

CAMBRIDGE

VIEWPOINT

WORKBOOK

1

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Unit 1 Social networks

Lesson A Grammar (pp. 2–3)

Exercise A

- A Have, heard
B is
B have, gone
A Do, want
- A Did, tell
B was
B are, looking for
B did, make

Exercise B

- Q: Who are you hanging out with these days?
- Q: Have you ever spent a weekend alone?
- Q: Did any of your friends call you this morning?
/ Did you call any of your friends this morning?
- Q: Where can you go to meet people in your neighborhood? / Where can you go in your neighborhood to meet people?
- Q: Do your friends text you all the time? / Do you text your friends all the time?
- Q: Were you outgoing when you were a kid?
- Q: Have all your friends joined a social networking site?
- Q: What was your best friend's name when you were a kid?

Answers will vary.

Lesson A Vocabulary (pp. 3–4)

Exercise A (Possible answers)

Generally positive	Generally negative	It depends . . .
intelligent	aggressive	eccentric
open-minded	annoying	laid-back
self-confident	arrogant	relaxed
sweet	narrow-minded	sensitive
thoughtful	a pain	talkative
	pushy	
	touchy	
	weird	

Exercise B

- sensitive / thoughtful / sweet; thoughtful / sensitive / sweet
- intelligent
- talkative / self-confident
- aggressive
- arrogant, self-confident
- touchy / sensitive
- relaxed / laid-back
- open-minded
- a pain, annoying
- narrow-minded

Exercise C

Answers will vary.

Lesson B Grammar (p. 4)

Exercise A

- 's / is, looking; watch / 're watching / are watching; 's / is, taking; posts
- don't call; 'll / will text; don't answer; calls; talk
- don't waste; 'll / will, surf; tend to take; email; will stay

Exercise B

- I'll send; we make; I tend to call
- I'm traveling; we'll email
- I'm always searching; I'll find; I'll contact; I don't do

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 5)

Exercise A

- And do you ever call each other?
- So, you're getting along well?
- So you do a lot together?

Exercise B

- But would you feel sad?
- So you didn't talk to each other at all?
- And how often do you see them?

Lesson D Reading (pp. 6–7)

Exercise A

Possible circled facts: Over 30 percent of employers say they currently use, or plan to use, social networking sites to obtain information about job candidates; However, only 16 percent of workers write their online profiles with potential employers in mind; What may be more worrying for today's job seekers is that 34 percent of managers said they have rejected a candidate because of the information they obtained online; This trend of using social networking sites as an employment tool is growing; Hiring managers also tend to use social networking sites when they are looking for new hires.

Possible underlined advice: Keep your profile up to date, even if you are not looking for a job; Make sure you list your latest achievements.; It is always best to avoid making any negative comments about your current or previous boss, company, or co-workers; If you are always telling off-color jokes or joining weird or silly groups, be careful; Be careful also if you are trying to hide your job search from your current boss; However, if your boss does find out and accuses you of looking for a new job, don't deny it; So in addition to keeping your friends' inappropriate pictures and comments off your profile, be cautious about who your online friends are;

review the pictures that you have uploaded to your profile, the personal information you have given, and any blogs or sites you have linked to. Delete anything you might regret later; Always bear in mind that employers can use your social networking profile to evaluate you, so show self-confidence (without being arrogant) and promote yourself well.

The information is for candidates.

Exercise B

- a. para. 6 c. para. 8 e. para. 5
b. para. 9 d. para. 7 f. para. 10

Exercise C

- NG
- T
- F. Telling jokes won't always leave a potential employer with a good impression.
- F. If your boss finds out about your job search, you shouldn't deny it.
- NG
- T
- F. It's fine to be self-confident – without being arrogant – if you're promoting yourself.
- T

Exercise D

- obtain
- rejected
- withhold
- accuses you of, deny
- regret
- promote yourself

Exercise E

Answers will vary.

Writing (p. 8)

Exercise A

However; On the one hand; On the other hand; While;

Exercise B (Possible answers)

- You might think your party photos are harmless. **However**, employers might see them in a different way.
- Some people never put photos on their profiles, **while** / **whereas** other people post a lot of pictures.
- Job seekers are not cleaning up their profiles. **However**, employers are checking them.
- While** / **Whereas** an online profile may be public, it is not fair to use it to reject a job candidate.
- While I understand why employers check people's profiles online, **personal** profiles are not meant for employers.
- You can control who sees your résumé. **However**, you can't always control who has access to your online profile.

Exercise C

Answers will vary.

Listening extra (p. 9)

Exercise A

break up with, fall out with, get divorced, lose touch with, separate, "unfriend"

Exercise B

1. Nuray 3. — 5. Christa
2. Oscar 4. Andrea

Exercise C

- F. They (just) got busy with work.
- T
- F. She isn't interested in their day-to-day stuff.
- F. Her boyfriend tends to be touchy about things like that.
- T
- T
- T
- F. She usually video-chats with her husband when she's traveling.

Exercise D

Answers will vary.

Unit 2 The media

Lesson A Grammar (p. 10)

Exercise A

- D
- N. Fashion magazines, which are really mostly about shopping, usually have the most ads.
- D
- N. Good theater actors, who never get as famous as movie actors, deserve more attention.
- D
- D
- D

Exercise B

- A that / which
B which; (that / which)
- A (that / which); that / which
B which

- A who
B that / which
- A who / that
B which

Exercise C

- that / which I like best of all
- , who watches TV constantly,
- that / which I read the most
- , which I need to do before I go to bed
- , which I think is ridiculous

Lesson B Vocabulary (p. 11)

Exercise A

1. about 4. on 7. of
2. on 5. for 8. between
3. for 6. in

Exercise B

problem; impact / influence; link; concern; impact / influence; increase; research

Exercise C

Answers will vary.

Lesson B Grammar (p. 12)

Exercise A

that; is that; that; that; is that; that

Exercise B

1. Some experts agree that TV and the Internet have changed children's reading habits.
2. What's clear is that many children prefer watching TV to reading.
3. One problem with spending less time reading is that reading improves children's vocabulary development.
4. It's likely that most books and magazines will only be online in the future.
5. What's interesting is that publishers may stop printing books altogether.
6. Many people believe that going digital is inevitable.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 13)

Exercise A

1. Which is so annoying
2. which totally goes against what I just said
3. Which is not surprising

Exercise B

1. You know what really gets me?
2. you know what's ridiculous?
3. You know what I'd be concerned about?

Exercise C

1. A really bothers me
B just so annoying
2. B so convenient
A I prefer
3. B so important
A really scares me

Lesson D Reading (pp. 14–15)

Exercise A

Answers will vary.

