

Physiology

Listening

VOCABULARY ACTIVITIES

Page 2

A. Use the target words, or forms of them, to complete the paragraph.

1. *physical*
2. individual
3. label
4. physical
5. Finally

Page 2

B. Complete the Word Form Chart with the correct forms of the target words.

Noun: *final*, finals, individual, label, labeling

Verb: finalize, label, labeled, labeling

Adjective: final, individual, labeled, physical, physically

Adverb: finally, individually, physically

Page 3

C. Ask and answer the questions with a partner.

Answers will vary. Possible answers below.

1. *Physical education is very important. Too many children are unhealthy and overweight these days.*
2. My favorite physical activity is swimming.
3. If they have an injury or illness that affects them physically, they might need physical therapy.
4. My brother is very physically fit. He runs marathons.

Page 3

D. Work in pairs. Say which item usually has a label. For the items that have a label, say what it shows.

Answers will vary. Possible answers below.

1. *The label on a can of soup says what is in the soup.*
2. *A pen doesn't usually have a label.*
3. An envelope might have an address label on it.
4. A table doesn't usually have a label.
5. The label on a pair of jeans says who made them.

Inside Listening and Speaking Intro Unit 1 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 3

E. Create collocations with the target words from this unit and then ask and answer the questions.

Answers will vary for #4 and #5. Possible answers below.

1. *individual*
2. label
3. final
4. My friend Monique is a unique individual.
5. Yes, sometimes I wear clothes with designer labels, if they're not too expensive.

LISTEN FOR MAIN IDEAS

Page 4

Circle the best answer to complete each sentence.

1. c
2. c
3. a

NOTE-TAKING SKILL

Page 5

Apply B. Listen to the lecture again. As you listen, complete the notes.

1. hands shaking
2. felt sick to stomach
3. face becomes red
4. move quickly
5. fight, flight
6. the situation
7. very important

Speaking

VOCABULARY ACTIVITIES

Page 6

A. For each sentence, cross out the word in parentheses with a different meaning from the other two choices.

1. *written*
2. publisher
3. examples
4. formed
5. author
6. first

Inside Listening and Speaking Intro Unit 1 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 6

B. Using the target words, or forms of them, complete the sentences.

1. *publisher*
2. text
3. illustrations
4. publish
5. illustrate
6. text

Page 7

C. Choose a method on the left that could illustrate an idea on the right.

Alternate answers are included.

1. A diagram could **illustrate** how blood moves around the body.
A diagram could illustrate how to lift a piano safely.
2. A short video could illustrate why physical exercise is important.
A short video could illustrate how blood moves around the body.
A short video could illustrate types of healthy food.
A short video could illustrate how to lift a piano safely.
3. Some statistics could illustrate why physical exercise is important.
4. Some examples could illustrate why physical exercise is important.
Some examples could illustrate types of healthy food.

Page 7

D. Look at the book citations. Describe each book, using the words provided.

Answers will vary. Possible answers below.

1. The first text is called *Nutrition for Sport and Exercise*. The **authors** are Marie Dunford and Andrew Doyle. The book was **published** in 2011. The **publisher** was Wadsworth Publishing.
2. The second text is *An Illustrated Guide to Human Anatomy*. The author is Johannes Fox. It was published by Smith and Carter Publications in 2010.
3. The third text is called *Fitness for Everyone*. The author is Claire Wong. This book was published in 2002 by the publisher Popular Press.
4. The fourth text is *Strength Training for All*. It is an illustrated book. The author is Brian Garcia. It was published by Schoolhouse Publishing in 2001.

LISTEN FOR MAIN IDEAS

Page 8

Mark each sentence as T (true) or F (false). Work with a partner. Restate false sentences to make them correct.

1. T
2. T
3. T
4. F Carter did the illustrations.
5. F Gray got more credit and more money for the book.

PRESENTATION SKILL

Page 9

Apply A. Watch the presentation again. Which of the suggestions on page 8 does the speaker follow?

Answers will vary. Possible answers below.

1. The speaker stood up straight, and seemed relaxed.
2. The speaker looked around at the audience.
3. She seemed to speak a little more slowly.
4. She also spoke more loudly and clearly at important points.

PRONUNCIATION SKILL

Page 10

Apply A. Go online to listen to the words. In the right column, write how many syllables you hear in each word.

- | | |
|-----------------------|---|
| 1. <i>description</i> | 3 |
| 2. stomach | 2 |
| 3. information | 4 |
| 4. heart | 1 |
| 5. physiology | 5 |
| 6. situation | 4 |

Page 10

Apply B. Go online to listen to the words. Circle the syllable that is stressed.

1. e • **(mo)** • tion
2. re • **(sponse)**
3. **(com)** • pli • ca • ted
4. **(theo)** • ry
5. **(sci)** • en • tist
6. a • **(na)** • to • my
7. **(med)** • ic • al
8. **(pic)** • ture

Page 11

Apply C. Say the words in activities A and B. Stress the correct syllable and lengthen its vowel sound. Bold parts of words will be stressed.

description
stomach
in**fo**rmation
heart
physi**o**logy

Inside Listening and Speaking Intro Unit 1 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

situation
emotion
response
complicated
theory
scientist
anatomy
medical
picture

Page 11

Apply D. With a partner, find an online article about keeping the body healthy. Make a list of new words or words you've learned recently. Also use the words from activities A and B on page 10. Use each word in a sentence. Stress the correct syllable and lengthen its vowel sound.

Answers will vary. Possible answers below.

Sample answers:

Phy • si • cal. She had a **physical** reaction to the stressful situation.

Sto • mach. My **stomach** hurts when I get nervous.

Information. The cereal box label gives helpful nutrition information.

Complicated. A nurse helped my father understand the complicated medical information.

Scientist. Scientists are always researching new cures for diseases.

Geography

Listening

VOCABULARY ACTIVITIES

Page 14

A. Use the target words, or forms of them, to complete the paragraph.

1. *features*
2. accurate
3. errors
4. assist
5. features

Page 14

B. Match the dictionary definitions on the left with the example sentences on the right.

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

Page 15

C. Complete the sentences with *assistant(s)* or *assistance*.

1. *assistants*
2. *assistance*
3. *assistant*
4. *assistance*
5. *assistant*
6. *assistant*

Page 15

D. Discuss with a partner what kind of assistance each person gives.

Answers will vary. Possible answers below.

1. *A teaching assistant helps the teacher in a class.*
2. *A sales assistant sells things.*
3. *An assistant coach helps the coach.*
4. *A research assistant helps a researcher.*
5. *A dental assistant helps a dentist.*

Page 15

E. Work with a partner. Discuss which of these items need to be accurate and why. Then say what happens if it is inaccurate or there is an error.

Answers will vary. Possible answers below.

Inside Listening and Speaking Intro Unit 2 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

1. *A map needs to be accurate. If there is an error, you'll probably get lost.*
2. A description of a place in a novel doesn't need to be totally accurate. People might not notice if there are errors.
3. A bus or train schedule should be accurate. If not, people won't get where they want to go on time.
4. A news story online or in a newspaper should be accurate. If there are errors, readers will get inaccurate information.
5. A web page address must be accurate. If there are errors, you won't get to the right page.
6. A children's story doesn't have to be accurate. It is usually made up anyway.
7. A recipe usually needs to be accurate, but it depends on what you're making. If there are errors in a recipe for bread, the bread won't be good. If there are errors in a recipe for soup, the soup still might taste OK.

Page 16

F. Work in a small group. Describe the main feature(s) of each of the following.

Answers will vary. Possible answers below.

1. *The main feature of the landscape in my area is the mountains.*
2. The main features of the climate in my area are that it is cold in the winter and hot in the summer.
3. The main features of a luxury car are that it looks good and drives well.
4. The main feature of my school is the courtyard in back. It's a good place for students to sit and relax.
5. The main feature of a successful business is that the company makes money.
6. The main feature of a person's face can be their eyes, nose, or mouth.
7. The main feature of a good smartphone is the speed of Internet access.

LISTEN FOR MAIN IDEAS

Page 16

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

1. *T*
2. *T*
3. *F* It found that paper maps were better at helping people find their way in a city.
4. *T*
5. *F* He gives an example of using a tree to find his way.

LISTENING SKILL

Page 17

Learn. Look at a paragraph from the podcast. There are two main ideas in this section. One is underlined. Underline the other main idea in this section.

Inside Listening and Speaking Intro Unit 2 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Good morning. Welcome to Science World. Today we're talking about direction. Some people never get lost, while others need a GPS to find their way to the store! It seems that humans were better at navigation in the past. Ancient explorers managed to travel thousands of miles across the oceans and found new lands.

Page 17

Apply A. Listen to the audio again. As you listen, check (✓) the four main points that the speakers make.

- ✓1. *People were better at finding their way in the past.*
 - 2. A lot of people have difficulty reading maps.
- ✓3. Paper maps can be more useful than GPS.
- ✓4. A GPS doesn't show the features of the landscape.
 - 5. Many people get lost when using a GPS.
- ✓6. People who notice details are better at finding their way.
 - 7. The man got lost when he was going to his friend's house.

Speaking

VOCABULARY ACTIVITIES

Page 18

A. Cross out the word in parentheses with a different meaning from the other two choices.

- 1. *computer*
- 2. Unfortunately; textbook
- 3. unpopular; medications
- 4. paper; involve; forgetting; quickly

Page 18

B. A *chapter* is a part of a book. Look at the chapter titles for a book about navigation. Work with a partner to answer the questions.

