven Oloya, a professor of special education, lives outside of Los Angeles. He has five children who have been in public schools and Catholic schools. One of his daughters, Kaitlyn, attends Chaparral High School, and wants to be a teacher.

Kaitlyn: I usually get home around 5:00, and I'm usually doing homework until about 11 or 12 at night.

Professor Steven Oloya: We've had many nights, one and two in the morning.

Kaitlyn: I'll find myself just getting really, really tired doing my homework. I have to get up and move around to stay awake.

Prof. Oloya: That's a nightly ritual, because around 11:30 she starts to conk out in the chair, and I go, "Kate, Kate, you've got to wake up." We go outside, sprint down the street, sprint back up the street, just to get her to wake up so she can do one more hour of solid, intense reading and studying.

Adler: Oloya isn't the only parent who talks about sleep and homework. Cecilia Bluer thinks back to her daughter's previous year in the New York City public schools.

Ms. Cecilia Bluer: Last year, when she was in third grade, she got four hours of homework a night. She was up until 11 at night in tears. There were days that I did not take her to school the next day because she was so distraught over not doing homework, and we had gotten up at 5 to complete her assignment. I just had to give her mental health days. I wasn't the only mother in that class keeping their children out of school so they could just get a full night's sleep.

Adler: Advocates believe homework teaches responsibility, keeps kids off the streets, helps refine study skills and gets parents involved in their kids' schooling. Joyce Epstein, a sociologist at Johns Hopkins University's Center on Schools, Families and Communities, says her research over 20 years gives support for homework.

Ms. Joyce Epstein: It is helpful for showing that youngsters at any grade level who do their work and complete it do better in school than kids just like them, similar youngsters, who don't complete their work.

Adler: It is the impact of homework on family life that has many parents hopping mad, particularly in a culture where two parents often work and home-life hours are already truncated by many social forces. Steven Russo, an administrator at a medical school, has two children in the New York City public schools, a daughter in sixth grade and a son in ninth grade.

Mr. Steven Russo: When you add it all up, you know, your child's in school for 30 hours a week, they're going to have another 10 hours of homework, then they're expected to read between a half an hour to an hour a night, and then there are projects and there's art, you're talking about a 45 to a 50-hour work week for a 10-year-old.

Adler: Margot Adler, NPR News, New York.

UNIT 8

1.1

Barista: May I help the following guest, please?

Customer A: Double tall no whip skinny latte, please.

Barista: That'll be \$3.57. May I help the following guest, please?

Reporter: Sound familiar? Places like this are a fairly recent phenomenon—a kind of coffee shop/cafe where you can pick up your own specialized cup of coffee and hang out for as long as you want. No waiter will pressure you to leave because there are no waiters. Why are American cities overrun by Starbucks and a half a dozen other stores like it?

1.2

Barista: May I help the following guest, please?

Customer A: Double tall no whip skinny latte, please.

Barista: That'll be \$3.57. May I help the following guest, please?

Reporter: Sound familiar? Places like this are a fairly recent phenomenon—a kind of coffee shop/cafe where you can pick up your own specialized cup of coffee and hang out for as long as you want. No waiter will pressure you to leave because there are no waiters.

Why are American cities overrun by Starbucks and a half a dozen other stores like it? Like many social phenomena, Starbucks is responding to a demand in the market. And in this case, the demand originates in part from a change in the atmosphere of the business world and the make up of the workforce. Nowadays offices are much more casual. Employees are not locked into such rigid schedules and can take a break when they want to. Here's a customer who looks like he just came from the office.

Excuse me, sir. May I ask you why you came to Starbucks?

Customer B: I just had to get out of the office and clear my head. I was looking at my desk stacked with papers, and I thought, boy, it's time for a coffee break.

Reporter: Any reason you came here?

Customer: Yeah, well it's just around the corner and I can pick up a latte and chill out before I have to face those stacks of papers.

Barista: Grande double latte.

Customer B: Oh, that's mine.

Barista: Enjoy it.