Exercise B

Answers will vary.

Exercise C

1, 2, 3

Exercise D

1. the user has to constantly switch tasks
2. playing video games
3. video games
4. playing video games
5. before
6. Critics
7. aren't going to disappear

Exercise E

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

Exercise F

Answers will vary.

Writing (p. 16)

Exercise A (Topic sentence is underlined)

Video websites should warn teenagers about dangerous behavior for several reasons. **First**, teenagers tend to take more risks because their brains are at a particular stage of development. **Second**, with the rise in Internet video sites, teenagers can see people doing all kinds of dangerous activities, and some feel pressure to copy what they see. **Third**, some children are taking great risks and filming these activities so they can share the videos with their friends. **Finally / Lastly**, the Internet makes sharing the videos easy – teens who want to impress their friends simply have to upload a clip to their profile page.

Exercise B

I don't agree that video websites should have warnings for teenagers. **At first First**, many teenagers are very responsible. **Second Second**, it is not the Internet's responsibility if someone does something dangerous. **Third Third**, parents should be responsible for their children's behavior. **At last Lastly, / Finally**, the reasons for dangerous behavior are not always clear.

Exercise C

Answers will vary.

Listening extra (p. 17)

Exercise A

Answers will vary.

Exercise B

1. a
2. b, d

Exercise C

1. T
2. F. He has never had / owned a television.
3. T
4. F. She knows most parents aren't teachers.
5. T
6. F. She lets her children watch shows in Spanish.
7. F. He thinks it's just common sense. / He doesn't think there's really a problem with TV.
8. T
9. F. He says a lot of intelligent people grew up watching TV.

Exercise D

Possible answers

- everyone with children should get rid of their TVs / the problem is with all the commercials / kids shouldn't be watching commercials for toys and junk food / children shouldn't identify with actors on TV / it's important for children to see real people as role models / a child who spends 10,000 hours reading, doing a sport, or learning a hobby will learn something / a child who spends 10,000 hours watching television learns nothing, which is just a waste of time

- it's very helpful to have another way to teach things to children / there are some great shows and kids can learn a lot from them / schools can't teach her kids everything
- it's just common sense / if parents don't like a certain TV show, they shouldn't let their kids watch it. / if parents think a show is OK, they should let their kids watch it / there's not really a problem with TV

(Other answers will vary.)

Unit 3 Stories**Lesson A Grammar (p. 18)****Exercise A**

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

Exercise B

- Did you learn
- haven't traveled
- got, drove
- haven't been enjoying
- joined, quit
- enjoyed, was working

Exercise C

- B* 've been working; started; 's been going on
A 've been volunteering; was; haven't scored
- B* worked / was working; wasn't, loved; was majoring, changed, 've been studying; haven't decided

Exercise D

Answers will vary.

Lesson B Vocabulary (p. 19)**Exercise A**

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

Exercise B

- A* finished
B turned, in; struggled with
A fall behind on
A left, blank
B affect
A count toward
B missed
A caught up on

Exercise C

Answers will vary.

Lesson B Grammar (p. 20)**Exercise A**

- | | | | |
|---------|---------|---------|---------|
| 1. 2, 1 | 2. 1, 2 | 3. 2, 1 | 4. 2, 1 |
|---------|---------|---------|---------|

Exercise B

- A* Had, lived; moved
B went; got
B went; had thought / had been thinking / 'd thought / 'd been thinking; decided; visited; hadn't seen
- B* moved; changed
B hadn't been going / weren't going; had gotten / 'd gotten; quit; got
- B* graduated; had taken / 'd taken; was; hadn't earned / hadn't been earning; had hoped / had been hoping; needed; ran; hadn't seen; offered

Exercise C

- showed up; had been waiting / 'd been waiting
- got; had called / 'd called / called; didn't call / hadn't called
- cleaned; did; watched
- gave; had reminded / 'd reminded

Lesson C Conversation strategies (p. 21)**Exercise A**

Circled sentences:

When I think about it, I just feel so ashamed; Looking back, I guess we probably made a pretty strong impression; When I think about it, I just want to crawl under a rock.

Underlined sentences: So anyway, I saw him in line at the movies; So yeah, where was I?; But anyway, you know what he told me?

Exercise B

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

Exercise C

d, e, c, a, b

Lesson D Reading (pp. 22-23)**Exercise A**

Answers will vary.

Exercise B

- | | | |
|------------|------------|------------|
| 1. para. 3 | 3. para. 1 | 5. para. 5 |
| 2. para. 4 | 4. para. 2 | |

Exercise C

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

Exercise D

- | | |
|---------------------|-----------------|
| 1. slapped down | 5. say |
| 2. tugging | 6. acknowledged |
| 3. slipped | 7. venturing |
| 4. make eye contact | 8. made his way |

Exercise E

1. He fell in love, got married, and had a family. He didn't become a police officer, a soldier, or a firefighter. He didn't travel; he didn't go to Africa.
2. His father wanted him to, he was good at math.

(Other answers will vary.)

Writing (p. 24)

Exercise A

4, 2, 1, 5, 3

Exercise B

is; prepare; was sitting / sat; was reading; was sitting / sat; hit; pushed; hurt; spilled; brought; 've / have, taken

Exercise C

I have always ~~spoke~~ *spoken* to store clerks, but they don't always acknowledge me. One day I ~~shop~~ *was shopping* in a clothing store and needed help with a size. I ~~have said~~ *said* "Excuse me," but the salesperson ignored me. Finally, a manager ~~was seeing~~ *saw* me and asked if she could help. It

was a good thing that someone finally helped me because I hadn't ~~knew~~ *known* the sizes were for teenagers! Since then, I haven't ~~went~~ *gone* back to that store.

Exercise D

Answers will vary.

Listening extra (p. 25)

Exercise A

Answers will vary.