- 1. *Chapter 2*
- 2. Chapter 5
- 3. Chapter 4
- 4. Chapter 6
- 5. Chapter 1

Page 18

C. Use the target words, or forms of them, to complete the sentences.

- 1. *Traditionally*
- 2. traditions
- 3. traditional
- 4. non-traditional

Inside Listening and Speaking Intro Unit 2 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 19

D. Work with a partner. Choose one of the items provided. Write a description sentence using *device*. See if your partner can identify the item described.

Answers will vary. Possible answers below.

A: *It's an electronic **device** you use to find your way.*

B: *A GPS.*

It's a device to open metal cans. (a can opener)

It's a device to carry or store data from your computer. (a flash drive)

It's an electrical device to dry your hair. (a hair dryer)

It's a device to make your clothes look good. (an iron)

It's an electric device to find metal underground. (a metal detector)

It's a device to select or move things on your computer. (a computer mouse)

Page 19

E. Work with a partner. Say which person might use each kind of chart shown and explain why. See if you can add other examples of people and charts they use.

Answers will vary. Possible answers below.

1. an eye doctor *An eye doctor would use an eye chart to test people's eyes.*

2. A doctor or nurse would use a medical chart to learn about a patient.

3. A family making a budget might use a pie chart to see how they spend money.

4. A business person planning a project might use a flow chart to plan the steps of the project.

Extra example: A person giving a status report at a company meeting might use a graph to show gains and losses.

Page 19

F. Work in small groups. Discuss the questions.

Answers will vary. Possible answers below.

1. My family has a tradition that we all get together for a big dinner every weekend. Everyone brings some food and all my relatives come.

2. Rice is a traditional food in my country. We eat it with most meals.

3. The women wear beautiful dresses with embroidery on them. They wear these dresses on holidays.

4. We celebrate Independence Day in the summer. Families get together and have a picnic. Everyone relaxes and has fun, and the children play games.

LISTEN FOR MAIN IDEAS

Page 20

Listen to the conversation and look at the chapter titles below. Number the chapters 1–3 in the order they are discussed by the students.

Chapter Title	Page
<u>3</u> Early Cartography and the First Mapmakers	63
<u>2</u> Early Navigational Tools and Devices	75
<u>1</u> Celestial Navigation: Using the Stars	84

SPEAKING SKILL

Page 21

Apply A. Go online to watch the video, and listen to the conversation again. Circle the expressions in the chart that you hear in the conversation.

Hi

How are you?

How's it going?

Excuse me I'll be right back.

Good afternoon.

See you (later / tomorrow / next week).

Page 21

Apply B. Work with a partner. Read the conversations. Discuss and note possible expressions for each blank. Listen to the audio, and check your answers.

1. A: How are you?

2. A: How's it going?

3. B: See you next week.

4. A: Got to go. / See you. B: See you.

Page 21

Apply C. Work in pairs. Make conversations for the situations provided. Try to continue each conversation beyond one exchange.

Answers will vary. Possible answers below.

1.

A: Hi, Ricardo. How's it going?

B: Great! How are you?

A: Oh, I'm fine. Hey, did you do the homework? I have a question about it.

B: Yes, I did. What do you need to know?

2.

A: Hello, Professor Jiang.

B: Oh, hello, Charlotte. How are you?

A: I'm fine. Thank you. How are you?

B: I'm fine. Excuse me, I have to get to class.

Inside Listening and Speaking Intro Unit 2 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

3.

A: Hi, my name's Kai.

B: Hi, I'm Lauren. May I sit here?

A: Yes, of course.

4.

A: How's that salad, Phil?

B: Great! What did you bring for lunch?

A: Oh, excuse me. I have to take this call. I'll be right back.

B: OK.

5.

A: Bye! See you next week.

B: OK, have a good weekend!

A: Thanks. You too.

6.

A: Great lecture, Professor Frost.

B: Thank you, Jill.

A: Good-bye Professor.

B: Good-bye. See you on Monday.

PRONUNCIATION SKILL

Page 22

Apply A. Say the sentences in activities A, B, and C. Use the correct rising or falling intonation.

We use maps to navigate.

I get lost easily.

My GPS device is broken.

How do we get there?

What is the address?

Who gave you those directions?

Can you take me there?

Does the application have a directions feature?

Are they on their way?

Page 22

Apply B. Make a list of three characteristics that the other students in your class might have. Ask your classmates if they have any of these characteristics, and get more information to learn more about them. Use the correct intonation.

Answers will vary. Possible answers below.

A: *Do you know how to play an instrument?*

B: *Yes, I do.*

A: *What instrument do you know how to play?*

Inside Listening and Speaking Intro Unit 2 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

1. A: Do you have a car?
B: Yes, I do.
A: What kind of car do you have?
2. A: Do you like to read?
B: Yes, I do.
A: What's your favorite book?
3. A: Do you live near school?
B: Yes, I do.
A: How long have you lived there?

Page 23

Apply C. With a partner, ask for and give directions to a location at your school.

Answers will vary. Possible answer below.

A: Do you know how to get to the cafeteria?

B: Yes, I do. It's in the same building as the library.

A: Where should I park my car if I go?

END OF UNIT TASK

Page 23

A. Go online and listen to three conversations on campus. What is the main idea of each conversation?

Answers will vary. Sample answers:

1. checking out a book from the library
2. making plans for a group project
3. arranging to see a professor about a paper

Page 23

B. Listen again. Circle the greeting and leave-taking expressions you hear.

Hi. / Hello.

I'll be right back.

How's it going?

I've got to go.

See you.

Bye.

Excuse me.

I'll see you tomorrow.

Goodbye.

Biology

Listening

VOCABULARY ACTIVITIES

Page 26

A. Read the paragraph. For each sentence, cross out the word in parentheses with a different meaning from the other two.

1. *grow*
2. books
3. paper
4. one person
5. boss
6. badly

Page 26

B. Work with a partner. Look at the underlined words in each sentence. Write *N* if the word is a noun, and *V* if the word is a verb.

1. *V*
2. *N*
3. *V*
4. *N*
5. *N*
6. *V*

Page 26

C. Check (✓) which of these people perform research. Compare answers with a partner.

Answers will vary. Possible answers:

- ✓ 1. *a scientist*
2. *a musician*
- ✓ 3. *a writer*
4. *a bus driver*
- ✓ 5. *a student*
- ✓ 6. *a medical doctor*
7. *a waiter*

Page 27

D. Do these people work with a partner or on a team? Can any activities be done with either a partner or a team?

Answers will vary. Possible answers below.

1. *A dancer can dance alone or with a partner.*
2. *Soccer players usually play on a team.*

Inside Listening and Speaking Intro Unit 3 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

3. Someone who wants to start a business might work alone, with a partner, or with a team.
4. A scientist who wants to do research might work alone, with a partner, or with a team.
5. Basketball players usually play on a team.
6. A group of people at work who need to complete a project would probably work on a team.
7. A tennis player might play alone or with a partner. They can also be part of a team.

Page 27

E. Work with a partner. Discuss what each person has to be an expert in or on.

1. *A car mechanic has to be an expert on how a car works. He or she should also have expertise in different types of cars.*
2. A medical doctor has to be an expert in the human body, medicines, and treatments.
3. A professional athlete should be an expert in his or her sport.
4. An artist is usually an expert in some form of art. For example, he or she could have expertise in drawing, painting, or sculpting.
5. A writer has to be an expert in grammar and creative or factual writing.
6. A teacher should be an expert in the subject that he or she teaches.
7. A plant scientist has to be an expert in the study of plants, or botany.

Page 27

F. Match words from column A to words they go with from column B. The words in column B can be used more than once. Write an example sentence for each pair.

Answers will vary. Possible answers below.

scientific research: The university does important scientific research.

winning team: The Tigers were the winning team for the season.

business partner, partnership, or team: She is my new business partner.

market research: The guacamole company relies heavily on market research for packaging and advertising decisions.

academic research: He does his academic research at the local university.

LISTEN FOR MAIN IDEAS

Page 28

Mark each sentence as T (true) or F (false). Work with a partner. Restate false sentences to make them correct.

1. T
2. F - Teams of plant experts around the world are collecting seeds.
3. F Seeds are stored in a freezer inside a vault at the seed bank.
4. T
5. F - The collecting of seeds is an ongoing process.

LISTENING SKILL

Page 29

Apply A. Go online to watch the video and listen again. As you listen, complete the sentences with the numbers you hear.

1. 60,000 to 100,000
2. 10%
3. 25%, 2020
4. one-fifth
5. a billion

Speaking

VOCABULARY ACTIVITIES

Page 30

A. Replace the words in parentheses with a target word from the box. Use the correct form of the target work. You may use words more than once.

1. *partner*
2. issue
3. research
4. Initially
5. research
6. resource
7. partner
8. grade

Page 30

B. For the target words, match the dictionary definitions on the left with the example sentences on the right.

grade (noun)

1. c
2. a
3. b

issue (noun, verb)

1. c
2. a
3. b

Inside Listening and Speaking Intro Unit 3 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 31

C. Look at the projects and resources. Which resources are helpful for each project?

Answers will vary. Possible answers below.

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

Page 31

D. Work with a partner. Discuss answers to the questions. Then change partners and discuss again.

Answers will vary. Possible answers below.

