

UNIT 1

VOCABULARY

2, page 5

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

PREVIEW

1, page 5

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

MAIN IDEAS

2, page 6

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

DETAILS, page 7

- 1. T
- 2. T
- 3. F – Peter only tastes a bit of the ice cream and then spits it out. Otherwise, he'd get too full.
- 4. T
- 5. T
- 6. F – Peter doesn't smoke because if he did he'd hurt his taste buds and wouldn't be able to taste the ice cream very well.
- 7. T
- 8. F – Peter learned about ice cream from his family's ice-cream business.

MAKE INFERENCES, page 8

Excerpt One

- a. true meaning

Excerpt Two

- 1. a. true meaning
- 2. b. humor

VOCABULARY, page 9

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

COMPREHENSION, page 10

- a. window washer
- b. window washer
- c. window washer
- d. window washer
- e. professional shopper
- f. professional shopper
- g. window washer
- h. window washer and professional shopper
- i. window washer and professional shopper
- j. window washer and professional shopper
- k. window washer
- l. none
- m. window washer and professional shopper

LISTENING SKILL

2, page 11

Excerpt One

Idea 1: I love to shop and I like to work with people. I'm very good with money.

Idea 2: My job isn't that easy. I'm on my feet a lot, so my work is tiring.

What word does she use to show the difference? But

Excerpt Two

Idea 1: I quit my job and started my own business. I like being my own boss.

Idea 2: I have to do everything myself and it's a lot of work.

What word does she use to show the difference? However

STEP 1: ORGANIZE, page 12

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	I wash office building windows.	I go shopping for people who don't have time to shop.	I make sure the ice cream tastes good. I think of new, interesting flavors.

2. What do you like about your job?	I enjoy being outdoors. It's relaxing. I earn a high salary.	I love to shop. I like working with people.	I get paid to taste ice cream.
4. What's difficult about your job?	It's dangerous. It's tiring.	It's tiring. It can be stressful.	I can't eat the ice cream. I have to take care of my taste buds. I can't eat spicy food.
5. What skills do you need to do your job?	I'm good with my hands.	I'm good with money. I'm good with people.	

REVIEW, page 13

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

EXPAND, page 14

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

GRAMMAR

1, page 17

- a. 1. B: is
2. B: 'm (am)
- b. 1. B: job
2. B: person
- c. 1. B: interesting, after the verb
2. B: friendly, before the noun

2, page 18

Words about people	Words about jobs	both
friendly happy hardworking	high-paying offbeat relaxing safe tiring	boring creative dangerous difficult interesting

PRONUNCIATION

1, page 19

- 1. 3, dangerous
- 2. 3, important
- 3. 3, tiring
- 4. 4, educated
- 5. 3, difficult
- 6. 2, spicy
- 7. 4, unusual
- 8. 4, interesting

2, page 20

- 1. animation artist
- 2. window washer
- 3. high salary
- 4. computer assembler
- 5. ice cream
- 6. spicy foods
- 7. department store

3, page 20

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

UNIT 2

VOCABULARY

2, page 27

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

MAIN IDEAS

2, page 28

Check: 1, 2, 4, 5, 7, 9

DETAILS, page 29

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

MAKE INFERENCES, page 31

Excerpt One

- a. wants a response
 b. The speaker doesn't use signal phrases to invite a response.
 a. The speaker waits for a response.

Excerpt Two

- a. wants a response
 a. The speaker uses signal phrases to invite response. (OK. So tell me...)
 a. The speaker waits for a response.

Excerpt Three

- b. doesn't want a response
 b. The speaker doesn't use signal phrases to invite a response.
 b. The speaker doesn't wait for a response.

VOCABULARY, page 33

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

COMPREHENSION, page 34

- a. Sam j. Sam
 b. Annie k. Sam
 c. Justin l. Justin
 d. Annie m. Annie
 e. Sam n. Annie
 f. Justin o. Sam
 g. Annie and Justin p. Justin
 h. Sam q. Justin
 i. Justin

LISTENING SKILL

2, page 35

Excerpt One

Phrase to disagree: That's true, but for me ...

Different opinion: I hate putting things off. It's too stressful.