Exercise B

The picture; the cap; the journal

Exercise C (Order may vary.)

the journal: His mother gave it to him.
He got it before he graduated from high school.
the baseball cap: His roommate in college gave it to him.
He got it on his last day of college.
the picture: He bought it on vacation.
He got it on his first vacation with friends.

Exercise D

1. a. the baseball cap
b. the picture
c. the journal
2. a. the journal
b. the baseball cap
c. the picture

Exercise E

Answers will vary.

Unit 4 Working lives

Lesson A Vocabulary (p. 26)

Exercise A

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

Exercise B

submitted; meet, make; follow; 've had / have had / have; achieve; facing, shows

Lesson A Grammar (p. 27)

Exercise A

Macy advice
Macy an application, feedback; comments
Jack information, training
Macy a detail; jobs; work
Jack a personal assistant; knowledge
Macy help, a counselor

Exercise B

- | | |
|-------------------|------------|
| 1. apply | 4. appears |
| 2. isn't / is not | 5. choose |
| 3. shows | 6. is |

Exercise C

1. information, is
2. feedback, was / has been

3. are, goals
4. knowledge, is / will be
5. training, is / will be; is, training

(Other answers will vary.)

Lesson B Grammar (p. 28)

Exercise A

- | | | |
|------|------|---------|
| 1. S | 3. S | 5. S, G |
| 2. G | 4. S | 6. S |

Exercise B

a; a; an, a; -, --, a, a, a, a; The / -; -, the; -, the; the

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 29)

Exercise A

Chris Seriously
Mara clearly
Mara Interestingly enough
Mara unfortunately

Exercise B

- B I really love my career choice
 B I need to use it more often
 B I rejected an offer today
 B there are more jobs than ever

Exercise C

d, a, c, e, b

Lesson D Reading (pp. 30–31)**Exercise A**

Answers will vary.

Exercise B

company culture, opportunities for training, where the company is, your boss's personality, your personal wants and needs

Exercise C

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

Exercise D

- | | |
|---------------|--------------|
| 1. importance | 5. guidance |
| 2. assessment | 6. criticism |
| 3. value | 7. solution |
| 4. need | |

Exercise E

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

Exercise F

Answers will vary.

Writing (p. 32)**Exercise A**

introduction 1
 leisure time 4

studies 2
 summary 5
 work experience 3

Exercise B

- | | |
|-----------------------------|--------------|
| 1. My interest | 4. guidance |
| 2. My decision, my interest | 5. solutions |
| 3. My responsibilities | |

Exercise C

- During my internship, I learned how to use all the latest ~~softwares~~ *software* that designers use today.
- Last summer, I received a ~~training~~ *training* in new information systems.
- I received constructive ~~advices~~ *advice* from my manager, which helped me improve my skills.
- I am looking for a ~~work~~ *work / a job / a position* in a technology company.
- I gained an ~~experience~~ *experience* in solving clients' problems.

Exercise D

Answers will vary.

Listening extra (p. 33)**Exercise A**

Answers will vary.

Exercise B

b

Exercise C

- | | | |
|--------------|---------------|---------------|
| 1. important | 3. stay in | 5. particular |
| 2. 10,000 | 4. challenges | 6. imagine |

Exercise D

Answers will vary.

Unit 5 Challenges**Lesson A Grammar (p. 34)****Exercise A**

- had listened, might not have become
- might not have been, hadn't lost / had not lost
- hadn't collaborated / had not collaborated, wouldn't have attracted / would not have attracted
- hadn't become / had not become, might not have learned
- might not be, hadn't been / had not been

Exercise B

- Would, be, had said
- had been; would, have felt; had lost

(Other answers will vary.)

Lesson B Vocabulary (p. 35)

- A Poverty; poor
 B wealth; wealthy
 A invests, creation, create
 B investment
- A invest
 B eradicate, eradication
 A starving
 B Starvation; investment
- A distributing
 B hungry; distribution
 A hunger
 B unemployment; unemployed
- B pollution; protect; protection
 B eradication

Lesson B Grammar (p. 36)

Exercise A

- | | |
|----------------------|------------------|
| 1. hadn't brought up | 4. include |
| 2. will do | 5. could |
| 3. would stop | 6. had signed up |

Exercise B

- | | |
|------------------------|--------------------------------------|
| 1. were | 3. had gotten |
| 2. spent / would spend | 4. will invest / 'll invest / invest |

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 37)

Exercise A

Raj What if
Anne imagine / suppose / what if
Anne What if / imagine / suppose

Exercise B

1. I suppose it is. Though I just set a budget and stick to it.
2. I don't think so. I suppose it wouldn't seem right.
3. I suppose it is. You can get unusual things, too. The big stores all have the same stuff.

Exercise C

B what if
A suppose / imagine, I imagine / I suppose
B What if
A I suppose / I imagine

Lesson D Reading (pp. 38–39)

Exercise A

Answers will vary.

Exercise B

clearing up after natural disasters
preventing disease
treating illnesses

Exercise C

- | | |
|-------------------------|-------------------------|
| 1. Dr. Margaret Winters | 4. Tim Mendes |
| 2. Tim Mendes | 5. Dr. Margaret Winters |
| 3. Linda Jones | |

Exercise D

1. dentists / surgeons, surgeons / dentists
2. huge, devastation
3. devastated
4. injured / sick, sick / injured
5. enormous
6. tumor; benign
7. treatment

Exercise E

1. T
2. F. The neighbor looked after the neighbors' children.

3. F. The dentist helped with medical emergencies.
4. F. They used one floating ambulance to remove people from the war zone.
5. T
6. F. In richer countries, people get treatment for lumps and growths.

Exercise F

Answers will vary.

Writing (p. 40)

Exercise A

it says that park volunteers live in tents
I would prefer it
Would it be a problem if
it would be very nice if
Is it possible to
I would appreciate it if

Exercise B

1. It would be useful if I could speak to a current volunteer.
2. I would love it if I could begin working immediately.
3. Would it be a problem if I paid when I arrive?
4. I would appreciate it if you could send me more information.

Exercise C

1. It will be interesting to read about your training program.
2. Would it be a problem for me if I had to wait another week to start?
3. It is difficult for me to commute on the bus.
4. Would it be useful if I could arrive a day early?
5. It was interesting to read your website.

Exercise D

Answers will vary.