1. You need to initial a lot of medical and banking forms as well as some travel documents.
2. Initially, I liked my first job, but then it got boring. Now, I have a different job and I really like it.
3. I didn't like my exercise class, initially, because it was difficult, but now I'm in better shape and I love it.

Page 31

E. Work with a partner. Give an example for each use of *resource* / *resourceful*.

Answers will vary. Possible answers below.

1. *The Internet is my main research resource.*
2. Oil and natural gas are two natural resources in my country.
3. I can be resourceful by thinking more carefully about what I am spending my money on.

LISTEN FOR MAIN IDEAS

Page 32

Listen to the conversation and answer the questions.

1. bee conservation or issues related to bee conservation
2. that bees pollinate plants
4. no
5. yes

SPEAKING SKILL

Page 33

Apply A. Go online and listen to four parts of the conversation. Discuss which points from the box on page 32 each one refers to.

1. #1
2. #4

- 3. #3
- 4. #5

Page 33

Apply B. Work with a partner. Discuss what you would consider for each of these presentation topics. Give reasons for your answers.

Answers will vary. Possible answers below.

1. *I would include background information about the location. For example, what activities you can do there, what food is good, and so on. I would explain why I like the place. There would not be specialized language. It would be informal.*
2. It would be formal. I would assume the audience has knowledge of the topic. I would include some technical information, but not too much. I would use pictures to help make the information clear.
3. I would include background information about the job, especially if it's one that people aren't familiar with. I would explain why it's my perfect job. There might be a little specialized language, but not a lot. It would probably be a little informal.
4. The audience will probably have a little knowledge of the topic, but not a lot. I would explain any words that might be new or unclear. I would use pictures or diagrams to make the information clear.

PRONUNCIATION SKILL

Page 34

Apply A. Go online to listen to the sentences. Circle the reduction that you hear.

1. *Whaddaya*
2. Howdaya
3. Whydaya
4. Whendaya
5. Whodaya
6. Wheredaya

Page 34

Apply B. Go online to listen to the sentences. Write the reduction that you hear.

1. *Howdija*
2. Whendija
3. Whadija
4. Whodija
5. Whydija
6. Wheredija

END OF UNIT TASK

Page 35

A. Go online to listen to extracts from three different presentations about butterfly conservation. Which presentation is for each audience? Discuss what you think each person considered in preparing the presentation.

Answers will vary. Possible answers below.

1. *Presentation 3: Her audience has a lot of knowledge about the subject, so she doesn't have to explain specialized language. The presentation is probably quite formal.*
2. *Presentation 1: Her presentation is informal. Her audience doesn't have a lot of knowledge about the subject, and she can't use any technical language. She includes information that will be interesting for children.*
3. *Presentation 2: His presentation is a little formal. Some of the audience may have knowledge of the subject, but some may not. He includes information that is helpful for them when they volunteer.*

Page 35

B. Listen again. Write down the numbers that you hear in each presentation.

Presentation 1

- 24,000
- (less than) one inch, (almost) 12 (inches)
- 12

Presentation 2

- 16, four
- 30
- 86

Presentation 3

- 99%
- 41, 46
- six

Sociology

Listening

VOCABULARY ACTIVITIES

Page 38

A. Read the sentences. Cross out the word in parentheses with a different meaning from the other two choices.

1. *time*
2. group
3. practice
4. textbooks
5. lost
6. unclear

Page 38

B. Use one of the collocations with *achieve* or *achievement* to complete each sentence. Use the correct form of the verb.

1. *achieve success*
2. remarkable achievement
3. academic achievement
4. achieved a dream

Page 39

C. Work in pairs. Ask and answer the questions. In your answer, use the phrase *a couple of* and one of the words in the box.

1. *a couple of blocks*
2. a couple of months
3. a couple of dollars
4. a couple of minutes

Page 39

D. Work with a partner. Discuss the best way to get data. Use the ideas in the box.

Answers will vary. Possible answers below.

1. *To get data on how much money students spend, you could use surveys.*
2. *To get data on why people go to the doctor's office, you could use medical records.*
3. *To get data on students' performance on examinations, you could use school records.*
4. *To get data on how teenagers spend their free time, you could use observation and surveys.*

Inside Listening and Speaking Intro Unit 4 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 39

E. Work with a partner. Talk about the objectives of each item.

Answers will vary. Possible answers below.

1. *The objective of recycling paper is to save trees and have less trash.*
2. The objective of dieting is to lose weight or feel healthier.
3. The objective of playing a game is to win and / or have fun.
4. The objective of studying English is to learn the language/ get a good job/ pass an exam.

LISTEN FOR MAIN IDEAS

Page 40

Circle the best answer to complete each sentence.

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

NOTE-TAKING SKILL

Page 41

Apply B. Listen again to part two of the lecture. Then look at the notes. What words are spelled out in full? What words are abbreviated? Why?

Answers will vary.

Part 2. In the notes provided, the researchers' names are spelled out. It's important to note people's names correctly. The words that are abbreviated are *social network (SN)* and *important (imp.)*. Remember to abbreviate common words because it makes it easier to take notes quickly.

Page 41

Apply C. Listen again to parts three to six of the lecture. Stop after each section. Use the questions to help you complete the chart with the key information in each part.

Answers will vary. Possible answers below.

3. people physically close to us
4. people far away, e.g., friends of friends (as well as people who are nearby)
5. study of 15,000 people over three generations
6. try to be happy & healthy — we influence a lot of people

Speaking

VOCABULARY ACTIVITIES

Page 42

A. Use the target words to complete the paragraphs.

1. *objective*
2. link
3. data
4. income
5. status
6. achieve
7. objective
8. objectivity
9. link
10. income

Page 42–43

B. Match the dictionary definitions on the left with the example sentences on the right.

document (noun, verb)

1. c
2. a
3. b

link (noun)

1. b
2. c
3. a

Page 43

C. Choose two items and explain how they can be linked.

Answers will vary. Possible answers below.

Education is linked to income, because if you have more education, you can usually earn more money.

Your income is linked to your job because you can earn more money in some jobs than in others.

Your job is linked to your social status because a job might affect how others view you.

Your health is linked to physical exercise because exercise can help you maintain better health.

Your health can be linked to your age because sometimes people have more health problems as they get older.

Inside Listening and Speaking Intro Unit 4 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 43

D. Work with a partner. Discuss the effect of each of the following on (a) your status and (b) your income.

Answers will vary. Possible answers below.

1. *Getting a job promotion gives you higher status and more income.*
2. Buying a new car affects your income because you have to pay for the car. It can raise your status in the eyes of some, if it is an expensive car.
3. Moving to a smaller apartment or house affects your income because you will probably pay less for a smaller apartment or house. It could also affect status as some people equate a larger house with a higher status.
4. Graduating from a university gives you a higher status. It can give you more income if you get a better job because of your degree.

Page 43

E. Describe each of the items listed. Use the words *document* and *data* in your descriptions.

Answers will vary. Possible answers below.

1. *A passport is a document that you need for traveling. It includes data about your identity and the countries you have visited.*
2. A birth certificate is a document that contains data about when you were born. For example, it will list the date and time of your birth as well as the name of the hospital and the state.
3. A degree or a diploma is a document that says you have completed high school or college. The data it contains will be useful for future job applications.

LISTEN FOR MAIN IDEAS

Page 44

Listen to the interview and circle the answers on the survey. Add comments where necessary to explain your answers.

1. yes
2. not sure
3. number of friends
4. no

SPEAKING SKILL

Page 45

Apply A. Watch and listen to how the student introduces herself and her survey. Which of the expressions does she use? Try to write exactly what she says.

Hi, my name is Mary. I'm doing some research for my sociology class.

It's about people's social networks.

May I ask you some questions about 'is'?

Inside Listening and Speaking Intro Unit 4 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 45

Apply B. Watch and listen to the video again. Write the phrases that the second student uses to introduce her opinion.

- Question 1: *Oh, definitely!*
Question 2: I'm not sure.
Question 3: Of course.
Question 4: I don't think they affect me that much.

PRONUNCIATION SKILL

Page 46

Apply A. Draw the correct intonation arrow above the tag question. Then decide if the speaker is asking for confirmation or agreement by writing "confirmation" or "agreement" after the sentence.

1. Your friend's bad mood can affect you, can't it? *agreement*
2. The friends are going to work together, aren't they? *confirmation*
3. The researchers documented their data, didn't they? *confirmation*
4. Social status will affect your health, won't it? *agreement*
5. Positive thinking among groups of friends is linked to happiness, isn't it? *confirmation*
6. The couple achieved their goal together, didn't they? *agreement*

Page 46

Apply B. Say the sentences from activity A with falling intonation on the statements and the correct intonation on the tag questions.

1. Your friend's bad mood can affect you, can't it?
2. The friends are going to work together, aren't they?
3. The researchers documented their data, didn't they?
4. Social status will affect your health, won't it?
5. Positive thinking among groups of friends is linked to happiness, isn't it?
6. The couple achieved their goal together, didn't they?

Page 47

Apply C. Find a partner. Think of three things about that partner that you think you know and three things that you would like to know. Use falling intonation on the tag questions for the things you think you know. Use rising intonation on the tag questions for the things you're not sure about. Use the tag questions from the box.

Answers will vary. Possible answers below.

A: You're from California, aren't you?

B: Yes, I am!

Inside Listening and Speaking Intro Unit 4 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

A: But you don't work full-time, do you?

