

Answer Key

Unit 1 (pages 1–42)

Part 1

Pre-Listening Activities (page 2)

Answers will vary.

Listening and Giving Numerical Information (page 5)

Answers will vary.

Listening for Information (page 5)

1. 7:00
2. 6:30
3. 8:00
4. Room 458 of Smith Hall
5. Room 460
6. Room 14
7. 4:30
8. 555–8117

Role-Playing (page 7)

Answers will vary.

Asking for More Information (page 8)

Answers will vary.

Making an Impromptu Speech (page 8)

Answers will vary.

Part 2

Pre-Listening Activities (page 9)

Answers will vary.

Asking Clarification Questions (page 12)

Answers will vary.

Possible answers:

1. I'm sorry, but I didn't get the levels you mentioned. Would you say them again?

2. What exactly do you mean by that?
3. Did you say a united and measured effort?
4. Could you say that slower, please?
5. I didn't catch what you said about service opportunities.
6. Are you saying that he will promote innovations?

Practicing Contractions (page 14)

1. I'm
2. he'll
3. we've
4. you're
5. they'd
6. needn't
7. what'll
8. I have
9. it is
10. we are
11. you will
12. they have
13. ought not
14. what is

Practicing More Formal English (page 15)

1. He is, has not, he is
2. I had, It is
3. did not, I would
4. was not, would not
5. could have, They would
6. She is, you are, she will, you are, she will
7. They are, that will, do not

Role-Playing (page 18)

Answers will vary.

Listening in Groups (pages 19–21)

Focus on Language

1. Answers may include: city's, that's, I'll, doesn't, she's, don't, what's he's, crime's, you're, let's
2. Answers may include: That's a good idea, I agree, I like you're idea of . . . , Right, Okay

3. Answers may include: But . . . , No way, You're entitled to your opinion, but . . .
4. Answers will vary.

Focus on Tone

1. The word *but* usually indicates disagreement, but the tone of voice helps vary the strength of that disagreement. It is a more informal word that is common in spoken English.
2. Answers will vary.
3. Answers may include: She doesn't feel as strongly about her candidate or the issues because she uses less intonation. He feels fairly strong about his candidate and the crime issue because he stresses his words and raises his volume. She feels more strongly about education. Her tone carries more emphasis when discussing the issue. She seems to care the most about the candidate she is discussing.

Focus on Nonverbal Communication

1. Answers may include: head nodding, facial expressions (especially smiling)
2. Answers may include: head shaking, facial expressions (especially with the eyes), gestures
3. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Part 3

Pre-Listening Activities (page 24)

Answers will vary.

Using Signal Words (page 27)

Answers will vary.

Completing a Venn Diagram (page 29)

Answers will vary.

Vocabulary Power (page 30)

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

Checking Your Understanding: Main Ideas (page 33)

In both types of elections, citizens get to vote.

Voters in a direct election have their vote counted for the candidate.

Voters in an indirect election have their vote counted for an elector.

Checking Your Understanding: Details (pages 33–34)

1. a, b
2. a, c
3. a, b (c and d could also be included)
4. c, d

Debate (pages 35–38)

Answers will vary.

Rapid Vocabulary Review (page 39)

1. policies
2. neediness
3. in contrast
4. joking
5. more than 50 percent
6. opinions
7. look for
8. perfect
9. examples
10. better than
11. urge
12. intentionally
13. an obstacle
14. of
15. on
16. cons
17. a problem

- 18. on
- 19. to
- 20. after

Synthesizing (page 40)

Answers will vary.

Vocabulary Log (pages 41–42)

Answers will vary.

Unit 2 (pages 43–78)

Part 1

Pre-Listening Activities (pages 44–45)

Answers will vary.

Practicing Ordinal Numerical Information (page 47)

Answers will vary.

Listening for Information (page 48)

Calories in Fast Food Items

Food Item	Calories	Ranking (1 = highest calories)	Your Ranking Guess
Cheeseburger	359	5	
Chicken sandwich	515	3	
Cola drink (large)	310	6	
Fish sandwich (with tartar sauce and cheese)	523	2	
French fries (large)	578	1	
Fried chicken (drumstick)	160	10	
Hamburger (plain)	275	8	
Hot fudge sundae	284	7	
Pepperoni pizza (1/8 slice)	400	4	
Taco (with meat and cheese)	210	9	

Discussing (page 50)

Answers will vary.

Analyzing the Situation (page 51)

Answers will vary.

Making an Impromptu Speech (page 51)

Answers will vary.

Part 2

Pre-Listening Activities (page 52)

Answers will vary.