Listening extra (p. 41)

Exercise A

- | | |
|----------------------------|----------------------|
| 1. support | 3. connected, donors |
| 2. charitable organization | 4. requests |

(Other answers will vary.)

Exercise B

She thinks local charities often find it hard to raise money. She hopes she'll be able to do more projects in the future.

Exercise C

1. distribution of wealth
2. all their donations
3. post a request
4. making a difference
5. struggling with bills
6. books and toys

Exercise D

Answers will vary.

Unit 6 Into the future

Lesson A Grammar (p. 42)

Exercise A

1. We'll / We will be living in a totally cashless society by 2050.
2. People won't be using credit or debit cards.
3. Everyone is going to be doing their banking online.
4. People won't be writing checks anymore.
5. We're going to be carrying around fewer gadgets generally.
6. Everyone will be doing all their grocery shopping on the Internet.

Exercise B

B are you going to use

A I'll take, I visit; I need, I'll still use

B will replace

A are going to disappear, won't be

B might use, become

Exercise C

Answers will vary.

Lesson B Vocabulary (p. 43)

Exercise A

h, d, g, a, b, f, c, e

Exercise B

handout; stop, time; saying; comments / questions, questions / comments

Lesson B Grammar (p. 44)

Exercise A

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

Exercise B

1. Can; could 4. can; can
2. must; Would 5. 'd better; might
3. ought to; might want to

Exercise C

1. a. You might want to move to the front so you can see the screen.
b. Would somebody turn the lights off, please?
c. Um, I need to find the clip on the computer.
d. It ought to be on my desktop.
e. Oh, it won't open.
2. a. Can everyone see the chart on page 2 of the handout?
b. Everyone should have a handout by now.
c. I can't explain these numbers in detail today, but you might want to look up the information on our website.
d. If no one has any questions, I will give / I'll give you a few more resources.
e. Then we had better / we'd better stop.

Lesson C Conversation strategies (p. 45)

Exercise A

Sou-Chun ... You know, ✓ all newspapers are going to be doing this in the near future, fortunately.

Isabella ... Though ✓ a lot of people still like to hold a real newspaper in their hands.

Sou-Chun ... But ✓ reading on a screen will get easier pretty soon. You know, ✓ screen technology will probably get more advanced.

Isabella ... But ✓ in the end, people will support anything that's better for the environment.

Exercise B

1. B I don't think so.
2. A I guess so.
B I hope not.
3. B I guess so.
A I guess not.
4. B I hope so.

Exercise C

B I hope not.

A I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine

B I guess so.

A I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine, I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine

Lesson D Reading (pp. 46–47)

Exercise A

1. clean energy 2. public health 3. clean water

Exercise B

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

Exercise C

1. Economists 6. Ecologists
2. Retailers, consumers 7. Refugees
3. Inventors 8. Migrants
4. therapists 9. Victims
5. Climatologists

Exercise D

Answers will vary.

Writing (p. 48)

Exercise A

4 (C) Doctors and patients will benefit from these new technologies, which will undoubtedly make health care more effective and more convenient.

1 (T) New technology in medical care will undoubtedly give doctors more reliable information about a patient's health, and may well make visits to the doctor's office less frequent and possibly less unpleasant.

3 (S) Another exciting invention is a "pill-cam", a tiny wireless camera that patients swallow and which sends images of any health problems to their doctor's computer screen.

2 (S) One example of this technology is the "tele-health monitor." This piece of equipment, which patients will have in their homes, will constantly check a patient's health and send instant information to a doctor. When there is a problem, the doctor will call the patient immediately.

Exercise B

In the future, medical treatment, even in the poorest countries worldwide, will **undoubtedly** change to a system that starts before a patient gets sick. In the near future, doctors will **likely** be able to collect millions of pieces of information about a child shortly after birth. People will **inevitably** find out at an early stage if they will **eventually** get sick in later life. However, with the kind of information that technology can give them, people may **well** be able to take action to prevent illnesses until much later in their lives. These advances will **ultimately** improve the quality of life and health of many people throughout their lives.

Exercise C

- | | |
|----------------------------|----------------------------|
| 1. eventually / ultimately | 4. actually |
| 2. currently | 5. eventually / ultimately |
| 3. recently | 6. Maybe |

Exercise D

Answers will vary.

Listening extra (p. 49)

Exercise A

- | | |
|---------------------|------------------------------|
| 1. The Arctic Ocean | 3. Rising sea levels |
| 2. Greenland | 4. The construction industry |

Exercise B

The Arctic Ocean, Greenland, Rising sea levels

Exercise C

The 2007 United Nations study:

- * estimated ocean levels would rise between 7 and 23 inches (= 18 to 59 centimeters)
- * did not include the impact of melting ice - in particular in Greenland (then sea levels could rise by at least 16 feet, or 5 meters)

The new study from Norway estimates that:

- * sea levels could rise by 5.3 feet (1.6 meters) by 2100
- * the Arctic Ocean will have no ice during the summer

Talk will cover four impacts of rising sea levels:

1. Environmental impact - the effects on plants and animals
2. Effect on climate - especially floods and storms
3. Impact on water supplies
4. The economic impacts, especially on tourism and fishing

Exercise D

Answers will vary.

Unit 7 Getting along

Lesson A Vocabulary (p. 50)

Exercise A

- | | | |
|-------|--------|---------|
| 1. up | 3. up | 5. up |
| 2. up | 4. off | 6. over |

Exercise B

Ji Ning look forward to; go over

Clara put, off

Ji Ning wake, up

Clara come up with

Jasmina give, up

Ji Ning put up with

Jasmina run out of; have, over; clean up

Clara give, back

Lesson A Grammar (p. 51)

Exercise A

1. wake up the entire household / wake the entire household up
2. have friends over
3. Show up
4. run out of something
5. turn it off

6. give them back
7. go over
8. come up with solutions

Exercise B

My roommate's just so annoying - she wakes me **up** every morning. She's always running **out of** cash and forgets to pay the bills. She never shows **up** when we have a meeting with the building manager. Then, whenever she cooks, she always puts **off** cleaning **up** her mess / cleaning her mess **up**. Sometimes she won't do a thing for days! Will this work **out**? I'd love to come up **with** a solution to this problem, but I don't think that I can put **up** with her bad habits any longer!