B: No, I don't. I have a part-time job.

A: You play in the jazz band, don't you?

B: Yes, I do!

A: But you don't sing in the chorus, do you?

B: No, I don't. I don't have time.

A: You weren't studying at the coffee shop, were you?

B: No, I wasn't.

A: But you weren't at the library, were you?

B: No, I was studying at home.

Urban Planning

Listening

VOCABULARY ACTIVITIES

Page 50

A. For each sentence, cross out the word in parentheses with a different meaning from the other two.

1. *falling*; office
2. time; desks

Page 50

B. Match the definitions on the left with the example sentences on the right.

file (noun, verb)

1. c
2. a
3. b

site (noun)

1. b
2. c
3. a

Page 50

C. Write the target word from the box that works best with the phrases.

1. *file*
2. expansion
3. site
4. task

Page 51

D. Work with a partner. Say which you think are expanding in your city or country and why.

Answers will vary. Possible answers below.

1. *Universities are expanding because people need higher education.*
2. Cities are expanding because there are more and more people coming to live in them.
3. The population is expanding because people are living longer.
4. Shopping centers are expanding because higher populations require more stores.
5. Travel opportunities are expanding because it's getting cheaper and easier to travel.
6. Access to the Internet is expanding because more and more people have computers.

Inside Listening and Speaking Intro Unit 5 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

7. Public transportation is expanding because the city is buying more buses and building a new subway system.

Page 51

E. Look at the list of tasks provided. Match each task with an appropriate adjective. Then make sentences using the word *task*.

Answers will vary. Possible answers below.

Learning a language can be a difficult task.

Learning a language: difficult, time-consuming, challenging

Doing laundry: important, time consuming, unpleasant, routine

Making a sandwich: enjoyable, routine, simple

Reading a website in English: challenging, difficult, time-consuming, unpleasant

Giving someone bad news: difficult, unpleasant

Taking the bus: time-consuming, routine, simple

Talking to an English speaker: challenging, difficult, enjoyable

Planning a vacation: enjoyable, time-consuming

Page 51

F. Discuss the questions with a partner.

Answers will vary. Possible answers below.

1. MS Word files, music files, video files
2. Personal documents, newspaper clippings, photos
3. If you don't back up your files, you could lose them if the computer breaks down.
4. By email or by using a file-sharing site
5. Mount Rushmore, the Library of Congress, the Alamo
6. There is a construction site at the corner of First and Main Street. They are building a new hospital.
7. Google™, various shopping sites, music video sites, etc.

LISTEN FOR MAIN IDEAS

Page 52

Using your notes, choose the correct answer according to the information in the lecture. Compare your answers with a partner. Listen again if necessary.

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

LISTENING SKILL

Page 53

Apply A. Here are some possible answers to the five questions in the Learn section. Write the number of the question (1–5) next to each answer.

Inside Listening and Speaking Intro Unit 5 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

1. 4
2. 3
3. 1
4. 2
5. 5

Page 53

Apply B. Go online to listen to the last part of the lecture again. Note the answers to the five questions.

Answers will vary. Possible answers below.

1. Look at this campus. Consider (a) traffic and transportation and (b) public spaces.
2. One page on each topic; about 2 pages total
3. Email to the professor
4. Before Friday
5. Label the file with your name

Speaking

VOCABULARY ACTIVITIES

Page 54

A. Complete each sentence with one of the collocations of *code*.

1. *security code*
2. secret code
3. building code
4. postal code
5. area code

Page 54

B. The words in bold have more than one meaning, depending on context. Read the sentences and circle the meaning that best fits the context.

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

Page 55

C. Use the target words, or forms of them, to complete the sentences.

1. *access*
2. accessible
3. accessibility
4. inaccessible

Inside Listening and Speaking Intro Unit 5 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 55

D. Match the items on the left with what they provide access to on the right. Make sentences with these phrases using the word *access*.

1. c: *She left her key to give her sister access to her house.*
2. b
3. d
4. a

Page 55

E. Select a word in the second column and a phrase from the last column to create an accurate sentence.

1. d; code; *A bar code identifies a product in a computer.*
2. a; aid; *Financial aid helps students to pay for their education.*
3. c; code; *A postal code helps people find your address.*
4. b; aid; *First aid helps a person before the EMTs arrive.*

Page 55

F. Work with a partner. Answer the questions. Use the word *aid* in your answer.

Answers will vary. Possible answers below.

1. *If you don't have good eyesight, you can see with the aid of glasses.*
2. *You can find your way in a new place with the aid of a map or a GPS system.*
3. *You can understand a word in a foreign language with the aid of a dictionary or a teacher.*

Page 55

G. Work with a partner. Discuss who or what might charge each type of fee, and in what situation. Which of these fees have you paid?

Answers will vary. Possible answers below.

The government charges auto registration fees when you buy a car.

You pay tuition fees at a university or a private school. When I was a student, I paid tuition fees.

A club charges membership fees every year. My parents pay a membership fee to belong to the tennis club.

Many airlines charge baggage fees. If your baggage is overweight, sometimes you have to pay a lot!

A library charges late fees when a book is returned late.

A lawyer charges legal fees. Luckily, I've never had to pay them.

LISTEN FOR MAIN IDEAS

Page 56

Work with a partner to number the topics in the order they are discussed.

1. Parking on campus
2. Taking the bus

Inside Listening and Speaking Intro Unit 5 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

3. Accessibility for wheelchairs
4. Asking Patrick's opinion

SPEAKING SKILL

Page 57

Apply A. Go online to listen to the audio again. Count the expressions for back channeling that you hear. Which one is used the most in this conversation?

There are 11 examples of back channeling in the conversation. The most commonly used expression is *yeah*.

Page 57

Apply B. Read the section of the conversation. The back channeling expressions have been taken out. Try to guess the words that are missing.

1. *Yeah*.
2. No.
3. Really?
4. Hmm.
5. I see.
6. No.
7. Yeah.

Page 57

Apply C. Read or listen to the conversation again. What do the speakers add to the conversation after they back channel?

After they back channel, speakers often agree, comment, or ask a question.

Page 57

Apply D. Insert appropriate back channeling expressions into the conversation below, and add a short response.

Answers will vary. Possible answers below.

1. *Really? / Yeah. So do I. / Me too.*
2. *Uh-huh. / Yeah. / Right. / I know. (It's much easier/ faster/ more convenient.)*
3. *Uh-huh. / Yeah. / Right. / I know. (It's awful. It's very bad. I hate it.)*
4. *Really? (Wow. That's a long time.)*
5. *No. / I know. Right. Uh-huh. (It's the same for me.)*

PRONUNCIATION SKILL

Page 58

Apply A. Go online to listen to the following words. Draw a slash through the unstressed syllables with the /ə/ sound.

1. *dis•ə•bi•lɪ•ty*
2. *e•lə•va•tor*

Inside Listening and Speaking Intro Unit 5 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

3. at•trac•tive
4. ac•cess•ibil•ity
5. u•ni•vers•ity
6. pro•duce

Page 58

Apply B. Go online to listen to the following words. Underline the syllable with the dropped vowel sound.

1. com•for•ta•ble
2. res•taur•ant
3. ex•tra•or•di•nar•y
4. sev•er•al
5. gen•er•al•ly
6. ev•er•y
7. a•ver•age
8. in•ter•es•ting

Page 58

Apply C. Say the words in activities B and C in the Learn section. Reduce the appropriate vowel to the /ə/ sound, or drop the vowel sound where appropriate.

atmosphere
control
design
opinion
basically
camera
chocolate
different
evening
favorite
especially
family
history

Nutrition

Listening

VOCABULARY ACTIVITIES

Page 62

A. Read the restaurant review. Cross out the word in parentheses with a different meaning from the other two.

1. *prices*
2. exciting
3. agree
4. cheap

Page 62

B. Use the target words, or forms of them, to complete the sentences.

1. *itemizes*
2. relaxed
3. items
4. Normally
5. normal
6. relaxation
7. conclusion

Page 63

C. Match a word on the left with a collocation on the right. Then use the phrases to complete the sentences.

1. *individual item*
2. perfectly normal
3. reach a conclusion
4. back to normal

Page 63

D. Work with a partner. Say what conclusion you might reach in each of the following cases.

Answers will vary. Possible answers below.

1. *You might reach the conclusion that the restaurant is very popular.*
2. *You might reach the conclusion that he / she is sick or has canceled the class.*
3. *You might reach the conclusion that it's raining or about to rain.*
4. *You might reach the conclusion that someone is extremely ill or there has been an accident.*

Inside Listening and Speaking Intro Unit 6 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 63

E. Define each item on the left using a phrase on the right. Then discuss the questions with a partner.

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

Answers will vary. Possible answers below.

1. I regularly buy jeans and T-shirts.
2. This week, the unusually hot weather is a popular news item.
3. I would like to own a fast, expensive sports car.

Page 64

F. Listed are some different things that people do in restaurants. Work with a partner. Say which of the following are normal where you live and which are not.

Answers will vary according to culture and tradition. Possible answers below (for the United States).

1. It's normal to *order from a menu*, drink water with your meal, give a tip to the waiter, and take extra food home with you.
2. It's not normal to pay before you eat, snap your fingers to call a waiter, or talk to the people at other tables.