Practicing Eliminating Reductions (page 54)

1. How about going to his study session Thursday night?
2. You got to (have to) think about people who are in comas. Doctors should help them.
3. Do you want to go over this (material/homework) again? We have to study the online notes and the textbook chapter.
4. The teacher assistant told me that the teacher writes his tests from information in the textbook so we need to study the chapter.
5. We've studied so much. I have to get some sleep. I have to go. See you in the morning.

Practicing Pros and Cons (page 56)

Answers will vary.

Listening in Groups (page 57–59)

Focus on Language

1. Answers may include: I kinda like . . . , I can't tolerate . . . , I'm just not buying your . . . , I'm not happy about . . . The phrases of dislike are stronger than the phrases of like in this clip.
2. Answers may include: although, even though, but, in spite of
3. Answers may include: didya, gonna, ta, 'bout, kinda, gotta, hafta, 'em, s'pose, wanna, usin', hasta, ya, whaddabout, needta, 'cause
4. Answers will vary.

Focus on Tone

1. Answers will vary.
2. Answers may include: The second student feels stronger based on his tone (word stress, volume, and intonation).
3. Answers will vary.

Focus on Nonverbal Communication

1. Answers may include: direct eye contact, lack of eye contact, facial expressions (raised eyebrows, eye rolling, frowning), shrugging, hand movements and gestures (using hands for emphasis, pointing fingers for emphasis), nodding
2. Answers will vary.
3. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Part 3

Pre-Listening Activities (page 62)

Answers will vary.

Preparing before a Lecture (page 63–66)

Answers will vary.

Adding Categories to a Note-Taking Chart (page 68)

Groups	Examples	Amount Needed	Health Benefits	Nutrients
Grains	wheat rice oats bread pasta tortillas	6 ounces, women 8 ounces men	reduce heart disease help weight management	fiber B vitamins iron
Vegetables	broccoli carrots corn onions	2½ cups, women 3 cups men	reduced risk of strokes, diabetes, certain cancers, bone loss	potassium fiber
Fruits	oranges apples berries melons juice	2 cups	reduced risk of strokes, diabetes, certain cancers, bone loss	potassium vitamin C folic acid
Milk	milk cheese yogurt ice cream	3 cups	benefits bone mass	calcium potassium vitamin D
Meat and Beans	beef or pork fish beans eggs nuts seeds	5½ ounces, women 6 ounces, men	none indirectly: acids in fish reduce mortal- ity from cardiovas- cular disease	protein B vitamins iron
Oils	(see reading)	6 teaspoons, women 7 teaspoons, men	provide protein without raising cholesterol	Vitamin E

Vocabulary Power (page 69)

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

Checking Your Understanding: Main Ideas (page 70)

Each food group has its own recommended quantities, health benefits, and nutrients.

Each food group has many examples of items that can be included in a healthy diet.

Checking Your Understanding: Details (pages 70–71)

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

Evaluating Your Notes (page 72)

Answers will vary.

Discussion (pages 73–74)

Answers will vary.

Rapid Vocabulary Review (page 75)

- | | | |
|--------------------|--------------|-------------|
| 1. remove | 8. methods | 15. a meal |
| 2. keep | 9. 7, 8, 9 | 16. broad |
| 3. look at quickly | 10. give | 17. of |
| 4. an aspect | 11. decrease | 18. to |
| 5. tiredness | 12. stop | 19. message |
| 6. necessary | 13. of | 20. with |
| 7. not natural | 14. aware | |

Synthesizing (page 76)

Answers will vary.

Vocabulary Log (pages 77–78)

Answers will vary.

Unit 3 (79–117)

Part 1

Pre-Listening Activities (page 80)

Answers will vary.

Answering Questions about the Gist (pages 81–82)

Since its founding on July 30, 1953, the U.S. Small Business Administration has delivered millions of loans, loan guarantees, contracts, counseling sessions and other forms of assistance to small businesses.

The SBA was officially established in 1953, but its philosophy and mission began to take shape years earlier in a number of predecessor agencies, largely as a response to the pressures of the Great Depression and World War II.

The Reconstruction Finance Corporation (RFC), created by President Herbert Hoover in 1932 to alleviate the financial crisis of the Great Depression, was SBA's grandparent. The RFC was basically a federal lending program for all businesses hurt by the Depression, large and small. It was adopted as the personal project of Hoover's successor, President Franklin D. Roosevelt, and was staffed by some of Roosevelt's most capable and dedicated workers.