Reporter: We're also witnessing a shift in the structure of the business world. Where once the core of a business was the employees who worked there, today there is an increasing number of freelance workers. These are workers who are not employed directly by a company but contract to work for one or more companies. They usually don't have office space, other than the ten square feet that serves as an office in their own home. Rather than working in complete isolation, some freelancers use Starbucks as their office away from home. You've probably seen them working away at their computers, oblivious to the noise around them.

Well, I think I'll have a cup of coffee myself.

This is Judy Framer, and thank you for listening to the Afternoon Show.

1.3

Bob Edwards, Host: France, home of the two-hour, sit-down mid-day meal, is witnessing a boom in take-out sandwiches. At noon, customers line up outside Paris bakeries, waiting to buy long, thin versions of a shrimp salad and avocado sandwich, or other iconoclastic delicacies. The variation in eating habits is reflecting a deeper change in French society. NPR's Sarah Chayes reports.

Sarah Chayes: As with any major shift in something as intimate as eating, the story is complicated. Sociologist Claude Fishlere makes a living studying food habits here.

Claude Fishlere: It starts with a change in the workforce. So it's a feminization, white-collarization, if I can say so . . . services rather than industry. . . .

Sarah Chayes: The result has been a revolution in one of France's core industries—the bakery. Formerly, bakeries here offered a limited range of albeit excellent products—about four kinds of bread, breakfast and dessert pastries. Now, that's just the start.

Audile Gazier: (speaks French)

Sarah Chayes: She says, nowadays people want to eat faster at noon, and leave early at the end of the day. Life is changing, she says; we have to keep up. The changes include women making up almost half the labor force now, and making their tastes known, and men, more likely to be working behind a computer than behind a jackhammer, not needing to eat so much. Sociologist Fishlere:

Claude Fishlere: They also have to pick up the children as early as possible, from the *crèche*.

Sarah Chayes: . . . daycare center.

Claude Fishlere: Daycare center. So basically, they look for something that's very close to what is called fast food. And, eh, the interesting point is that the um, supply that has developed goes well beyond your, uh, basic McDonald's hamburgers.

UNIT 9

1.1

Moderator: This is Bill Haas on *Face-to-Face*. Tonight two experts discuss the issue of teaching immigrant children. Mr. Green represents Only English, a group whose mission is to make English the official language of the United States. Ms. Anopolis represents the Multicultural Society. So, let's start with Ms. Anopolis. Exactly what is your stand on this issue?

1.2

Moderator: This is Bill Haas on *Face-to-Face*. Tonight two experts discuss the issue of teaching immigrant children. Mr. Green represents Only English, a group whose mission is to make English the official language of the United States. Ms. Anopolis represents the Multicultural Society. So, let's start with Ms. Anopolis. Exactly what is your stand on this issue?

Ms. Anopolis: Certainly we feel that immigrant children need to learn English, but we also feel that putting them directly into mainstream classes is not the ideal way for them to succeed in school. What we've seen is that students who have been uprooted from their culture need time to assimilate. In a multilingual classroom, students whose native language isn't English learn together in cooperative settings where they support each other.

Moderator: Mr. Green, could you tell us how Only English feels about this issue?

Mr. Green: Pretty much the opposite of what Ms. Anopolis just described. First, cooperative learning is just a way for the teacher to be lazy. And taking the students out of the mainstream classes is a big mistake. When children are set apart from the other kids in their peer group we feel that A) they won't learn English very quickly and B) they will feel intimidated by their peers. Kids, especially teenagers, want to belong to the mainstream.

Ms. Anopolis: Well, uh for newly arrived immigrants who aren't familiar with either the culture or the language, it's too much for them to be thrown in with the American kids. They're actually relieved to be around kids in the same situation that they're in.

Moderator: So how does the teacher talk to students from so many different countries?

Ms. Anopolis: It's not easy. The students all support each other. And sometimes one student will interpret for a new student.

Mr. Green: Hang on a minute, are you saying that they're allowed to speak in their native tongues?