LISTEN FOR MAIN IDEAS

Page 64

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

1. *F* – *It originally referred to a soup*
2. *T*
3. *T*
4. *T*
5. *T*

NOTE-TAKING SKILL

Page 65

Apply B. Listen to the lecture again. Complete the T-chart in activity A.

1. you could get
2. Everyone was treated the same.
3. Everyone sat together.

Speaking

VOCABULARY ACTIVITIES

Page 66

A. Use the target words, or forms of them, to complete the paragraph.

1. *lectures*
2. *topics*
3. *focuses on*
4. *topical*
5. *lecturers*
6. *Plus*

Page 66

B. For the target vocabulary words, match the dictionary definitions on the left with the example sentences on the right.

focus

1. *b*
2. *c*
3. *a*

plus

1. *c*
2. *a*
3. *b*

Page 67

C. Work with a partner. Together, answer the questions about the lecture (shown in the notes) on May 8. Then ask and answer questions about the remaining two events.

1. *It's at Washington Hall.*
2. *Professor Marcus Anderson*
3. *Eating Well and Staying Healthy*
4. *7 p.m.*
5. *9 p.m.*

Page 67

D. A *plus* can mean an advantage. The opposite is a *minus*, which is a disadvantage. Discuss the pluses and minuses of the following in small groups.

Answers will vary. Possible answers below.

1. *The pluses of a big house are that there is a lot of space and everyone could have a room. A minus is that there would be more rooms to clean.*

Inside Listening and Speaking Intro Unit 6 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

2. Pluses of a fast car include getting where you are going more quickly, and having a more enjoyable ride. A minus is that you might be more likely to get a speeding ticket.
3. The pluses of having brothers and sisters are that you can play together when you are children, and you have support when you are older. One minus is that brothers and sisters often fight a lot.
4. The pluses of living in the city are that you are close to a lot of things like entertainment and restaurants, and there is always plenty to do. The minuses are that cities are often expensive, noisy, and crowded.

Page 67

E. Work with a partner. Give examples of the things listed in the box for the different groups mentioned.

Answers will vary. Possible answers below.

1. For university students: Interesting topic of conversation—*what to do on the weekend*; boring topic of conversation—the weather. Interesting lecture topic—modern music; boring lecture topic—Introduction to Economics.
2. For school children: Interesting topic of conversation—*which teacher gives the least homework*; boring topic of conversation—the weather. Interesting lecture topic—*How to Win Video Games*; boring lecture topic—*History of the 20th Century*.
3. For business people: Interesting topic of conversation—*where to stay in international cities*; boring topic of conversation—*raising confident children*. Interesting lecture topic—*How to Ask Your Boss for a Raise*; boring lecture topic—*Raising Healthy and Happy Children*.
4. For art students: Interesting topic of conversation—*what to do on the weekend*; boring topic of conversation—the weather. Interesting lecture topic—*Modern Photography*; boring lecture topic—*Introduction to Calculus*.

LISTEN FOR MAIN IDEAS

Page 68

Watch the presentation. Check(✓) the three changes in eating habits that the student describes.

1. eating a wider variety of kinds of food
- ✓2. eating more fast food
- ✓3. eating fewer fruits and vegetables
4. having food delivered
- ✓5. snacking and eating between meals

Page 69

Apply A. Go online and watch the beginning of the presentation again. What kind of hook did the student use? Did it work? Why or why not?

The student begins his presentation with a question to the audience. Yes, it worked. The audience responded by raising their hands.

Page 69

Apply B. Work with a partner. Read the examples of different hooks that students used to begin their presentations. Discuss what you think the presentations might have been about.

Answers will vary. Possible answers below.

1. *Maybe the presentation was about studying overseas, or about the problems of international students.*
2. The presentation may have been about her grandmother or her family history.
3. Presentation topics could have been on what goes into Chinese food, how to prepare a Chinese dish, or a recommendation for a good Chinese restaurant.
4. This could have been an introduction to a cautionary folktale.
5. The setup for this presentation could have led to a personal story about change, or a suggestion to volunteer or join a group that makes a difference in the world.

Page 69

Apply C. Think of a good hook for each of the following presentations. Then compare your ideas in small groups.

Answers will vary. Possible answers below.

1. a picture, a question, bringing in an item
2. a question, a surprising fact, a story
3. a question, a surprising fact, a story
4. a picture or an item, a question, a quotation
5. a picture, a quotation

PRONUNCIATION SKILL

Page 70

Apply A. Listen to the sentences. Write *can* or *can't* on the blank, depending on what is used in the sentence.

1. can
2. can't
3. can't
4. can
5. can
6. can't

Page 71

Apply B. Say the sentences in Learn activities A, B, and C. Reduce the vowel sound in *can* to the /ə/ sound. Pronounce the vowel sound in *can't* like /æ/, the *a* sound in *mat*. Pause briefly (|) after *can't*. Stress the focus word the most.

We can celebrate her birthday at a restaurant.

You can try to change your eating habits.

Yes, I can.

Eating in expensive restaurants is something we can't do all the time.

Inside Listening and Speaking Intro Unit 6 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

I can't eat fast food because it makes me sick.
No, I can't.

Page 71

Apply C. With a partner, ask questions about what kinds of food he / she can make. Use the correct pronunciations of *can* and *can't*. When asking a question, use either the /ə/ sound or the /æ/ sound. Pause briefly (|) after *can't*.

Example

A: Can you make your own tomato sauce?

B: No, I can't. But I can ask my mother to teach me how.

END OF UNIT TASK

Page 71

A. Go online and watch Mike's presentation again. Take notes and organize your notes on a T-chart.

Answers will vary. Possible answers below.

Before moving:

ate less fast food

more fruits and vegetables

didn't snack or eat between meals

After moving:

more fast food

fewer fruits and vegetables

snacking more often, even during lectures

Business

Listening

VOCABULARY ACTIVITIES

Page 74

A. Replace the words in parentheses with a target word, or form of it, from the Word Form Chart.

1. *founded*
2. founder
3. purchased
4. enormously
5. acknowledge
6. purchase

Page 74

B. Identify the correct meaning of *acknowledge* in each of the sentences.

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

Page 75

C. Write the target word from the box that works best with the phrases. Then add one phrase to each item.

1. *enormous; an enormous house*
2. purchase; a large purchase
3. goal; field goal
4. positive; positive thinking

Page 75

D. Work with a partner. Say the sentences in another way. Use a form of *acknowledge*.

Answers will vary. Possible answers below.

1. *The manager acknowledged that he had made a mistake.*
2. We acknowledge that many people disagree with us.
3. After the speech, the president acknowledged the crowd.
4. The researcher acknowledged that he had not solved the problem.

Page 75

E. Work with a partner to match items on the left with the dates and places where each was founded.

1. Google: *b*

Inside Listening and Speaking Intro Unit 7 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

2. McDonald's Corporation: e
3. Apple Inc.: a
4. The United Nations: c
5. Toyota Motor Corporation: d

Page 76

F. Work with a partner. Ask and answer the questions. Then continue the conversation.

Answers will vary. Possible answers below.

1.

A: *My grandmother had an **enormous influence** on my life because I lived with her during my childhood. What about you?*

B: *Well, my ...*

2.

A: Pronunciation can be an enormous challenge for those learning new languages. Have you experienced this?

B: Yes.

3.

A: I think Michael Jackson experienced enormous success. Who do you think is successful in the music industry now?

B: Well, Beyonce ...

4.

A: I believe the cell phone has had an enormous impact on today's lifestyles. Do you agree?

B: No, I think ...

LISTEN FOR MAIN IDEAS

Page 76

As you listen, answer the questions. Then compare your answers with a partner.

Answers will vary. Possible answers below

1. to bring in tourists and businesses
2. "I amsterdam"
3. Everywhere: the art museum, the airport, T-shirts, and bags
4. The slogan was popular and the results were positive.

LISTENING SKILL

Page 77

Apply A. Listen to the lecture again. Listen for the signpost phrases that the speaker uses. Which ones do you hear? Circle them in the chart.

Today I'm going to talk about

In fact,

Inside Listening and Speaking Intro Unit 7 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

For example, let's look at
Now, let's talk about
One important point is
Also,
For example,

Page 77

Apply B. Listen to the lecture again. Note the missing information after each of the sign post phrases in bold. (Make notes. You do not need to write the exact words.)

1. (Today I'm going to talk about) a key concept in marketing.
2. (In fact,) a city is also a product.
3. (For example, let's look at) the city of Amsterdam.
4. (Now, let's talk about) what we can learn from this.
5. (One important point is) the power of a simple idea.
6. (Also,) the slogan was supported by a much larger campaign.
7. (For example,) you might look at ... Dubai ... Chicago ... or Glasgow ...

Speaking

VOCABULARY ACTIVITIES

Page 78

A. Cross out the word or phrase with a different meaning from the other two choices.

1. *large*
2. result
3. remember
4. negative
5. a lot of

Page 78

B. Match the dictionary definitions on the left with the example sentences on the right.

positive (adjective)

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

minor (adjective, noun)

1. *b*
2. *c*
3. *a*

Inside Listening and Speaking Intro Unit 7 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 79

C. Complete the sentences, using *minor* and one of the words from the box.

1. *minor illness*
2. minor damage
3. minor injury
4. minor character
5. minor details

Page 79

D. To *highlight* something means to give it special attention, or to emphasize it. Imagine you are designing an advertisement for each of the products and services listed. Work with a partner. Share what features you would highlight for each one.