Exercise C

1. put up with them
2. put them off / put off doing them
3. get over it
4. give it up

(Other answers will vary.)

Lesson B Grammar (p. 52)

Exercise A

to play; to have; to; hanging out; playing; being; growing up

Exercise B

- A playing
B to go
- A growing up
B getting along; to play, to share
- A to find
B connecting
A to spend, being / to be
- A waiting
B traveling; raising; to say

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 53)

Exercise A

- Jayne a
Emma a
Jayne b
Emma a
Jayne b

Exercise B

- A Well, I'm an only child, and to be honest, it was lonely.
- B Honestly, parents are more likely to tell you what you need to hear.
- B I have to say, it's much easier financially.

Exercise C

c, b, a, e, d

Lesson D Reading (pp. 54–55)

Exercise A

Answers will vary.

Exercise B

- ✓ 2. It has advice on getting along with roommates.
- ✓ 3. It says the opposite of what is true.
- ✓ 5. It is not a serious article.

Exercise C

- consult you . . . friends over? Or clean up . . . in the apartment?
- a problem
- the chores
- . . . do(ing) them(the chores) every day and never put(ting) them off
- your roommate would never tag along with you – not without an invitation.
- living with someone you can't argue with and who doesn't complain.
- (your roommate's) friends
- bottles and cans

Exercise D

1. b 2. a 3. a

Exercise E

- drive, away
- tag along with
- get around to
- let, down
- get, off your back
- be short of

Writing (p. 56)

Exercise A

Thesis statement:

In my opinion, what is most important in the end is the social behavior that children learn from their friends.

Exercise B

- What children need is to fit in with one another.
- What is clear is that friends have the strongest influence on a child's personality.
- What is essential is to guide your child's choice of social groups.
- What this means is that a child's parents are not as important as his or her friends.
- What is likely is that parents play a more insignificant role in their child's emotional development.
- What children perceive is that their friends are the people who are most like them.

Exercise C

- It is important to help your child choose his or her social groups wisely.
- What **this** means is that friends have a strong influence on a child.
- It is clear that children aren't interested in becoming copies of their parents.
- What **this** implies is (that) children teach one another to be social.
- It is interesting that children almost always learn behavior from their friends.

Exercise D

Answers will vary.

Listening extra (p. 57)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

- F. Matt cooks pizza or pasta for his brother.
- T
- F. Laura's problem is with another friend.
- T
- F. Berto wants to have more time for himself or with his friends.
- T

Exercise D

Answers will vary.

Unit 8 Food science

Lesson A Grammar (p. 58)

Exercise A

1. is thought, will be affected; must be developed; have been grown; can be grown
2. is hoped, will be sold, is produced; will not be transported; would be imported

Exercise B

Organic food is food that is grown without pesticides. Organic farming methods have been practiced for thousands of years.

It became less popular in the twentieth century as more productive methods were invented.

Organic farming wasn't considered effective, and more pesticides and other chemicals were used to increase crop yields and grow more food.

More recently, however, the value of organic farming has been reconsidered, and the market for organic food is expected to grow in the future.

Exercise C

1. are going to be used by farmers in countries that have food shortages.
2. are going to be built by engineers so we can have longer growing seasons.; will be sold by supermarkets in the future.
3. are going to be encouraged by supermarkets to buy more food that is produced locally.; is no longer going to be flown halfway around the world.

Lesson B Vocabulary (p. 59)

Exercise A

- | | |
|------------|---------------------|
| 1. heart | 5. brain |
| 2. skin | 6. teeth |
| 3. muscles | 7. liver |
| 4. bones | 8. digestive system |

Exercise B

- | | |
|------------|---------------------|
| 1. liver | 4. heart |
| 2. brain | 5. skin |
| 3. muscles | 6. digestive system |

Exercise C

immune system, blood pressure; bones, teeth; digestive system, metabolism; eyesight; skin

Lesson B Grammar (p. 60)

Exercise A

- | | |
|------------|-----------------|
| 1. to rise | 5. from getting |
| 2. work | 6. to control |
| 3. to make | 7. from gaining |
| 4. tell | |

Exercise B

A aging / from aging, from having
B to digest; absorb / to absorb

- A break down, to get
B from getting
A control / to control
B go down
A to rise
B improve / to improve

Exercise C

help you lose / help you to lose; stop you (from) eating; protect your skin from aging; protect you from getting; help you concentrate / help you to concentrate; keep you from getting; help keep your bones / help to keep your bones; helps prevent people (from) having / helps to prevent people (from) having

Lesson C Conversation strategies (p. 61)

Exercise A

- | | |
|--------|--------|
| 1. A e | 2. A a |
| B c | B d |

Exercise B

for instance; such as; like; take; for example; look at; for example

Exercise C

Eunha like; d

Will such as / like, for instance / for example; a

Eunha For instance / For example; b

Will take / look at; e

Eunha such as / like

Lesson D Reading (pp. 62–63)

Exercise A

Underlined: It is certainly annoying when ants get into the kitchen or show up uninvited to a picnic, and obviously it is painful to be stung!; Of all the pests in the world, fire ants are one of the most annoying – and most dangerous.; Today, fire-ant colonies cover more than 1 million square kilometers in this region and cause more than \$6 billion in economic losses every year, including medical expenses and damage to crops.; Fire ants are aggressive, and their stings can be dangerous. Furthermore, the economic damage caused by the ants, which eat small plants before they have grown to full size, is devastating.

Exercise B

d, e, a, f, b

Exercise C

1. More than 12,000
2. More than \$6 billion
3. Due to trade with the U.S.
4. The holes most ants make in the earth allow more rain to be absorbed.
5. By killing harmful crop-eating insects and protecting plants
6. Because crops are being threatened by a mysterious decline in the bee population in recent years

Exercise D

1. threat
2. loss
3. discovery
4. survival
5. production
6. Pollination
7. disappearance

Exercise E

Answers will vary.

Writing (p. 64)

Exercise A

1. 27%
2. 150, 200
3. 33%

Exercise B

in; nearly / almost / up to; about / approximately / roughly; about / approximately / roughly; over / more than; nearly / almost / up to; in; nearly / almost / up to; by; about / approximately / roughly; in; of; nearly / almost / up to

Exercise C

1. The number of countries that are affected by the spread of fire ants has **grown up** *grown*.
2. The rise of *in* the number of multiple-queen colonies is a cause for concern.
3. Where multiple-queen colonies are found, the number of mounds **rises up** *rises* significantly.