Ms. Anopolis: It's sometimes the best way for them to learn. And although we know that learning English is the only way they'll get ahead, we also think it's important that they don't forget their language.

Mr. Green: Well you know that's one of our beliefs also. We've fallen behind because we rely on everyone else to speak English. It puts us in a weaker position internationally.

Moderator: Well we'll have to end on that note. This Is Bill Haas with *Face-to-Face*.

1.2, Question 6

Ms. Anopolis: It's not easy. The students all support each other. And sometimes one student will interpret for a new student.

Moderator: Hang on a minute; are you saying that they're allowed to speak in their native tongues?

1.3

Mary Ambrose: Students in cities like New York are used to hearing wide variations of English. In a town where immigrant communities flourish, many dialects and languages mix with standard English. In fact, there's an international high school that encourages immigrant students to use and develop their native tongues while learning English. It's a new approach, and as Richard Schiffman reports, it seems to work.

Richard Schiffman: The philosophy of this school is that you learn by doing, and not by hearing the teacher lecture. In this math class, for example, six teams of young people are gathered around lab tables, building their own miniature temple out of cardboard. But to find out what really sets this school apart, you need to get up close.

The four teenage boys at this table are planning their temple in Polish. At the other tables, they're speaking Spanish, English, and Mandarin Chinese. This is not just a bilingual classroom; it's a multilingual one, and the pupils here are all recent immigrants to the United States. Their teacher, Jennifer Shenke, walks around the room, quietly helping out.

Jennifer Shenke: They love building things. This has been really successful, and they've learned a lot of math that they didn't have before, umm, just doing scale and proportion. And, and I feel pretty good about that because they, they didn't know that they were learning it until they had learned it.

Richard Schiffman: Shenke is happy that her pupils are learning math and enjoying themselves in the process, and she's especially pleased that they're teaching one another. She knows that many in her classroom wouldn't be able to follow her if she lectured. So she depends on the pupils who know more English and more math to help teach those who know less. That's what's happening now at the lab tables. They're helping each other out in their own languages. . . .

Priscilla Billarrel: . . . I think what we share the most is a feeling of not fitting in.

Richard Schiffman: Priscilla Billarrel left Chile when she was 14 years old. She says that although they come from all over the world, the students at the International High School understand each other very well.

Priscilla Billarrel: Since we all are immigrants in here, we all know what ['s] to be different feels like, so we support one another. Whenever we have problems with pronunciation [s], or we're missing words or something, whatever we're saying, we correct one another kindly. We don't make fun of each other. That's what I really like about this school. . . .

Richard Schiffman: . . . New York City can be an intimidating place, even for those who have spent their whole lives here. But for young people who have just been uprooted from tight-knit, extended families and traditional communities abroad, the city can seem positively unfriendly. Teacher Aaron Listhaus says that young immigrants don't just need a place to learn English and other subjects. They need, above all else, a place that feels completely safe and welcoming.

Aaron Listhaus: It's particularly important for these students to have a comfort level in a place called school and for that school to feel like home . . . to feel like their needs are going to get met, um, they're going to be listened to, they're going to be valued for who they are and the diverse backgrounds that they come from, and that those things are viewed as what makes them special rather than what makes them a problem.

Richard Schiffman: The fact that immigrant youngsters speak a language other than English, Listhaus says, is seen by most educators as a problem that needs to be corrected. The usual approach is to teach students exclusively in English, and to suppress the use of their native language. Evelyn Namovich, who came to the U.S. three years ago from Poland, remembers what it was like to find herself in a typical New York City school.

Evelyn Namovich: Sometimes it was so difficult because I didn't know what was the subject all about, what was she speaking about, and I would need somebody to translate, even a little bit for me, you know. And we couldn't, because we would have to write something like . . . an essay, er, like punishment, if we spoke Polish.