1. July 30, 1953
2. One primary function is to give assistance, in a variety of ways, to small businesses.
3. It was started because of the pressures of the war.
4. The RFC was formed to help the financial crisis.

Checking Your Guesses (page 82)

Answers will vary.

Listening for Information (page 83)

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

Role-Playing (pages 85–86)

Answers will vary.

Making an Impromptu Speech (page 86)

Answers will vary.

Part 2

Pre-Listening Activities (page 87)

Answers will vary.

Practicing Persuasion (page 88)

Answers will vary.

Role-Playing (pages 90–91)

Answers will vary.

Listening in Groups (pages 92–94)

Focus on Language

1. Answers may include:

Phrases: We need to consider . . . , everyone recognizes . . . , don't you think . . . Strategies: stressing content words (seriously, best), using stronger, less frequent words (pizza with a twist, innovative), exclamation or emotion (beyond great)

2. Answers may include: I'll grant you that, but . . . , but . . . , even though that may be true . . . ,
3. Answers may include: I can go along with . . . , I can go along with part of that idea. . . , Okay, you win
4. Answers will vary.

Focus on Tone

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Focus on Nonverbal Communication

1. Answers may include: gestures for emphasis (moving hands up and down), smiling, pointing pens/fingers, leaning forward, eye contact
2. Answers may include: shaking head, crossed arms, gestures (hand movements)
3. Answers may include: leaning back, holding hand up (to indicate no more countering)

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Discussion (page 95)

Answers will vary.

Part 3

Pre-Listening Activities (page 97)

Answers will vary.

Listening for and Using Boundary Signal Words (page 99)

Answers will vary.

Identifying Headings in Lectures (page 102)

Answers will vary.

Vocabulary Power (page 103)

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

Checking Your Understanding: Main Ideas (page 108)

A SWOT analysis is used to analyze the potential of a new product or business.

The four parts of a SWOT analysis are subjective and organized.

There are many examples of the four areas in a SWOT analysis.

Checking Your Understanding: Details (pages 108–9)

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

Creating a SWOT Analysis (page 110)

Answers will vary.

Debate (pages 111–13)

Answers will vary.

Rapid Vocabulary Review (page 114)

- | | | |
|-----------------------|----------------|----------------|
| 1. hurt | 8. a variation | 15. by |
| 2. dangers | 9. produce | 16. you |
| 3. not nice | 10. creative | 17. individual |
| 4. no change possible | 11. suggest | 18. in |
| 5. agree with an idea | 12. collect | 19. over |
| 6. characteristics | 13. deprive | 20. draw |
| 7. an alliance | 14. file | |

Synthesizing (page 115)

Answers will vary.

Vocabulary Log (pages 116–17)

Answers will vary.

Unit 4 (pages 118–55)

Part 1

Pre-Listening Activities (page 119)

Answers will vary.

Using Additional Signal Words and Phrases (page 121)

Answers will vary.

Analyzing the Situation (page 122)

Answers will vary.

Listening for Information (pages 123–24)

Topic	Tally (how many examples are given)	What are the examples?
Stigma	///	math is challenging people think math isn't related to discipline people think math isn't needed for everyday life
Basic Concepts	////	addition subtraction multiplication division
Percentages	////	gas mileage clothing sale prices credit card bills/interest tipping
Conversions	///	foreign currency temperature cooking
Government Finances	//	inflation taxes
Probability and Odds	////	lottery tickets baseball player (sports) chances of getting into class chances of passing a class

Some signal words and phrases used include: *and*, *also*, *not only*, *but also*, *not to mention*, *furthermore*, *moreover*, and *in addition to*.

Discussing (page 126)

Answers will vary.

Repeating (page 127)

Answers will vary.

Making an Impromptu Speech (page 127)

Answers will vary.

Part 2

Pre-Listening Activities (page 128)

Answers will vary.

Predicting Details (pages 130–31)

Possible answers:

1. General Idea: types of crime; Details: larceny/theft, speeding
2. General Idea: things to do to fight sickness; Details: wash hands, cover mouth when sneezing, stay away from large crowds
3. General Idea: things that cost money; Details: tuition, room, board
4. General Idea: names of majors; Details: English, journalism
5. General Idea: types of careers; Details: science, medicine, engineering

Brainstorming (page 132)

Answers will vary.

Listening in Groups (pages 133–35)

Focus on Language

1. Answers may include: one-word question (*Really?*), auxiliary question (*She did?*), repeat part of a line (*You think we should brainstorm?*)
2. Answers may include: architecture, medicine, engineering, business, political science, art, carpentry, construction, athletics, chefs
3. Answers will vary.
4. Answers will vary.