Excerpt Two

Phrase to disagree: Really?
 Different opinion: All that stuff about lists and schedules sounds like too much work!

STEP 1: ORGANIZE, page 36

Bad Study Habits from Listening Two	Strategies from Listening One
Multitasking	
Text friends during class	Remove distractions, such as phones, games, internet
Surf the web while working online	Remove distractions, such as phones, games, internet
Listen to music and chat online while doing homework	Remove distractions, such as phones, games, internet
Procrastination	
Waste time playing video games instead of studying	Set goals and put them in order of importance Use a calendar to plan your time
Avoid starting difficult assignments	Divide big assignments into smaller tasks Try the "Do Nothing" Strategy
Put off assignment that you don't like to do	Give yourself rewards for finishing your work

REVIEW, page 38

- Achieve:** goals
Avoid: distractions, negative effects
Focus on: goals, a positive attitude, tasks
Have: goals, strategies, a positive attitude
Manage: distractions, negative effects, time, tasks
Put off: tasks
Set: goals, strategies

EXPAND

2, page 40

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

GRAMMAR

1, page 41

Are you a student? (one verb, present tense)	Yes, I <u>am</u> . (one verb, present tense)
Is she in your class? (one verb, present tense)	No, she <u>isn't</u> . (one verb, present tense)
What <u>is</u> your major? (one verb, present tense)	My major <u>is</u> English. (one verb, present tense)
Do you procrastinate? (two verbs, present tense)	Yes, I <u>do</u> . (one verb)
Does your class <u>meet</u> today? (two verbs, present tense)	No, it <u>doesn't</u> . (one verb)
How often <u>do</u> you <u>go</u> to the library? (two verbs, present tense)	I <u>go</u> to the library every evening. (one verb)
Where <u>does</u> your friend <u>live</u> ? (two verbs, present tense)	He <u>lives</u> in the dormitory. (one verb, present tense)
Why <u>do</u> they always <u>eat</u> out? (two verbs, present tense)	They <u>don't</u> know how to cook. (one verb, present and base form)

2, page 42

Questions	Answers
1. What are your professional goals?	f. I want to become a lawyer. I think I can do it.
2. What <u>is</u> your favorite class?	h. It <u>is</u> definitely my music class. My professor <u>creates</u> really interesting lessons.
3. <u>Do</u> your parents <u>pressure</u> you to do well in school?	g. Yes, sometimes they <u>do</u> . But I <u>don't</u> listen to them! It's too stressful.
4. How often <u>do</u> you <u>go</u> to the library?	c. Not very often.
5. <u>Does</u> your roommate ever <u>have</u> a negative effect on you?	i. <u>I prefer</u> to study in my room. b. Yes, she <u>does</u> . She <u>throws</u> a lot of parties. She <u>makes</u> a lot of noise, and

6. When <u>do</u> you <u>hang out</u> with friends?	she <u>doesn't</u> clean the apartment! a. After class and on the weekends.
7. <u>Do</u> you <u>get</u> enough sleep? You should get at least 7 hours every night.	We sometimes <u>cook</u> dinner together or <u>watch</u> a movie. d. No, not usually.
8. We <u>don't</u> have much time left today. <u>Do</u> you <u>have</u> any questions for me?	I <u>am</u> often really tired during the day because I <u>stay up</u> late. e. Yes, <u>do</u> you <u>know</u> any good time management strategies?

PRONUNCIATION

2, page 43

A: Hey, do you want to go to the beach? It's such a nice day.

B: Well, we don't have much time. Our class starts in two hours.

A: That isn't a problem. We can cut class today!

B: I'm not sure about that. I'd like to go to the beach, but I can't fall behind before the test.

A: OK. I'm not going to twist your arm!

UNIT 3

VOCABULARY

2, page 51

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

PREVIEW

1, page 52

- b
- c

MAIN IDEAS**2, page 53**

- ✓ only barter for services
- ✓ need to provide a service before they can get one
- ✓ earn Time Dollars
- ✓ use Time Dollars to buy service

DETAILS, page 53

1. T
2. T
3. F Some people provide unusual services like taking photographs, designing a website, or even giving music lessons.
4. F No service is more valuable than another one.
5. F Carol spent three hours cleaning another member's house.
6. F He spent one hour fixing her computer.
7. T
8. T

MAKE INFERENCES, page 54-55**Excerpt One**

1. b
2. a

Excerpt Two

1. a
2. b

VOCABULARY, page 56

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

COMPREHENSION, page 57

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

LISTENING SKILL**2, page, 58**

Excerpt One: *things, some.* The man stresses *things* to emphasize buying stuff. The woman stresses *some* to emphasize that there must be some things people need to buy. She can't believe you can barter for everything.