Richard Schiffman: Evelyn says she was relieved when she transferred to the International High School, where she not only wasn't punished for speaking Polish, she was encouraged to bone up on her native language at the same time as she was learning English. Instructor Aaron Listhaus says that it's important that young immigrants don't lose their languages, as his own immigrant parents from eastern Europe did.

Richard Schiffman: . . . Today, as also in the past, immigrants to the U.S. often feel the need to assimilate as quickly as possible into mainstream American culture. But there is one place, at least, where new immigrants are being encouraged to keep what is unique to them. From the International High School in New York, I'm Richard Schiffman, for *The World*.

UNIT 10

1.1

Anchor: Almost anyone who has lived in a big city can tell you how irritating it is to be awakened in the middle of the night by the wail of a car alarm. The loss of sleep can drive you crazy, but this is just one in a long list of problems that such high decibel noises can cause.

1.2

Anchor: Almost anyone who has lived in a big city can tell you how irritating it is to be awakened in the middle of the night by the wail of a car alarm. The loss of sleep can drive you crazy, but this is just one in a long list of problems that such high decibel noises can cause. Jonathan Dworsky reports from New York City.

Jonathan: People in this noisy neighborhood in upper Manhattan are fed up with car alarms. They're angry enough at being jolted awake several times a week, but more than that they worry about what effect these alarms will have on their children. Already studies have shown that continuous exposure to high-decibel noise can cause an increase in heart rate and blood pressure. And studies on children who were surrounded by elevated noise levels found that these children had lower reading levels than children in less noisy areas. These studies were repeated after the noise from a nearby train had been lowered, and the children's reading scores improved.

Andrea Carera, mother of a two-year-old boy, says,

Andrea: By the time my child can read, he will already have been exposed to the constant roar of the traffic, but the intense siren of a car alarm is way above the level of safety.

Jonathan: Ms. Carera has a valid concern. According to The National Institute of Occupational Safety and Health, exposure to noise above 85 decibels for 8 hours or more is a danger to your health. City traffic and trucks are about 90 decibels. The siren of a car alarm is about 120 decibels, about the same as a plane taking off.

Children in her neighborhood will be living in an environment where the noise of cars, trucks, and buses is enough to increase stress hormones. But we don't know what the studies about car alarms will show.

The parents here are sick and tired of listening to the shrill siren of car alarms. However, it's for their children that they are most concerned. They've started a group called Parents to Silence Car Alarms. They don't think that making the owner of a car pay a fine is enough. These parents have started a campaign to have car alarms banned.

This is Jonathan Dworsky reporting from the noisy streets of Manhattan.

1.3

Catherine Abate: The streets are much noisier than they were 20 years ago . . . even 10 years ago.

Neal Rauch: New York State Senator Catherine Abate represents Manhattan.

Catherine Abate: The noise affects not only their ability to sleep at night, but for the most part their ability to work during the day. And even parents have come to me and said, "What is the impact on children?" And there are more and more studies that show that young people in particular, that are exposed to a sustained amount of loud noise, have hearing loss. So it's a health issue, it's a quality of life issue.

Neal Rauch: Enforcement of existing laws, along with new regulations, may be cutting down noise in some neighborhoods. It's now illegal for alarms to run for more than three minutes. After that police can break into a car to disable the alarm or even tow away a wailing vehicle. It's hoped these actions will motivate car owners to adjust their alarms, making them less sensitive so vibrations from passing trucks and the like don't set them off.

Achievement Tests Answer Key

UNIT 1

1.1

C

1.2

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

1.3

People on the news program: E, F
Mr. Tucker: C

2.1

- | | |
|-------------------|----------------------|
| 1. catch the news | 4. plugged in |
| 2. addicted to | 5. make a connection |
| 3. newsworthy | |

2.2

1. D 2. F 3. G 4. B 5. E

3.1

- | | |
|------------------|-----------------|
| 1. was saved | 3. was trapped |
| 2. had been made | 4. was rewarded |

3.2

1. əz 2. ər 3. əv

3.3

1. C
2. C
3. D

4.1

Answers will vary. Possible answer:
The news is too superficial.