4. Chemical pesticides can cause the number of fire-ant colonies to **fall down** *fall* dramatically.
5. Farmers who have used other insects to control fire ants have experienced a decline of *in* ant colonies.

Exercise D

Answers will vary.

Listening extra (p. 65)

Exercise A

Answers will vary.

Exercise B

a, b, c, d, e, f, i

Exercise C

1. a, b, c
2. d, e
3. f
4. d, i

Exercise D

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

Exercise E

Answers will vary.

Unit 9 Success and happiness

Lesson A Vocabulary (p. 66)

Exercise A

to the top; to be; ahead; in his way; on with; off to a good start; under way; off the ground; anywhere; you down

Exercise B

A getting, down / gotten, down; get on with

B get anywhere

A get off to a good start; got under way

B got to be; get ahead; got to the top

A get, off the ground

B get in, way

Lesson A Grammar (p. 67)

Exercise A

1. A all
B both; No
A all of
B every, each; Neither of
2. B all of; none of; all
3. B None of; none of; no; neither

Exercise B

1. All business students dream of setting up a successful company.
2. Each student in my class last year wanted to start a business. / Each of the students in my class last year wanted to start a business.
3. Both my best friends got new companies under way last year.

4. Neither company got off to a good start. / Neither of their companies got off to a good start.
5. Neither of my friends can say they've made any money yet.
6. None of their enthusiasm has been lost, though.
7. After all, no business can be an immediate success.

Exercise C

Answers will vary.

Lesson B Grammar (p. 68)

Exercise A

1. ST
2. O
3. ST
4. RC
5. S
6. RC

Exercise B

1. Probably my happiest moment was **getting** . . . ; I remember **watching** . . . ; I ran outside and got the mail from him, and stood there with the envelope in my hand **not daring** . . . ; Eventually, I did open it, **trembling**; I read the page twice, **not believing** . . . ; I was so happy because I knew there would be so many opportunities **opening up** . . . ; And also **getting** . . .
2. Mine is **bringing** . . . ; The people **living** . . . ; There were hundreds of photos of us all **drinking** coffee and **eating** cookies . . . ; There was also a photo of each person **holding** the baby. My brother and his wife had been in the apartment **fixing up** . . . ; They were a big help **taking** . . .
3. My happiest moment was **going** . . . ; My parents looked so happy **walking** along the beach and **holding** hands; My sister and I ran ahead, **trying** to be the first one to get to the

man **selling** . . . ; My sister let me win, **pretending** . . . ; Then we sat on the sand **eating** these big ice creams with chocolate sprinkles **looking for** . . .

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 69)

Exercise A

1. in terms of having no worries
2. as far as my everyday life is concerned / As far as my everyday life goes / When it comes to my everyday life
3. As far as being happy is concerned / As far as being happy goes / When it comes to being happy
4. when it comes to learning how to be happy

(Other answers will vary.)

Exercise B

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

(Other answers will vary.)

Exercise C

1. settling down; as far as I can tell / as far as I know
2. lifestyle; as far as I'm concerned
3. job; amount; as far as I can tell / as far as I know / as far as I'm concerned

Lesson D Reading (pp. 70–71)

Exercise A

Answers will vary.

Exercise B

Most important: attitude, expectations, family, friends, job satisfaction, marriage, religious beliefs

Less important: age, education, income, looks, wealth

Exercise C

1. F. Overall, people in wealthy countries are happier than people in poor nations.
2. F. Being good-looking doesn't make you happier than other people.
3. T
4. F. You can do a lot to change the level of happiness you were born with.
5. F. Religious people may have high levels of happiness because they have strong social networks.
6. F. Researchers say losing your job or losing your spouse can lead to serious depression.
7. T

Exercise D

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

(Other answers will vary.)

Exercise E

Answers will vary.

Writing (p. 72)

Exercise A

as well as; in addition to; Moreover, and; Furthermore,

Exercise B

1. It is important to tell people about the good things going on in a community as well as its problems.
2. A community newsletter can advertise local events in addition to informing people about local news.
3. Moreover, a website might encourage the younger members of the community to be more involved.
4. As far as litter is concerned, having cleanup days can be fun as well as effective.
5. Furthermore, people are less likely to litter in places that are already clean.
6. Holding special events can create a stronger community in addition to making the neighborhood a nicer place to live.

Exercise C

1. Neighborhood activities benefit the community as well as makes *making* the volunteers happy.
2. As well as *provide providing* practical help, community activities contribute to social cohesion.
3. Moreover, some communities organize events for families as well as older people to create a sense of belonging. (correct)
4. In addition to *encourage encouraging* volunteering, some high schools offer credits for community work.
5. Picking up trash gives volunteers a sense of satisfaction in addition *discouraging to discouraging* them from littering the streets.
6. ~~In addition to~~ *Moreover / Furthermore*, cleanup days create a more pleasant environment.

Exercise D

Answers will vary.

Listening extra (p. 73)

Exercise A

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

(Other answers will vary.)

Exercise B

1. a
2. a
3. b

Exercise C

1. family life
2. close relationships
3. happy
4. get sick
5. makes sense
6. talked

Exercise D

Answers will vary.

Unit 10 Going places

Lesson A Vocabulary (p. 74)

Exercise A

- A fascinating
B amazing
A frightened; frightening
B terrified; encouraged
B surprising
A terrifying
B challenging
A impressed; exhausting
B tiring

Exercise B

challenging; relaxed; terrified; tiring; exhausted; surprising; puzzled; fascinating; depressed

Lesson A Grammar (p. 75)

Exercise A

- they wanted to go hiking in the national park
- them (that) there might be a storm later that day; (that) they should be prepared
- (that) he had a map and (that) they wouldn't go too far
- (that) they were just going for a short hike; him (that) they planned to do a longer hike the next / following day
- them (that) they had to stay on the trails or they could get lost
- (that) some areas were dangerous because they'd gotten very wet recently
- (that) they knew the park well; (that) they used to hike there a lot in college
- them (that) they could always take shelter in the huts along the trails

Exercise B

me, had to; -, should; me, -, was, would; -, could; -, thought, might; him, looked forward to, was; -, donated / had donated, could; him, had to

Exercise C

Answers will vary.