Excerpt Two: *have.* The man stresses *have* to emphasize the necessity of buying certain things.

STEP 1: ORGANIZE, page 59

GOODS	SERVICES
car	clean someone's house
clothes	fix a television
computer	give someone piano lessons
food	paint someone's house
medicine	walk someone's dog

VOCABULARY**REVIEW, page 61**

1. used 7. services
2. exchange 8. equal
3. stuff 9. borrow
4. valuable 10. am interested in
5. necessities 11. I bet
6. spend 12. That's it

EXPAND**2, page 63**

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

GRAMMAR**1, page 64**

- a. cheaper—describes *place*; ends with *-er*.
- b. bigger—describes *department store*; *than*

PRONUNCIATION**1, page 66**

1. 13 4. 16 7. 19
2. 40 5. 70
3. 50 6. 18

3, page 66

1. \$7.50 4. \$16.99
2. \$83.25 5. \$1,500
3. \$319.40

UNIT 4**VOCABULARY****2, page 75**

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

MAIN IDEAS**2, page 76**

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

DETAILS, page 77

1. 35
 2. door
 3. document
 4. service
 5. hold the door open
 6. file
 7. thank you
 8. 90
 9. 55
 10. 19
 11. likely
 12. 63
 13. 47
 14. New York

MAKE INFERENCES, page 78**Excerpt One**

Stressed words: almost everyone, door

Stressed words: 55 percent, papers

Contrasting ideas: **1.** Almost everyone held the door. **2.** Percentage of people who helped with the door versus those who helped pick up papers.

Excerpt Two

Stressed words: men, women

Stressed words: men, 63, women, 47

Contrasting ideas: **1.** How did men compare to women when it came to helping. **2.** The percentage of men who helped versus that of women who helped.

VOCABULARY, page 79

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

COMPREHENSION, page 80

✓ parents don't spend enough time teaching their kids manners.

— people don't know each other well, so they are less polite.

— children don't learn manners at school anymore.

✓ living with people from many different cultures is confusing.

— of electronic devices, people give immediate short responses.

— people follow the behavior they see on TV.

✓ people forget how to talk to someone face-to-face.

LISTENING SKILL, page 81**Excerpt One**

Key Words: one culture, polite, another, rude, gets confusing

My summary sentence: *(Answers will vary.)*

The Host's summary sentence: Yeah, that's true. It is confusing when different cultures follow different rules of etiquette.

Excerpt Two

Key Words: learn manners at home, parents too busy

My summary sentence: *(Answers will vary.)*

The Host's summary sentence: Yeah, good point. Parents don't spend enough time with their kids, teaching them good manners.

STEP 1: ORGANIZE, page 82

Reasons for Courteous Behavior: small things like holding the door are easy to do; it show respect for others; people follow "the golden rule"; people are raised to be polite.

Reasons for Impolite Behavior: parent's don't teach manners at home; people communicate using electronic devices, such as cell phones; you don't know how long to hold the door for someone; sometimes your hands are full and you can't help it; people from other cultures may seem rude but they have difference rules of etiquette.

REVIEW, page 83

- | | |
|---------------|-----------------|
| 1. appreciate | 6. behavior |
| 2. courteous | 7. face-to-face |
| 3. treat | 8. rude |
| 4. respect | 9. confusing |
| 5. raised | |





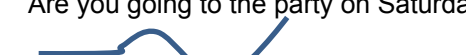
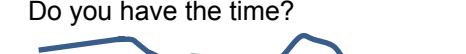
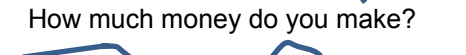
EXPAND**2, page 85**

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

GRAMMAR**1, page 87**

- Can, Could, Would, Could; yes or no
- base form

PRONUNCIATION**2, page 89**

- Would you help me?