4.2

Answers will vary. Possible answer:
I couldn't agree more.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 2

1.1

C

1.2

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

1.3

1. B 2. F 3. E

2.1

- | | |
|------------------------|-----------------|
| 1. learning disability | 4. in store for |
| 2. overcome | 5. determined |
| 3. tough | |

2.2

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

3.1

- | | |
|---------------|--------------|
| 1. to impress | 3. hearing |
| 2. talking | 4. finishing |

3.2

1. 3 2. 2 3. 3

3.3

1. B 2. E 3. F

4.1

Answers will vary. Possible answer:

There is a lot of discrimination in John's neighborhood.

4.2

Answers will vary. Possible answer:

John realized that a college education could change his life.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 3

1.1

A

1.2

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

1.3

1. B 2. C 3. D

2.1

- | | |
|-------------------|---------------|
| 1. insomnia | 6. alertness |
| 2. surge | 7. do without |
| 3. chronically | 8. snoring |
| 4. sleep-deprived | 9. irritable |
| 5. fatigue | 10. priority |

3.1

1. If I sleep ... slept
2. ... I can get to work ... could
3. At work, I won't ... wouldn't
4. ... if I stop drinking ... stopped

3.2

1. B
2. A
3. A

3.3

1. A
2. B
3. C

4.1

Answers will vary. Possible answer:

Your eyes move rapidly.

4.2

Answers will vary. Possible answer:

Could you say that another way?

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 4**1.1**

C

1.2

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

1.3

(The order of answers is not important.)

1. A
2. C
3. E

2.1

- | | |
|----------------------|--------------|
| 1. intriguing | 4. vocalize |
| 2. socialized | 5. superior |
| 3. rote memorization | 6. unethical |

2.2

1. F
2. D
3. E
4. B

3.1

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

3.2

1. A
2. B
3. B

3.3

1. for instance
2. Such as?
3. Could you give me some more details?

4.1

Answers will vary. Possible answer:

Koko had a vocabulary of more than 1,000 words.

4.2

Answers will vary. Possible answer:

The professor said (that) Koko had a vocabulary of more than 1,000 words.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 5**1.1**

B

1.2

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

1.3

Susie Potter Gibbs: F
Asención Cantez: C, D

2.1

1. get together
2. generations
3. it's a different story
4. seniors
5. assisted living facilities

2.2

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

3.1

- | | |
|---------------|-------------|
| 1. isn't it | 3. can't it |
| 2. didn't she | 4. does it |

3.2

1. A
2. A
3. A

3.3

1. how about
2. Why don't you
3. could consider

4.1

Answers will vary. Possible answer:

She eats fresh fruits.

4.2

Answers will vary. Possible answer:

You could stop worrying.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 6**1.1**

B

1.2

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

1.3

Donor: last priority—E

Recipient:

top priority—F

last priority—A

2.1

- | | |
|------------------|---------------|
| 1. contributions | 4. charitable |
| 2. donors | 5. cause |
| 3. anonymous | |

2.2

- | | |
|-----------------|--------------|
| 1. catastrophic | 4. rewarding |
| 2. generosity | 5. wealth |
| 3. inherit | |

3.1

- | | |
|------------------|----------|
| 1. whose | 3. when |
| 2. that or which | 4. where |

3.2

1. U 2. F 3. F

3.3

1. of least concern
2. the top priority
3. above all

4.1

Answers will vary. Possible answer:

The woman had to decide whether to spend her money on milk. She decided that milk was the top priority.

4.2

Answers will vary. Possible answer:

My top priority would be to pay the gas bill.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 7**1.1**

C

1.2

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

1.3

(The order of answers is not important.)