Focus on Tone

1. Answers will vary.
2. Answers will vary.

Focus on Nonverbal Communication

1. Answers may include: facial expressions (raised eyebrows, eye rolling, smiling, frowning), eye contact, gestures (hand movements), shrugging, nodding, shaking head
2. Answers will vary.
3. Answers will vary.

Summary

1. Answers may include: Rules 2, 3, and 5 are most closely adhered to. Students offer ideas that are unusual, jump in without waiting for an invitation, and attempt to build off other suggestions (*engineering . . . electrical . . . mechanical . . . civil*).

- Answers may include: Rules 1, 4, and 6 are only partially followed. Only two of the students write the topic down. None of the students write all of the ideas. They sometimes expand on ideas after offering a suggestion or give verbal feedback on an idea rather than waiting until after the list is compiled.
- Answers will vary.

Part 3

Pre-Listening Activities (page 138)

Answers will vary.

Notes for famous mathematicians:

Euclid—commonly known as the Father of Geometry

Babbage—commonly referred to as the Father of the Modern Computer

Pascal—many have credited him with the invention of the calculator (digital)

Pythagoras—best known for the Pythagorean Theorem, but also discovered irrational numbers

Practicing Significance Signal Phrases (pages 140)

Answers will vary.

Identifying and Inserting Significance Signal Phrases (page 144)

- Possible answers: the fundamental idea, a second fundamental idea, one last step, a third element, as a final test
- Answers will vary.
- Answers will vary.

Vocabulary Power (page 145)

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

Taking Notes (pages 146–48)

Answers will vary.

Checking Your Understanding: Main Ideas (page 149)

New discoveries have evolved from existing mathematical concepts from the earliest to the most recent times.

Early math has progressed in such a way that it has led to modern day degrees and careers.

Checking Your Understanding: Details (pages 149–50)

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

Discussion (page 151)

Answers will vary.

Rapid Vocabulary Review (page 152)

- | | | |
|--------------------|--------------------|-------------------|
| 1. the probability | 8. opinions, ideas | 15. path |
| 2. adhere to | 9. take a risk | 16. from |
| 3. investigate | 10. change | 17. your seatbelt |
| 4. a beginning | 11. wanted | 18. to |
| 5. famous | 12. complete | 19. in |
| 6. common | 13. in | 20. on |
| 7. come before | 14. down | |

Synthesizing (page 153)

Answers will vary.

Vocabulary Log (pages 154–55)

Answers will vary.

Unit 5 (pages 156–92)

Part 1

Pre-Listening Activities (page 157)

Answers will vary.

Active Listening (page 159)

Answers will vary.

Listening for Information (page 160)

1. whether or not birth order affects success in a certain career (or does birth order predetermine the ideal career for a person)
2. No, but he or she tends to have different personality traits.
3. medicine or law
4. He or she has had to fight for attention in order to compete with an older sibling.
5. laid-back, less selfish
6. first-borns

Paraphrasing (page 161)

Answers will vary.

Role-Playing (page 162)

Answers will vary.

Making an Impromptu Speech (page 162)

Answers will vary.

Part 2

Pre-Listening Activities (page 163)

Answers will vary.

Listening for and Emphasizing Ideas (page 165–66)

Answers will vary.

Using Fillers (page 167)

Answers will vary.

Improvising (page 168)

Answers will vary.

Listening in Groups (pages 169–71)

Focus on Language

1. Answers may include: oh, I mean, you know, mmm, yeah, yes, well. They are often used while someone is trying to respond or think of the best word.
2. Answers may include: There is not enough intonation, stress on key words, or appropriate use of pauses to best emphasize key points.
3. Answers may include: There is only one solid paraphrase (Like persuasion?) used. More paraphrasing may make ideas clearer.
4. Answers will vary.

Focus on Tone

1. Answers will vary.
2. Answers may include: There are some pauses, but they are not always used before and after the words that need to be stressed to adequately emphasize stress and tone.
3. Answers may include: They need to better stress important words, use more nonverbal communication, and/or more appropriately use pauses.

Focus on Nonverbal Communication

1. Answers may include: Shown: eye contact; Improve: acknowledging
2. Answers may include: Shown: facial expressions; Improve: gestures, posture, volume
3. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Part 3

Pre-Listening Activities (page 174)

Answers will vary.