- Is this seat taken?*
- Can I borrow your book, please?

- Are you going to the party on Saturday?

- Do you have the time?

- How much money do you make?

- What happened to your date?

- Where did you learn manners?


UNIT 5**VOCABULARY****2, page 97**

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

MAIN IDEAS**2, page 98**

- b
- a
- c

DETAILS, page 99

- F – Roberta Anderson is a health researcher.
- F – Fat taxes raise the price of junk food and other foods, such as butter, cheese, and meat that have a lot of fat in them.
- F – Denmark got rid of its fat tax.
- T
- F – People from Denmark shopped in Germany because the food was cheaper there.
- T
- T
- F – An 18% tax on pizza and soda could help Americans lose up 5 pounds a year.
- T
- F – The economy in Denmark was not doing well when the fat tax was introduced.

MAKE INFERENCES, page 100

Excerpt One: b

Excerpt Two: a

VOCABULARY, page 101

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

COMPREHENSION, page 102**Caller One:**

- ___ Too many adults are obese.
 ✓ Obesity is a public health emergency.
 ✓ I'm in favor of a fat tax.
 ___ Cigarette taxes didn't help reduce smoking.

Caller Two:

- ✓ Fat taxes are not a good idea.
- ✓ The government shouldn't control the food people eat.
- ___ The government shouldn't be concerned with public health.
- ___ Children should take steps to get rid of obesity.
- ✓ Parents need to teach their children about healthy eating.
- ___ Schools need to educate students about healthy eating habits.

LISTENING SKILL, page 103

Excerpt One

Clarification: How much? Ten percent?
Speaker Two's Understanding: Correct

Excerpt Two

Clarification: So you're saying that...
Speaker Two's Understanding: Incorrect

Excerpt Three

Clarification: Let me get this straight. Didn't you just say...
Speaker Two's Understanding: Correct

STEP 1: Organize, page 103

	TAX ON WHAT?	HOW MUCH?	RESULT?
British study	soda	20%20%	<i>Obesity reduced by 3.5%</i>
U.S. study	pizza and soda	18% 18%	Americans can lose 5 pounds/year
1990s tax	<i>cigarettes</i>	<i>Cigarette cost increased by 50%</i>	Smoking went down from 42% in 1960s to less than 20% today

REVIEW, page 104

Discussion 1: Two parents at a meeting

1. junk food
2. concerned about
3. get rid of
4. in favor of
5. absolutely

6. obesity
7. discourage
8. deal with

Discussion 2: Radio call-in show

1. reduce
2. lose weight
3. affect
4. consumption

EXPAND, page 107

- | | |
|-------------|-----------------|
| 1. raw | 5. gain |
| 2. give up | 6. whole grain |
| 3. calories | 7. portion |
| 4. protein | 8. go on a diet |

GRAMMAR, page 110

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

UNIT 6 Everyday Heroes

VOCABULARY

2, page 121

courage
 reacted
 turned out
 community risks
 the right thing
 brave
 ordinary
 praised

MAIN IDEAS

2, page 122

man

1. Cameron Holoopeter is a young ~~woman~~ **man** who fell on the subway tracks. **2.**
 Wesley Autrey was waiting on the platform with **two young daughters** his teenage ~~sons~~.
pushed
3. Wesley Autrey ~~pulled~~ **pushed** Cameron Holoopeter **between the tracks** ~~back on to the platform.~~

between
 4. The two men lay down ~~next to~~ the subway tracks train.

after
 5. The train stopped ~~before~~ it passed over the two men.

doesn't think
 6. Wesley Autrey ~~thinks~~ he is a hero.

DETAILS, page 122

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

MAKE INFERENCES, page 124

Excerpt One

Tone of voice: worried

Words to show feelings: ... covered my eyes and waited; ...thought they were both going to die.

Excerpt Two

Tone of voice: surprised

Words to show feelings: It was amazing!

Excerpt Three

Tone of voice: worried

Words to show feelings: Oh my gosh...