Lesson B Grammar (p. 76)

Exercise A

- if / whether I always travel / traveled with just one bag
- not to drink green tea before an overnight flight
- if / whether he should buy some food on the flight
- him to buy it at the airport, because the food on the plane isn't / wasn't too good
- where I got / had gotten / 'd gotten my blanket
- if / whether she could have an eye mask and earplugs
- what I was / am / 'm going to do in New York
- where I usually stay / stayed in New York

Exercise B

- Sam advised Dave not to take too much luggage.
- Sam asked Dave how many suitcases he's taking / he is taking / he was taking with him.
- Dave wanted to know if / whether Sam is taking / was taking shampoo and conditioner with him.
- Dave asked Sam to lend him a jacket for the trip. / Dave asked Sam if he can / could lend him a jacket for the trip.
- Sam asked Dave what kind of car he wants / wanted to rent.
- Dave advised Sam to make a copy of his passport.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 77)

Exercise A

- So you're saying that it's too dangerous?
- So I guess you don't want to go on Saturday, then?
- So what you're saying is you're scared of heights?
- So I guess it's not scary enough for you.

Exercise B

- Dangerous in what way?
- Cool in what way?
- Life-changing in what way?

Exercise C

Sofia (e) You mean, like take a trip around the world or something?

Sofia (a) Challenging in what way?

Sofia (c) So you're saying that a world trip isn't exciting enough for you?

Sofia (b) So I guess you won't be interested in doing something with me this weekend, then?

Sofia (d) So you're saying you'll come?

Lesson D Reading (pp. 78–79)

Exercise A

Answers will vary.

Exercise B

Advantages: encourage people to explore new places and be more adventurous; create a better awareness of the country; bring revenue to communities by employing local people

Disadvantages: increasing number of visitors generate huge amounts of waste, consume resources, and cause problems with local infrastructures; development of facilities can change the traditional culture

Exercise C

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

Exercise D

2, 3, 4

Exercise E

1. An increase in the number of tourists can **adversely affect** an area.
2. Tourists often **generate huge amounts of waste** in the areas they visit.
3. The arrival of some tourists often means the **development** of more tourist facilities.
4. Reviews are beneficial to tourists because they raise standards in **industries** that are connected with tourism.
5. Hotel and restaurant owners in tourist areas **rely heavily** on good reviews to attract foreign visitors.
6. Guidebooks help tourists to develop a better **awareness** of the country they are visiting.
7. The **revenue** that tourists bring can be helpful to local communities.
8. The tourist industry **employs** people from the local area to work in tourist facilities.

Writing (p. 80)

Exercise A

Answers will vary.

Exercise B

However; Although; despite; even though; Nevertheless; in spite of

Exercise C

1. Although / Even though reviews are opinions, they are a useful source of information.
2. Although / Even though reviews make restaurants busier, they ensure that general standards improve.
3. Reviews are a good thing despite / in spite of the problems that they may cause.

4. Reviews might not always be up to date. Nevertheless, / However, travelers generally like to read them.
5. Despite / In spite of the disadvantages of tourism in remote areas, there are benefits such as employment.
6. Most people still enjoy their vacations despite / in spite of the crowds of tourists in some resorts.

Exercise D

Answers will vary.

Listening extra (p. 81)

Exercise A

Answers will vary.

Exercise B

b

Exercise C

1. T
2. F. He said they were so impressed with everything.
3. T
4. F. He said monkeys weren't frightened of the tourists anymore.
5. T
6. T

Exercise D

- | | | |
|--------------|----------|---------------|
| 1. 1 million | 3. 1,000 | 5. 16 million |
| 2. 6 | 4. 15 | |

Exercise E

1. It provides revenue.
2. It provides jobs for local people.
3. People who go on these tours get a better understanding of environmental issues

Unit 11 Culture

Lesson A Vocabulary (p. 82)

Exercise A

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

Exercise B

- | | |
|-------------------------|-------------------|
| 1. bachelorette | 6. vows |
| 2. bachelor | 7. civil ceremony |
| 3. host | 8. performs |
| 4. Western-style, aisle | 9. reception |
| 5. exchange | 10. arranged |

Exercise C

Answers will vary.

Lesson A Grammar (p. 83)

Exercise A

where, whose; when; whose; when; where; when; when / where; whose

Exercise B

1. I'll always remember my best friend's wedding, when / where nothing went right.
2. The day before the wedding, we had a rehearsal when everything went really well.
3. However, later that evening, the couple, whose parents hosted a really expensive dinner, was late because their taxi broke down.
4. There was a very funny moment during the ceremony, when the groom got the bride's name wrong as he was saying his vows.
5. The best man, whose job was to take care of the rings, left the groom's ring in his car.
6. After the ceremony, we all got into cars to go to the hotel where the reception was being held.
7. The car took me and the other bridesmaids to the wrong hotel, and we didn't realize till the very last moment, when we saw the car drive away.
8. For the newlyweds, the reception was the best time, when everything finally went according to plan.

Exercise C

Answers will vary.

Lesson B Grammar (p. 84)

Exercise A

- A I never gave you a birthday present!
B You sent me a gift card.
- A Can I offer you something to drink?
B Could you make some tea for us?
- A Did your aunt make a sweater for him?
B She didn't make him one.
- A Would you lend me your blue jacket?
B I'll give it to you if you like.
- A Who sent you these flowers?
B My girlfriend sent them to me.
- A Did you get them a gift?
B I bought them one.

Exercise B

- Q: Would you ever lend a friend your laptop?
A: Yes, I'd lend it to him. / No, I wouldn't lend it to him.
- Q: When would you give someone money as a gift?
A: I'd give it to someone . . .
- Q: Did you buy your best friend a birthday present last year?
A: Yes, I bought him / her one. / Yes, I bought one for him / her. / No, I didn't buy him / her one. / No, I didn't buy one for him / her.
- Q: Would you give a good friend your new, expensive pen if he or she liked it?
A: Yes, I'd give it to him or her. / No, I wouldn't give it to him or her.
- Q: When you were little, did you use to make cards or gifts for your parents? / Did you use to make your parents cards or gifts when you were little?
A: Yes, I used to make them for them. / No, I didn't use to make them for them.