Using Redundancy and Restatements (pages 179–80)

Possible Answers:

1. In other words, married women had very few rights in comparison to their husbands.
2. During the Revolutionary War, women contributed in virtually every capacity, from doing fieldwork at home to fighting on battlefields. In short, they did most things that men did. But their pleas for rights under the new democracy were disregarded . . . or ignored. Women actually lost . . . lost . . . legal ground as a result of the new United States Constitution.
3. To say it another way, women were admitted to school, but had very few choices when there.
4. To word it more simply, activists did whatever they could.
5. Today, America is living the legacy of the great progress women have made in all the areas addressed at the Seneca Falls Convention, while their earnest quest for a full and true equality continues. To explain it differently, progress is evident, yet the quest continues.
6. Answers will vary.
7. Answers will vary.

Organizing Ideas (pages 181)

areas of sociology, famous sociologists, research methods

Vocabulary Power (page 182)

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

Checking Your Understanding: Main Ideas (page 184)

Class is determined by three factors: wealth, prestige, and power.

There are five main classes in the United States: upper, upper middle, middle, working, and lower.

Most people believe that everyone is socially mobile.

Checking Your Understanding: Details (pages 184–85)

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

Debate (pages 186–88)

Answers will vary.

Rapid Vocabulary Review (page 189)

- | | | |
|-----------------------|----------------------|------------|
| 1. brothers / sisters | 8. push out | 15. story |
| 2. force | 9. say no | 16. result |
| 3. call off | 10. X = the cause | 17. ground |
| 4. unusual | 11. unjust | 18. labor |
| 5. very high | 12. it has a problem | 19. of |
| 6. tell | 13. change | 20. to |
| 7. Wait! | 14. power | |

Synthesizing (page 190)

Answers will vary.

Vocabulary Log (pages 191–92)

Answers will vary.

Unit 6 (193–227)

Part 1

Pre-Listening Activities (page 194)

Answers will vary.

Writing Prediction Questions (page 195)

Answers will vary.

Listening for Information (page 196)

1. Tuesday, May 14, at 7:00 PM
2. Grand Hall
3. yes
4. yes
5. yes
6. no
7. viewing will be held outdoors after dark
8. yes

Taking a Survey (page 198)

Answers will vary.

Discussing (page 199)

Answers will vary.

Analyzing a Situation (pages 199–200)

Answers will vary.

Making an Impromptu Speech (page 200)

Answers will vary.

Part 2

Pre-Listening Activities (page 201)

Answers will vary.

Using Hedges (page 203)

Answers will vary.

Prioritizing (page 206)

Answers will vary.

Listening in Groups (pages 207–9)

Focus on Language

1. Answers may include: I'm sorry I can't remember the details . . . , I don't have that in my notes, but I could look it up, Well, I'm not sure about . . . , I couldn't tell you . . . , is that how you say that
2. Answers may include: kind of, I think, perhaps, should, I suppose, I'm not sure, maybe, probably, well
3. Answers may include: the clear winner, higher consideration should be given to, priority should be given to, we should consider, a good choice, still strongly believe, an ideal choice, put a bid in for one more possibility
4. Answers may include: I see both of your points, but . . . , I like the thought of . . . but I'm not sure . . . , Well, I'm not sure . . . , Even so . . .
5. Answers will vary.

Focus on Tone

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Focus on Nonverbal Communication

1. Answers may include: eye contact, gestures, nodding, eye rolling, posture, shrugging, counting points on fingers, leaning, raised eyebrows
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Part 3

Pre-Listening Activities (page 211)

Answers will vary.

Identifying the Strategy (page 216)

1. outward
2. describing
3. outward
4. describing
5. paraphrasing
6. frequency
7. reverse
8. reverse (or frequency)
9. frequency

Giving Definitions (page 217)

Answers will vary.

Taking Notes with New Words (page 218)

Answers will vary.

Vocabulary Power (page 219)

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

Checking Your Understanding: Main Ideas (page 221)

Sunspots occur on the sun, but affect life on Earth more than one might think.

Technology is a victim of solar storms, both in space and on Earth.

With the recent onslaught of technological development, Earth may not be ready for another storm.

Checking Your Understanding: Details (pages 221–22)

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

Discussion (page 223)

Answers will vary.

Rapid Vocabulary Review (page 224)

- | | | |
|-------------------|----------------------|----------|
| 1. approximately | 8. not have any idea | 15. come |
| 2. move around | 9. before | 16. sets |
| 3. size | 10. small | 17. eye |
| 4. attractive | 11. a prediction | 18. give |
| 5. the high point | 12. become worse | 19. hot |
| 6. become lighter | 13. knees | 20. make |
| 7. remove | 14. take | |

Synthesizing (page 225)

Answers will vary.

Vocabulary Log (pages 226–27)

Answers will vary.