VOCABULARY, page 125

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

COMPREHENSION, page 126

Psychology 101
 Lecture 6

Altruism

Altruism = showing unselfish concern for others (i.e.¹ caring for others, not thinking about ourselves)

- doing brave or simple acts, e.g.² saving from a fire or holding door, giving a homeless person some money

- Many ppl³ don't volunteer: only 20 percent take risks to help

Why do some help & others don't?

Possible Factors:

1) Situation

More likely to help ppl we know (e.g. friends, family), not a stranger

- " " "4 when alone, not in crowd

2) Genes

- Ppl w/⁵certain gene help more than others

3) Personality – kind of person (e.g., ppl w/ positive attitudes more likely to help)

- expect things will be OK

4) Way we are raised

Parents teach some to be responsible for others

LISTENING SKILL, page 127

Excerpt One

Lecture Phrase: One possible factor

Idea or Topic: the situation we are in

Excerpt Two

Lecture Phrase: Another possible factor

Idea or Topic: our genes

Excerpt Three

Lecture Phrase: Finally

Idea or Topic: the way we are raised

Excerpt Four

Lecture Phrase: So, now

Idea or Topic: different kinds of altruism

STEP 1: Organize, page 128

General Ideas on Altruism from the Lecture	Specific Examples
<p>What does altruism mean?</p> <p>1. People show unselfish concern for others</p> <p>2. People volunteer to help others</p>	<p>1. Wesley Autrey risked his life to save a man from being hit by a train</p> <p>2. Wesley Autrey chose to jump onto the tracks to save the man.</p>
<p>Why do some people help others?</p>	<p>1. The other people on the platform didn't try to save the man.</p>

<p>People are less likely to help when they are in a crowd.</p> <p>Some people have genes that make them more likely to help.</p> <p>Some people are raised to help others.</p> <p>4. People with positive attitudes are more likely to help others.</p>	<p>2. <i>People with a certain gene are more likely to give money to those in need.</i> [hw font]</p> <p>3. Wesley Autrey's mother raised him to help people when he can.</p> <p>4. Wesley Autrey didn't worry about getting hit by the train.</p>
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REVIEW, page 130

1. show concern for
2. turned out
3. take risks
4. community
5. courage
6. volunteer
7. reacted
8. praised

EXPAND

2, page 132

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

GRAMMAR

1, page 133

Past tense verbs: decided, started, learned, was, made

- a. adding *-ed* at the end
- b. was (be), made (make)

PRONUNCIATION, page 135

Example

The *-ed* ending is pronounced as a syllable: *wanted, decided,*

The *-ed* ending is pronounced as a single, final sound: *trained, worked, helped*

Exercise 1

-ed = /ld/	-ed = /t/	-ed = /d/
contributed reacted visited waited	jumped pushed thanked	arrived carried covered inspired passed praised saved showed turned out

2, page 137

- 8 Luckily, everything turned out OK.
- 7 It passed over the top of the two men.
- 3 Then, he pushed Mr. Hoolopeter into the space between the tracks.
- 1 Wesley Autrey reacted quickly when he saw Cameron Hoolopeter fall on to the subway tracks.
- 5 He waited for the train.
- 6 The train arrived six seconds later.
- 9 Later that day, Cameron Hoolopeter's parents thanked him for saving their son's life.
- 10 Two days later, the mayor of New York City praised Wesley Autrey for his brave actions.
- 2 First, he jumped down on to the tracks.
- 4 He covered Cameron Hoolopeter's body and held him down.

UNIT 7

VOCABULARY

2, page 145

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

MAIN IDEAS

2, page 146

- a
- b
- c
- a
- a

DETAILS, page 147

1. F – The doctors think that people who play video games are not healthy.
2. T
3. F – The first doctor, Sam, is not convinced that video games will motivate patients to care about their health.
4. T
5. T
6. F – Children with diabetes hate checking their blood sugar.
7. F – The doctors at the meeting mostly treat adults.
8. F – *Snow World* is a video game for adult patients with burns.

MAKE INFERENCES, page 149

Excerpt One

a.

Key words: Exactly—and I used to think that, too. But today I'd like you to look at this is a different way...

Excerpt Two

b.

Key words: I understand your concerns, Sam, I really do, but maybe if I give you a specific example...