Lesson C Conversation strategies (p. 85)

Exercise A

- d 3. b 5. a
- c 4. e

Exercise B

- Yeah, no. It's kind of important for everyone to know about other customs.
- Yeah, no. It's good to carry on traditions like that – even if they are slightly odd!
- Yeah, no. It helps you understand other people, which makes you more tolerant, I think.

Exercise C

- kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / somewhat
- not really / not quite; kind of / sort of / a little / a (little) bit / slightly / somewhat; really / quite
- kind of / sort of / somewhat
- kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / a little / a (little) bit / slightly / somewhat

(Other answers will vary.)

Lesson D Reading (pp. 86–87)

Exercise A

It's the difficulty adjusting to your own culture after living in another one.

Exercise B

- phase 4
-
- phase 1
- phase 3
-
- phase 2

Exercise C

- c
- a
- b

Exercise D

- F. Reverse culture shock is less well known than culture shock.
- F. Reverse culture shock affects a lot of people.
- T
- F. It happens after a few months, years, or decades abroad.
- T
- T

Exercise E

- loss
- dismiss
- global
- revive
- opportunity
- downside

Exercise F

Answers will vary.

Writing (p. 88)

Exercise A

- a
- c

Exercise B

Circled:

Causes: because of; as a result of

Effects and results: Consequently; so; Therefore

Exercise C

- so
- Consequently / Therefore
- as a result of / because of
- because / since
- because / since
- As a result of / Because of / Due to
- Consequently / Therefore

Exercise D

- Your friends might get annoyed ~~due to~~ *as a result of / because of* your complaints about your own culture.
- I am worried about returning home from a year abroad ~~because~~ *because of* reverse culture shock.
- You are going home soon, ~~consequently~~ *so* start catching up on the news of your country.
- ~~Since~~ *Because of / As a result of* reverse culture shock, I learned a lot about myself and my culture.
- People will not stop traveling just ~~due to~~ *because of* their fear of getting reverse culture shock.

Listening extra (p. 89)

Exercise A

b

Exercise B

A recent trip Atsuko made
Atsuko's friend's wedding
Buying wedding gifts

Exercise C

- | | |
|------------------|-------------------------------------|
| 1. a long time | 5. helped her father down the aisle |
| 2. a bridesmaid | 6. cost a lot |
| 3. small | 7. didn't attend |
| 4. Western-style | 8. didn't buy |

Exercise D

Answers will vary.

Exercise E

Answers will vary.

Unit 12 Ability

Lesson A Vocabulary (p. 90)

Exercise A

- | | | |
|------------------|------------------|---------------|
| 1. spatial | 4. intrapersonal | 7. linguistic |
| 2. musical | 5. bodily | |
| 3. interpersonal | 6. mathematical | |

Exercise B

- | | |
|----------------------|---------------------------------|
| 1. capable | 5. scientifically minded |
| 2. capacity / talent | 6. sensitive; capacity / talent |
| 3. articulate | 7. adept / skilled |
| 4. literate | 8. adept / skilled |

Exercise C

Answers will vary.

Lesson A Grammar (p. 91)

Exercise A

- Singers don't have to be **technically** perfect – they just need to be able to express emotions.
- It's **extremely** important to get a college education to get ahead in life.
- If you are a lawyer, you need to be very articulate to become **highly** skilled.
- I don't believe that some people can speak seven languages – no one can be so **linguistically** gifted.
- It's **incredibly** interesting to read about different types of minds and intelligences.
- Students who are very musical often do **remarkably** well in math, too.
- Intrapersonal intelligence is **particularly** difficult to learn, but it's an important skill. / Intrapersonal intelligence is difficult to learn, but it's a **particularly** important skill.
- It's **relatively** easy to learn how to take really good photographs with the latest cameras.

Exercise B

Answers will vary.

Exercise C

mathematically talented; particularly good; highly qualified, extremely patient, incredible; wonderful, extremely clearly; basic, slowly; remarkably quickly, relatively difficult

Exercise D

Answers will vary.

Lesson B Grammar (p. 92)

Exercise A

- A better; more confidently
B the hardest, the worst
- A worse
B more frequently
A the hardest; busier
- A the worst; (the) least confident
B less nervous
A the best; more embarrassed
- A better
B more quickly; easier
A healthier

Exercise B

Q: confident; easier

Q: as

A: often, less; in

A: as often as; best; the least

Exercise C

- confident as I'd like to be
- the hardest class I have / I've ever taken
- as quickly as I had / I'd hoped
- practice (typing / it) as often as I should
- the worst driver

(Other answers will vary.)

Lesson C Conversation strategies (p. 93)

Exercise A

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

Exercise B

- I think I did well on
- will make a great nurse
- something you have to practice

Exercise C

- A and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it

2. A and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
 B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
3. A and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
 B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
4. B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
 B and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything

(Other answers will vary.)

Lesson D Reading (pp. 94–95)

Exercise A

Answers will vary.

Exercise B

They have trouble reading, writing, and spelling.
 They are often especially intelligent.

Exercise C

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

Exercise D

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

Exercise E

- | | |
|-------------------|-----------------|
| 1. preconceived | 5. challenge |
| 2. world-champion | 6. conventional |
| 3. dedicated | 7. shine |
| 4. spend | 8. raise |

Exercise F

Answers will vary.

Writing (p. 96)

Exercise A

Underlined:

an ability to understand other people's feelings
 excellent study skills

ability to understand himself or herself extremely well
 to be; in order to succeed; so that I don't make; so I can understand

Exercise B

- When I don't see my friends regularly, I call them in order to keep in touch.
- I often send friends a quick text message to say "good luck" before a test.
- I always keep my promises so people know they can trust me. / I always keep my promises, so people know they can trust me.
- I tend to study on weeknights so that I have time for my friends on the weekends.
- Every day I set aside some time in order to review my notes and assignments.

Exercise C

so; so / so that; so; so; so / so that

Exercise D

Answers will vary.

Listening extra (p. 97)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

- | | |
|----------------------|--------------------------------|
| 1. clothes | 5. ethical |
| 2. at home | 6. more than |
| 3. encouraged | 7. environmentally responsible |
| 4. have more control | 8. can wear for a long time |

Exercise D

Answers will vary.