Answers will vary. Possible answers below.

1. *I would highlight that it's fast and lightweight.*
2. fast, luxurious, comfortable, etc.
3. cleans well, makes clothes bright, etc.
4. fast, time-saving, inexpensive, convenient, etc.
5. fast, cleans well, friendly service, etc.

Page 79

E. Look at the different uses of the word *positive*. Work with a partner. Discuss what the word means in the context of each sentence.

Answers will vary. Possible answers below.

1. *Positive thinking means being optimistic and believing that the future will be good.*
2. Having a positive influence: a good influence, causing him to behave well.
3. Make a positive impression: helping others to appreciate your good qualities or character
4. Had a positive reaction: liked, enjoyed

Page 79

F. A *goal* is a purpose or aim, something you hope to achieve. Work with a partner to discuss and answer the questions.

Answers will vary. Possible answers below.

1.
The goal of a student: to pass exams, graduate, etc.
A professional athlete: to win medals, go to the Olympics, etc.
A doctor: to make people feel better, cure illnesses, etc.
An advertisement: to sell a product or service
2.
My goal this week is to get to class on time.
My goal for the semester is to pass this class.
My goal for the year is to get a better job.
My goal for the next few years is to move to a new house.

LISTEN FOR MAIN IDEAS

Page 80

Answer the questions. Then compare your answers with a partner.

1. *instantly recognizable*, highlights an idea, timeless, looks good in different sizes and colors

2. c Wendy's
 - a Twitter
 - b Nike

SPEAKING SKILL

Page 81

Apply A. Go online and watch the first part of the video again. Circle the signpost phrases the speaker uses in the box. Compare your answers with a partner.

I'm going to talk about
First of all
Secondly
Next
Finally
The final example

Page 81

Apply B. Continue working with your partner. Choose one of the topics provided. Complete the introduction and write signpost phrases. Then complete the outline by adding examples and information from your own experience.

Answers will vary. Possible answers below.

1. Introduction: *I am going to talk about ...*

The first reason is because it is fun.

Secondly, it is good exercise.

Finally, it helps you make friends and be a part of a team.

2. Introduction: *I'm going to explain ...*

The first way to save money is to put part of your paycheck in a savings account.

The second way to save money is to not buy things you really don't need.

The final way to save money is to not go out all the time.

PRONUNCIATION SKILL

Page 82

Apply A. Listen to the sentences. Draw a line (|) to show a pause after a sequence word or phrase. Then draw arrows showing rising or falling intonation above the sequence words and phrases and at the end of the statement. Compare your answers with a partner.

1. First of all, | it is important for us to discuss the trip.
2. Secondly, | we should talk about marketing feedback.
3. Then, | let's break into small groups to talk about the slogan.
4. Next, | we can discuss the minor details.
5. Finally, | I want to acknowledge all of your hard work.

Art

Listening

VOCABULARY ACTIVITIES

Page 86

A. Cross out the word or phrase in parentheses with a different meaning from the other two choices.

1. *busy*
2. hearing
3. happy
4. interested in
5. word
6. working
7. the pronunciation

Page 86

B. Write the target word, or form of the word, that works best with each of the phrases.

1. *depression*
2. depressing
3. vision
4. available
5. definition

Page 86

C. Work with a partner. Discuss the availability of the items or people listed. Say why each might be available or unavailable.

Answers will vary. Possible answers below.

1. *Various fruits and vegetables are available during the summer, based on their growing season.*
2. Hotel rooms in a popular vacation location might be unavailable, unless you book them early.
3. The latest smartphone might be available this month, but it could sell quickly.
4. An important politician might be unavailable most of the time because he/she has a busy schedule.
5. Cheap plane tickets might be unavailable during holidays or other busy seasons.

Page 87

D. Complete the sentences with the correct form of *depress*. Then work with a partner to ask and answer the questions

Answers will vary. Possible answers below.

Inside Listening and Speaking Intro Unit 8 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

1. What *depresses* you? Why?

Sad movies and books depress me. I don't like them.

2. What kind of weather is most depressing to you?

Rainy weather is most depressing to me because I am stuck inside.

3. When was the last economic depression in your country?

The last depression in my native country was a few years ago. We're still not over it yet.

4. What do you do to feel better if you're depressed?

I call a friend or go out with friends. That always makes me feel better.

Page 87

E. Read the example sentences for *vision*. Match each one to a definition(a-c). Then, ask and answer the questions with a partner.

1. c *My vision of a perfect weekend is one where I relax and hang out with friends.*

2. b *I think Abraham Lincoln had great vision for the United States.*

3. a *No, I have really bad vision. I always wear glasses or contacts.*

Page 87

F. Discuss the questions in small groups.

Answers will vary. Possible answers below.

1. *I think the definition of a good student is someone who studies hard, participates in class, and completes all their work on time.*

2. *I think hard work and being reliable define a good employee.*

3. *My definition of success is having a steady job that pays well.*

4. *My definition of kindness is someone who thinks about other people and willingly helps them.*

5. *Being willing to listen and offering help define a good friend for me.*

LISTEN FOR MAIN IDEAS

Page 88

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

1. *F* At 30 years old, complications from epilepsy left him blind.

2. *T*

3. *F* He has never seen his wife or son.

4. *T*

5. *T*

Page 89

Learn A. Go online to watch the first part of the video again. Read the notes and then read the summary. How are they different? Which one includes minor details? Discuss your answers with a partner

Answers will vary. Possible answers below.

Inside Listening and Speaking Intro Unit 8 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

They both share information about the video. The notes use lots of abbreviations and a shortened version of the information. The summary has more details and is written in complete sentences.

Page 89

Apply A. Go online to watch the second part of the video again. Read the two summaries. Which one is better? Why?

#2 is a better summary because it doesn't use as many words to share the same important information.

Page 89

Apply B. Go online to watch the rest of the video. Complete the summary for that section.

Answers will vary. Possible answers below.

People are starting to notice his art. He goes to museums and schools to teach his techniques for painting. His view of the future is very positive.

Speaking

VOCABULARY ACTIVITIES

Page 90

A. Use the target words, or forms of them, to complete the paragraph.

1. *display*
2. symbolizes
3. temporary
4. media

Page 90

B. Use the target words, or forms of them, to complete the sentences.

1. *media*
2. symbolize
3. display

Page 90

C. Complete the sentences with a target word and its collocation.

1. *powerful symbol*
2. temporary exhibit
3. on display
4. media attention

Inside Listening and Speaking Intro Unit 8 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 91

D. The word *media* describes television, newspapers, and radio as a means of communication. List different types of media within each category. Then compare answers with a partner. See if you can add any more.

Answers will vary. Possible answers below.

1. print media: *newspapers*, magazines
2. TV: news shows, talk shows, sitcoms
3. radio: news, talk radio, pop music

Page 91

E. Work with a partner. Use *symbol* or *symbolizes* to talk about the pictures. Can you think of any more symbols?

A heart is a symbol for love.

A dollar sign and tied-up bag symbolize money.

A knife and fork symbolize food or a restaurant.

A suitcase can symbolize travel.

The connected arrows form a symbol for recycling.

Page 91

F. Answer the questions and discuss them in small groups.

Answers will vary. Possible answers below.

1. *You might see a display of aggression between athletes at a sports event.*
2. I saw a fireworks display last summer at the lake. It was beautiful.
3. I am proud to display photos of my family in my office.

Page 91

G. Answer and discuss the questions in small groups.

Answers will vary. Possible answers below.

1. *Newspapers, I think.*
2. Gossip magazines talk about celebrities the most.
3. I think online media is the fastest and most convenient.

Page 91

H. Which of these things are temporary? Which are not? Compare your answers in small groups. Be prepared to explain your answer.

Answers will vary. Possible answers below.

A cold or the flu is temporary because they usually only last about a week.

A headache is temporary. It usually only lasts about a day.

A forest isn't temporary. As long as it isn't cut down, it will last for a very long time.

An ocean isn't temporary. It's permanent.

A rainy day is temporary. The sun will eventually come back out.

An art exhibit is often temporary, but some exhibits remain in museums for a long time.

Most songs are temporary, but some remain popular for a longer period of time.

LISTEN FOR MAIN IDEAS

Page 92

Think about the answer for each question. Then compare answers with a partner.

1. Yes, they do.
2. abstract art
3. No, they don't.
4. photography
5. Yes, they do.

SPEAKING SKILL

Page 93

Learn A. Look at the examples from the conversation. Which of the suggestions in the box on page 92 is each one an example of? Write the number next to the example.

1. #1
2. #1
3. #3
4. #3

Page 93

Apply A. Go online to listen to four different parts of the conversation. Which suggestions in the box are used in each one? List all that apply, and explain what the speaker does.

1. #1 The speaker responds and agrees with the previous speaker. He adds a suggestion.
2. #1, #2 The speaker interrupts and then hesitantly disagrees.
3. #1–#4 The speaker interrupts and agrees. Then she asks someone else's opinion. By asking for another's opinion, she shows she is not dominating the conversation.
4. #1 The speaker responds in agreement, and adds a suggestion.

PRONUNCIATION SKILL

Page 95

Apply A. With a partner, say the conversation in Learn, activity C. Stress the focus words to show the new information.

[The words in bold should have more stress.]

A: I thought the paintings were **beautiful**.

B: **Which** paintings? The ones in the new **museum**?

A: Yes, in the latest **exhibit**.