National Association of Educational Progress: Joyce Epstein

University of Michigan: Robert Martino, Steven Russo

2.1

- | | |
|---------------|---------------------|
| 1. demanding | 4. way over the top |
| 2. distraught | 5. monitor |
| 3. pays off | |

2.2

1. C 2. F 3. G 4. H 5. A

3.1

- | | |
|------------------------------|------------------|
| 1. help me (to) do | 3. get him to do |
| 2. let their children decide | 4. have her come |

3.2

1. the first two *es* in *self-esteem*
2. the *a* in *mental*
3. the *a* in *amount*

3.3

1. To put it another way,
2. no phrase
3. What this means is

4.1

Answers will vary. Possible answer:

Junior high and high school students who did more homework performed better.

4.2

Answers will vary. Possible answer:

What this means is that if students do more homework, they will do better on standardized tests.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 8**1.1**

D

1.2

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

1.3

French: more men have white collar jobs
 American: more workers who don't work directly for a company, offices are more casual

2.1

1. phenomenon
2. take with a grain of salt
3. overrun
4. shift
5. workforce
6. put it on the back burner
7. witnessed
8. core
9. stacked
10. delicacy

3.1

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

3.2

1. D 2. A 3. B

3.3

1. See this
2. Watch how I
3. Notice what I'm doing

4.1

Answers will vary. Possible answer:
 The atmosphere of the business world has changed.

4.2

Answers will vary. Possible answer:
 People order lattes.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 9**1.1**

B

1.2

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

1.3

C, D, F

2.1

- | | |
|-------------------|---------------|
| 1. assimilate | 4. tight-knit |
| 2. native tongues | 5. support |
| 3. mainstream | |

2.2

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

3.1

- | | |
|------------------|----------------|
| 1. was going | 3. has changed |
| 2. didn't fit in | 4. am taking |

3.2

1. A 2. D 3. B

3.3

D, E, G

4.1

Answers will vary. Possible answer:
 Mainstream classes make students feel that they belong.

4.2

Answers will vary. Possible answer:
 Students are comfortable around other students who are in the same situation.

4.3

Answers will vary. See the scoring rubric on page T-77.

UNIT 10**1.1**

A

1.2

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

1.3

Senator Catherine Abate: F
 Jonathan Dworsky: A, E

2.1

1. fed up with
2. Sick and tired
3. jolted
4. wail
5. sirens
6. irritated
7. pay a fine
8. shrill
9. banned
10. drive you crazy

3.1

1. will have been
2. will be studying
3. will have invented
4. will (still) be using

3.2

1. A
2. B
3. B

3.3

C, D, F

4.1

Answers will vary. Possible answer:

Car alarms bother people.

4.2

Answers will vary. Possible answer:

Car alarms really drive me crazy.

4.3

Answers will vary. See the scoring rubric on page T-77.

NorthStar 4 Achievement Test Scoring Rubric: Speaking

Score	Description
4	<p>A response at this level demonstrates clear and automatic speech, with no awkward pauses and hesitations, and pronunciation is such that the listener has no difficulty with the message; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • accurate information with logical connections to listening • consistent use of complex grammatical features such as relative clauses, infinitives, and compound sentences • use of variety of vocabulary words relevant to unit • minor mistakes with 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 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 extended longer formulaic expressions • use of multiple vocabulary words from and related to unit • mostly accurate grammar and vocabulary use
2	<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 some vocabulary words from unit • generally accurate grammar and vocabulary use
1	<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 unit • generally accurate grammar and vocabulary use
0	<p>A response at this level attempts to address the prompt in English, and is marked by multiple long pauses, very slow speech, and limited correct pronunciation of words; a response at this level is also marked by:</p> <ul style="list-style-type: none"> • general information needs to be more connected to listening; information needs to be accurate • use of few basic formulaic expressions • reliance on one or two vocabulary words from prompt; language is often recycled • frequent errors in grammar and vocabulary use <p>A response at this level could also include no attempt to respond.</p>

CD Tracking Guide

Achievement Tests

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5	1.3	T-2	26	Part 1: Listening	
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16	Part 1: Listening			UNIT 9	
	1.1	T-20	38	Part 1: Listening	
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19	Part 3: Skills for Speaking		40	1.2	T-51
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