VOCABULARY, page 150

- b
b
a
a
a

COMPREHENSION, page 151

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

LISTENING SKILL, page 152

Excerpt One

Expression: Well, I can see... , but ...

Intended meaning: b.

Excerpt Two

Expressions: Are you sure? ... Don't you think...

Intended meaning: b

STEP 1, Organize, page 153

VIDEO GAMES IN HEALTHCARE	ADVANTAGES	DISADVANTAGES
Listening 1: for patients	Motivate patients to <i>follow doctor's instructions</i> Examples: - <i>Diabetics</i> - <i>Burn victims</i>	Too much time <i>indoors</i> Not enough <i>exercise</i>
Listening 2: for medical students	<i>Enthusiasm</i> <i>Lots of practice</i>	Not doing <i>reading</i> Not practicing on <i>real patients</i>

REVIEW, page 154

- | | |
|-----------------|-----------------|
| 1. illness | 6. motivation |
| 2. treatment | 7. connected to |
| 3. patient | 8. convinced |
| 4. couch potato | 9. traditional |
| 5. physically | |

EXPAND, page 155

- | | |
|--------------|---------------------------------|
| 1. work out | 5. get support |
| 2. patterns | 6. keep track of their progress |
| 3. stay fit | 7. record |
| 4. encourage | 8. posted |

GRAMMAR

2, page 158

- | | |
|--------------------|--------------------|
| 1. shouldn't | 4. should |
| 2. have to | 5. shouldn't |
| 3. ought to/should | 6. should/ought to |

PRONUNCIATION

1, page 160-161

Conversation 1

- | | |
|--------------|------------------|
| 1. shouldn't | 5. have to |
| 2. ought to | 6. don't have to |
| 3. have to | 7. ought to |
| 4. should | |

Conversation 2

- | | |
|------------|------------------|
| 1. Should | 4. have to |
| 2. have to | 5. don't have to |
| 3. has to | 6. ought to |

UNIT 8

VOCABULARY

2, page 169

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

PREVIEW, page 170

- 1. a
- 2. c
- 3. *(Answers will vary.)*

MAIN IDEAS

2, page 170

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

DETAILS, page 171

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

MAKE INFERENCES, page 172

Excerpt One: a

Excerpt Two: a

VOCABULARY

2, page 174

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

COMPREHENSION, page 175

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

LISTENING SKILL, page 177

Excerpt One:

to help adults learn Maori. For instance

b.

Another way

b.

Excerpt Two:

languages can become endangered; One reason is

a.

For example,

b.

STEP 1: Organize, page 178

WHY ARE WE LOSING SO MANY LANGUAGES?	EXAMPLES FROM LISTENING TWO
1. Children don't learn the language in school.	1. In school the speaker learned and spoke English because English was the official language.
2. Children stop learning the language and only old people speak it.	Everything was taught in English in school. That was the government policy.
3. Children don't learn the culture.	2. She only heard Maori when she was with her grandparents. She could understand a little Maori but could not speak it.
	3. When she was in school, the speaker knew that she was not learning the Maori culture. As a result, she felt separated from her grandparents.

	She felt empty inside and different from her family.
How can we save language and cultures?	EXAMPLES FROM LISTENING TWO
<p>1. Children learn the language and culture.</p> <p>2. The government makes the language official.</p> <p>3. Adults learn the language and culture.</p>	<p>1. The speaker found a pre-school that teaches children Maori before they enter school where they will learn English. The schools are called nests.</p> <p>2. In 1987, the government recognized Maori as the official language of New Zealand, with English too.</p> <p>3. The speaker now attends classes that meet in a neighborhood center, where the teachers are all older Maoris, usually grandparents. Another way adults can learn is by attending week-long classes in which no English is spoken all week.</p>

REVIEW, page 179

- 1. endangered 6. acquire
- 2. dominant 7. replaced
- 3. extinct 8. official languages
- 4. disappear 9. preserve
- 5. native language

EXPAND, page 181

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

GRAMMAR

1, page 182

- A: What is going to happen to the language?
 - B: The language is probably going to disappear.
 - A: Will children stop learning the language?
 - B: Yes, they probably will.
- Future. *Will* and *be going to* express future tense.
- 2. Base form

PRONUNCIATION

2, page 186

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