B: Is it still **running**?

END OF UNIT TASK

Page 95

Apply A. Go online to listen to the conversation. What is the main topic: a plan for an art class for children, college students, or adults?

The topic is to plan an art class for school children.

Page 95

Apply B. Listen again. Write a short summary of the conversation. Compare your summary with a partner. How similar are the summaries?

Answers will vary. Possible answers below.

They are going to start by visiting a museum with the children. Then they are going to use ideas from the visit to draw and paint with the children.

Earth Science

Listening

VOCABULARY ACTIVITIES

Page 98

A. Cross out the word or phrase with a different meaning from the other two choices.

1. *hear*
2. information
3. side
4. Fortunately

Page 98

B. Match the dictionary definitions on the left with the example sentences on the right.

appreciate

1. *c*
2. *a*
3. *b*

Page 98

C. Write 1, 2, or 3 depending on the meaning of *appreciate* in each sentence.

1. 3
2. 1
3. 2
4. 1
5. 3

Page 99

D. Use the target words, or forms of them, to complete the sentences.

1. *energy*
2. *appreciate*
3. *previous*
4. *unappreciated*
5. *previously*
6. *energetic*
7. *appreciation*

Page 99

E Discuss the questions with a partner.

Answers will vary. Possible answers below.

1. I am not an energetic person; I prefer to lie on the couch, watching TV.

Inside Listening and Speaking Intro Unit 9 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

2. I feel most energetic at night.
3. To boost my energy, I usually drink coffee.
4. In our home, we use electric and gas for energy.

Page 99

F. Discuss the questions with a partner. Use the word *previous* in your answer.

Answers will vary. Possible answers below.

1. *A job as a chef requires previous experience.*
2. I don't know the *previous* residents of our home; my family has lived here for many years.
3. My generation is different from *previous* generations in our knowledge of technology.
4. Athletes usually want to beat a *previous* record.

Page 100

G. Work with a partner. Discuss how each of the items can be divided into sections.

Answers will vary. Possible answers below.

In a library, there's a children's section and a reference section.

A newspaper: sports, entertainment, local, international, etc.

A restaurant: smoking, non-smoking, large parties

An orchestra: strings, percussion, brass, etc.

A map: states within a country are shown as different sections

Your country or city: downtown, suburbs, highly populated, unpopulated

This unit: listening and speaking sections

LISTEN FOR MAIN IDEAS

Page 100

Choose the correct answer to complete the statements from the video.

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

NOTE-TAKING SKILL

Page 101

Apply A. Watch the video again. Check (✓) the four key terms that are introduced. Compare your answers with a partner.

- the Earth's surface
- ✓ tectonic plates
- ✓ the plate boundary
- ✓ the Mid-Atlantic Ridge

Inside Listening and Speaking Intro Unit 9 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

- heat inside the Earth
- ✓ the Earth's core
- hot rock

Page 101

Apply B. Watch the video again. Make a note of what each of the four terms means. Which of the techniques from the box provided does the speaker use?

- tectonic plates—the sections the Earth's surface is divided into
- plate boundary—the place where two tectonic plates meet
- the Mid-Atlantic Ridge—Gap between the North American plate and the European plate
- the Earth's core—the heat inside the Earth

The speaker says important words more loudly and slowly.

The speaker repeats important words.

The speaker defines the words, using expressions such as: This is called ... /

This is known as ... / We call this ...

Page 101

Apply C. Define one of the terms. See if your partner can name it.

Answers will vary. Possible answers below.

A: *The Earth is divided into sections. What are they called?*

B: *Tectonic plates.*

A: *What is the place where two tectonic plates meet?*

B: *The plate boundary.*

A: *What is the gap between the North American and European plates called?*

B: *The Mid-Atlantic Ridge.*

A: *What is the center of the Earth called?*

B: *The core.*

Speaking

VOCABULARY ACTIVITIES

Page 102

A. Complete the sentences with the correct form of *predict* or *remove*.

- predicted*, predictions
- unpredictable, predict
- remove
- removable
- removal

Page 102

B. Choose the best definition for the word in bold in each sentence.

Inside Listening and Speaking Intro Unit 9 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

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

Page 103

C. Work with a partner. Say which of the factors on the left play a role in the life events on the right, and how.

Answers will vary. Possible answers below.

1. *The weather plays a role in planning a vacation because when you go on vacation you usually want good weather.*
2. Being able to speak English plays a role in choosing a career, getting a good job, and succeeding in school
3. Your study habits play a role in succeeding in school.
4. Money plays a role in choosing a career, planning a vacation, and determining where to live.
5. Your hobbies and interests play a role in choosing a career, planning a vacation, and determining where to live.
6. Your family plays a role in choosing a career, planning a vacation, determining where to live, getting a good job, and succeeding in school.

Page 103

D. To remove is to take something or someone away or off. Complete the sentences by using a word or expression from each box.

1. *When we enter the house, we always remove our shoes*
2. The doctor removed a piece of metal from my hand.
3. This detergent will remove food stains from your clothes.
4. The government voted to remove the senator from office.
5. Volunteers are working to remove trash from our public parks.

Page 103

E. Which of the following can you predict? How?

Answers will vary. Possible answers below.

You can predict the weather with satellites or by looking at the sky.

You can predict your exam results by looking at previous school work, or based on how much you studied.

You can try to predict what team will win a game by reviewing their previous games, but even with this information, it's hard to be accurate.

An earthquake can be predicted by scientists, using the correct equipment.

It may not seem possible to predict when prices will go up, but some people can make pretty good guesses based on certain data.

It is hard to predict what song or movie will be popular because it is hard to predict what people are going to like at any given time.

LISTEN FOR MAIN IDEAS

Page 104

Number the topics 1–5 in the order that they are discussed. Compare your answers with a partner.

1. The Ring of Fire
2. Tectonic plates
3. How volcanoes happen
4. The effects of a volcanic eruption
5. Predicting volcanoes

SPEAKING SKILL

Page 105

Apply A. Listen to the conversation again and circle the expressions in the box on page 104 that the students use to ask for clarification. Compare your answers with a partner.

- I didn't understand the part about ...
Do you mean ... ?
(I'm sorry.) I don't understand.
Could you please explain that again?
May I ask a question?

PRONUNCIATION SKILL

Page 106

Apply A. Go online to listen to the sentences. Draw lines showing pauses. Then draw arrows showing the appropriate intonation above the items.

1. The lower plate becomes hot, | the rock melts, | and the melted rock is pushed up to the Earth's surface.↗
2. Tectonic plates carry entire continents, extend far under the sea, and meet at the plate boundary.↗
3. Scientists try to predict earthquakes, volcanoes, and other forces of nature.↗

Page 107

Apply B. Listen to the words and numbers. Draw lines showing where the speaker pauses. Then draw arrows above the items showing the intonation that you hear for each part.

1. P-R-E | V-I | O-U-S ↗
2. E-A-R | T-H | Q-U-A | K-E ↗
3. S-E-C | T-I-O-N ↗
4. E-R-U-P | T-I-O-N ↗
5. 2 0 2 | 8 2 ↗

Inside Listening and Speaking Intro Unit 9 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

6. $\overline{111} | \overline{55} | \overline{289}$
7. $\overline{800} | \overline{296} | \overline{7431}$

Page 107

Apply C. Say the sentences in Apply, activity A. Use the correct intonation and pause where appropriate.

1. The lower plate becomes \overline{hot} , | the rock \overline{melts} , | and the melted rock is pushed up to the Earth's $\overline{surface}$.
2. Tectonic plates carry entire $\overline{continents}$, extend far under the \overline{sea} , and meet at the plate $\overline{boundary}$.
3. Scientists try to predict earthquakes, volcanoes, and other forces of \overline{nature} .

Page 107

Apply D. Work with a partner. Quiz each other on how to spell difficult words. Use appropriate rising and falling intonation and pausing.

Answers will vary. Possible answers below.

A: Spell continent

B: $\overline{C-O-N} | \overline{T-I-N} | \overline{E-N-T}$

A: Spell boundary.

B: $\overline{B-O-U} | \overline{N-D} | \overline{A-R-Y}$

A: Spell intonation.

B: $\overline{I-N} | \overline{T-O} | \overline{N-A} | \overline{T-I-O-N}$

Page 107

Apply E. With a partner, talk about what you do on a typical day or on the weekend. List at least three things or activities. Use appropriate rising and falling intonation and pausing.

Answers will vary. Possible answers below.

A: What do you do on Saturdays?

B: I clean the \overline{house} , | do my $\overline{laundry}$, | and \overline{study} . What do you do?

A: I make dinner for the week. I cook \overline{pasta} , | \overline{rice} , | and \overline{meat} .

A: What do you do on Fridays?

B: I work until $\overline{2:00}$, | pick up my daughter from \overline{school} , | and go home to make \overline{dinner} . What do you do?

A: I go out on Fridays. We go to \overline{dinner} , the \overline{movies} , and then finally \overline{home} .

A: What do you do on the weekends?

B: I go for a \overline{run} , work out at the \overline{gym} , and then play $\overline{basketball}$. How about you?

A: I sleep \overline{late} , eat a big $\overline{breakfast}$, and watch \overline{movies} .

Engineering

Listening

VOCABULARY ACTIVITIES

Page 110

A. Read the sentences. Circle the word or phrase in parentheses that has the same meaning as the underlined word in the sentence. Compare your answers with a partner.

1. *needs*
2. way of life
3. intellect

Page 110

B. Complete the Word Form Chart with the correct forms of the target words. One word can go in two categories.

Noun: *adult*, culture, intelligence, requirement

Verb: require, required

Adjective: cultural, intelligent, unintelligent, required

Adverb: culturally, intelligently

Page 110

C. Use the target words, or forms of them, to complete the paragraph.

1. *required*
2. adults
3. culture
4. intelligent
5. requirement

Page 111

D. Work with a partner. Discuss the requirements for each of these activities.

1. *The requirements to get a driver's license are to take classes, practice driving, and pass a test.*
2. The requirements to get a high school diploma are to take enough classes and pass them.
3. The requirement to get into college is to have high enough grades in high school. Entrance exams are often also required.
4. To borrow a book from the library, you are required to have a library card.
5. Taking money out of the bank or ATM requires that you have money in the bank, and have a bank card or identification.
6. The requirements to get a good grade in this class are to do all of the assignments, participate in class, and pass the exams.

Inside Listening and Speaking Intro Unit 10 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 111

E. Check (✓) which activities are typical for an adult to do. Consider which are not. Discuss your answers with a partner.

Answers will vary. Possible answers below.

- ✓ It's typical for an adult to drive a car.
- ✓ It's typical for an adult to rent an apartment.
- ✓ It can be typical for an adult to get married.
It's not always typical for an adult to go to school, but many do.
It's not typical for adults to play with toys.
- ✓ It's typical for adults to go shopping.
It's not typical for adults to live with their parents in my country, but it is typical in some countries.
- ✓ It can be typical for an adult to go to a park.

Page 111

F. Work with a partner. Discuss the questions.

Answers will vary. Possible answers below.

1. *Traditional cultures vary across my country, but some would say hot dogs and baseball are part of our traditional culture.*
2. The cultural center of my state is New York City. It has many museums, theaters, and concert halls.
3. My aunt is very cultured. She loves art and knows a lot about it. She actually works in a museum. She also loves music and goes to a lot of concerts.
4. I went to a jazz concert. I don't usually listen to jazz, but the music was very good and I enjoyed it.

Page 112

G. Rate these in order (1-8) according to how much intelligence you think is required. 1 = least, 8 = most. Discuss your answers in small groups.

Answers will vary. Possible answers below

- 6 designing a house
- 5 calculating change
- 8 speaking two languages
- 2 finding your way in a new place
- 3 using a smartphone
- 4 memorizing a list of words
- 1 posting on a social networking site
- 7 memorizing scientific information

LISTEN FOR MAIN IDEAS

Page 112

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

Inside Listening and Speaking Intro Unit 10 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

1. F - The maker movement is about making all different kinds of things, especially using technology.
2. T
3. T
4. F - Maker Faires are now held around the world.
5. F - Many different kinds of people are interested in the movement.

LISTENING SKILL

Page 113

Learn. Look at this example from the interview. Which two ideas support this main point?

- X People are building their own electronics at home.
People build their own furniture and so on.
- X For example, your neighbor might be building a robot in his garage.

Page 113

Apply A. Listen to the interview again. As you listen, write down a supporting idea or example for each point. Compare your answers with a partner.

1. *There's a tiny computer that only costs \$20.00.*
2. It has its own culture and philosophies.
3. [any combination of these answers] Robots of all shapes and sizes. Different kinds of electronics. Bicycles that generate electricity are very popular. Some things are very practical, but others are just for fun.
4. Yes, it's not just for adults. Parents and teachers see this as a great way to get kids interested in science and technology.
5. There are all kinds of other people doing this.

Speaking

VOCABULARY ACTIVITIES

Page 114

A. Use the target words, or forms of them, to complete the paragraph.

1. *job*
2. *designs*
3. *draft*
4. *job*
5. *attachments*
6. *attach*

Inside Listening and Speaking Intro Unit 10 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

Page 114

B. For each target vocabulary word, match the dictionary definitions on the left with the example sentences on the right.

design (noun, verb)

1. b
2. a
3. c

draft (noun)

1. c
2. a
3. b

Page 115

C. The words *design* and *draft* can both be used as nouns or verbs. Write *N* if the word is being used as a noun, and *V* if the word is being used as a verb.

1. N
2. V
3. N
4. N
5. V

Page 115

D. Choose words from the box to go with *job*. Write questions. Then work with a partner to ask and answer the questions.

Answers will vary. Possible answers below.

A: What is your ideal job?

B: My ideal job is working in medicine. I'd like to be a doctor or a nurse and help people.

A: What would make a job interesting to you?

B: An interesting job for me would be one where I could travel.

A: What is an example of an unpaid job?

B: An unpaid job is work you do around your home.

A: What is your dream job?

B: My dream job is working as a teacher with young children.

A: What do you think is a difficult job?

B: Mothers have a difficult job taking care of children.

A: Who do you know that has a well-paid job?

B: Professional athletes have well-paid jobs.

Inside Listening and Speaking Intro Unit 10 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

A: What might make you think a project is a big job?

B: Big jobs usually require more than one person to do them.

Page 115

E. Work with a partner. Look at the list provided. Which of these things has physical attachments? Which have emotional attachments? Describe the possible attachments.

Answers will vary. Possible answers below.

1. a computer: *A computer has physical attachments. For example, a printer could be attached to a computer.*
2. family members: Family members usually have emotional attachments.
3. your home: You can have an emotional attachment to your home.
4. an email message: An email message has a physical attachment if you attach a file or document to it.
5. your friends: You have emotional attachments to friends because you like them.
6. your favorite possession: You can have an emotional attachment to your favorite possession.
7. a bulletin board: A bulletin board would have physical attachments, for example, notes and drawings.

Page 116

F. Ask and answer the questions with a partner.

Answers will vary. Possible answers below.

1. fashion designer: *A fashion designer designs clothes.*
landscape designer: A landscape designer designs gardens and yards.
software designer: A software designer designs software.
graphic designer: A graphic designer designs things like signs, notices, and advertising. They often use computers in their work.
interior designer: An interior designer plans out and decorates the inside of a home or other buildings.
jewelry designer: A jewelry designer designs various types of jewelry.
2. My new smart phone is designed well. It has a lot of features and it's easy to use.
3. One of the buildings on my campus is poorly designed. It's hard to find your way around inside the building. It doesn't get a lot of light, so all the classrooms are dark. It's not very nice to have classes in. I'd add more lighting.
4. I would like to be a costume designer because it would be fun and exciting to design costumes for different stories and time periods.

LISTEN FOR MAIN IDEAS

Page 116

Listen to the interview and answer the questions.

1. It's useful. AND/OR She can use it to power her computer.
2. She didn't have a lot of money for materials.
3. She went to a bicycle shop and a car repair shop. They gave her some parts.

Inside Listening and Speaking Intro Unit 10 Answer Key

INSIDE LISTENING AND SPEAKING INTRO

4. About a month. OR About four weeks.
5. Yes — absolutely.

SPEAKING SKILL

Page 117

Apply A. Listen to the audio again. Circle the sequence expressions that you hear in the chart.

First,
Then,
After that,
In the end,

Page 117

Apply B. Working with the same partner, retell Adriana's process of making the bicycle generator. Use correct sequence words.

First, she found plans for generators, and chose a simple one. Then she had her dad look at the design. After that, she started looking for materials. She got parts from a bicycle shop and an auto repair shop. Next, she put all the parts together. In the end, it worked.

Page 117

Apply C. Look at the example process with your partner. Put the steps in the correct order. Then add sequence words. Practice describing the process with the sequence words.

Answers will vary. Possible answers below.

- 5 Finally, sit down and enjoy your coffee.
- 4 Then, add sugar and/or milk. Stir it again.
- 3 After that, pour the water over the coffee and stir it.
- 2 Next, add coffee to a cup.
- 1 To begin, heat some water.

PRONUNCIATION SKILL

Page 118

Apply A. Go online to listen to the sentences. Fill in the original form of the reduction that you hear.

1. *wants to*
2. Give me
3. going to
4. don't know
5. want to, have to
6. Let me
7. has to

Page 119

Apply B. Say the sentences in Apply, activity A with the correct reduced form.

1. He wansta sell his new invention.
2. Gimme your opinion about this design.
3. Who's gonna go to the Maker Faire this year?
4. I dunno how to make that, but I'll try.
5. We don't wanna, but we hafta stop working on our project.
6. Lemme know when you want to go.
7. She hasta buy that special tool online.

Page 119

Apply C. With a partner, talk about a do-it-yourself project that you want to do. Use the reduced question forms in the box and the reductions from the charts on page 118.

Answers will vary. Possible answers below.

A: *Whaddaya wanna make?*

B: *I wanna make bookshelves for my bedroom.*

A: *Whaddaya hafta buy first?*

B: *I hafta get some wood, nails, and paint.*

A: *Whendaya wanna do this?*

B: *I dunno, but probably during spring break.*

A: *Whodija ask to help you?*

B: *My dad's gonna help me because he's done it before.*

A: *Whaddaya gonna make?*

B: *I hafta make curtains for my new apartment.*

A: *Wheredaya get the fabric?*

B: *I'm gonna get the fabric at the second-hand store.*

A: *Howdija learn how to sew?*

B: *I don't know how to sew, but I wanna take a class.*

A: *Whodija ask to help you?*

B: *Lemme see. My mom's gonna help.*