

REFLECT

READING & WRITING

ANSWER KEY

UNIT 1 ANSWER KEY

CONNECT TO THE TOPIC (p. 3)

1. *Answers will vary. Possible answer:*
Ron Finley is teaching urban communities to grow their own food so that they can be self-sufficient and have healthier communities.
2. *Answers will vary.*

WATCH

A (p. 4)
c

- B** (p. 4)
1. A bakery might c. provide training in job skills.
An orchestra might a. bring people in the community together.
An environmental company might b. help homeowners to reduce costs.
 2. Akram started a garden to encourage healthy eating in cities.
June started a cafe to provide jobs for people with disabilities.
John started a home-care company to bring young and old people together.
 3. *Answers will vary. Possible answers:* To establish a social enterprise you need creativity, not a lot of money but access to some resources, an idea that you care enough about to lead you to take action, and the ability to work with people and get people to help your cause.

PREPARE TO READ

- A** (p. 5)
1. pursue; 2. preservation; 3. ethical;
 4. collaboration; 5. lucrative; 6. revitalize; 7. initiative;
 8. entrepreneur; 9. prosperity; 10. facilitate

READ

- A** (p. 6)
- Answers will vary. Possible answers:*
1. Zita Cobb probably wants to bring more opportunity to local people by bringing more businesses and/or more tourists to the island.
She has built art studios, so she probably wants to support local culture as well.
 2. Initiatives to help support local people/artists/businesses could benefit Fogo Island.

B (p. 10)
1. a 2. b

C (p. 10)
1. c; 2. a; 3. b; 4. a; 5. c; 6. a; 7. b; 8. c; 9. b; 10. c

PREPARE TO READ

A (p. 12)
1. launch; 2. minority; 3. indigenous; 4. sustainable;
5. literacy; 6. demographic; 7. role model;
8. funding; 9. naive; 10. maximize

READ

A (p. 13)
Answers will vary. Possible answers:

1. They all have businesses with a social mission.
2. *Answers will vary but should be in response to the subheads/advice in the reading.*

B (p. 17)
Answers will vary.

Social entrepreneur(s)	Cause	Product
Tony Weaver, Jr.	Positive images of minorities	Comics
Blanche Murray	Maori-owned business and culture	Honey
Jake & Caroline Danehy	The ocean	(Beach) Clothing
Vaishali Umrikar	Literacy and jobs for women	Bags
Ben Conard	Workers' conditions	Chocolate

- C** (p. 17)
1. a. BM b. TW c. BC d. VU e. J&CD
 2. *Answers will vary. Possible answers:* minority groups, social issues
 3. *Answers will vary. Possible answers:* family/ history, traditions/culture
 4. *Answers will vary. Possible answer:* reach its market

5. *Answer will vary. Possible answer:* her vision got their attention
6. *Answer will vary. Possible answer:* never quit/kept learning

WRITE

A (pp. 18–19)

Thesis statement: In establishing Meliora, these social entrepreneurs have developed a line of products that are safe for both people and the planet.

Topic sentence of paragraph 2: Meliora started because Kate, an environmental engineering student, became interested in the ingredients used in cleaning products.

Topic sentence of paragraph 3: The name *Meliora* means “better” in Latin, and Kate and Mike are proud of the ingredients they use.

Topic sentence of paragraph 4: Since launching Meliora, Kate and Mike have gained a number of certifications for their products.

B (p. 20)

Answers will vary.

Title: Keeping the World Clean and Safe

Introduction

Background: Chicago-based Kate Jakubas and her husband Mike Mayer asked: When you pick up a product to clean your kitchen or wash your clothes, do you ever think about what that product is made of? Are you worried about how that product might affect your health or the health of the environment?

Thesis statement: In establishing Meliora, these social entrepreneurs have developed a line of products that are safe for both people and the planet.

First body paragraph

Topic sentence: Meliora started because Kate, an environmental engineering student, became interested in the ingredients used in cleaning products.

Supporting ideas/Details: ingredients were not listed on packaging, some ingredients were not safe

Second body paragraph

Topic sentence: The name *Meliora* means “better” in Latin, and Kate and Mike are proud of the ingredients they use.

Supporting ideas/Details: their products contain either coconut or sunflower oil, they are free of plastics, dyes, and artificial fragrances, ingredients come from local providers

Third body paragraph

Topic sentence: Since launching Meliora, Kate and Mike have gained a number of certifications for their products.

Supporting ideas/Details: Certified B, MADE SAFE, grade of A from Environmental Working Group, Leaping Bunny

Conclusion

Final thought: Providing a better way to keep our homes clean and so much more, Kate Jakubas and Mike Mayer are true social entrepreneurs.

D (p. 21)

1. have developed; 2. started, became; 3. had, thought, decided; 4. have gained; 5. have chosen, have created

E (p. 22)

1. bought, thought, tasted; 2. was studying, took, had never learned; 3. wanted, has researched; 4. has wanted, hired; 5. came, was working, quit, opened; 6. Did, finish, submitted/Have, finished, submitted; 7. did not answer/didn't answer, had not read/hadn't read; 8. had, have not done/haven't done

F (p. 22)

The idea for my business started when I was traveling in Thailand. Before I went to Thailand, ¹~~I've~~ **I'd/I had** never thought about having a business. I wanted to be a teacher. But then I ²~~have traveled~~ **traveled** in northern Thailand, and I saw so many beautiful items made by local craftspeople in small villages. I knew that people in my country would love them! So first, I ³~~have talked~~ **talked** to some community leaders. Then I thought about ways to run a company that would help local people. I ⁴~~wasn't wanting~~ **didn't want/did not want** to simply make money. It was important to help others, too. Finally, I ⁵~~was coming~~ **came** home and started a crowdfunding campaign.

REFLECT

B (p. 25)

Noun: collaboration, entrepreneur, funding, initiative, literacy, minority, preservation, prosperity, role model

Verb: facilitate, launch, maximize, pursue, revitalize

Adjective: demographic, ethical, indigenous, lucrative, naive, sustainable

UNIT 2 ANSWER KEY

CONNECT TO THE TOPIC (p. 27)

1. *Answers will vary. Possible answers:*

Challenges of the job include working at night, working in difficult weather conditions and with rough water, safety issues (falling off the boat, getting caught in equipment, etc.).

2. *Answers will vary.*

WATCH

A (p. 28)

4 The central nervous system is prevented from slowing down.

5 The coffee drinker feels less tired and more alert.

1 Someone drinks a cup of coffee.

3 The caffeine attaches itself to adenosine receptors in the brain.

2 A compound called caffeine enters the body.

B (p. 28)

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

PREPARE TO READ

A (p. 29)

1. uncover; 2. Repetitive; 3. consumption;
4. stimulates; 5. contradicts; 6. genetics;
7. adverse; 8. exhibited; 9. acknowledged;
10. deprived

READ

A (p. 30)

For most healthy people, it's probably fine to drink a limited amount of coffee.

B (p. 33)

True statements:

Some recent research contradicts earlier findings.

More research into the effects of coffee on the body is needed.

C (p. 34)

1. was invented in 1820.

2. they work harder than in the past.

3. always causes high blood pressure.

4. diabetes.

5. drinking decaffeinated coffee does not have the same benefits as regular coffee.

6. we can safely drink as much coffee as we want.

D (p. 34)

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

PREPARE TO READ

A (p. 36)

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

10. b

READ

B (p. 40)

1. d; 2. a

C (p. 40)

1. c; 2. b; 3. a

WRITE

C (p. 44)

Answers will vary.

1. To investigate the effect of a sleepless night on the memory, cognitive functioning, and reaction times of university students

2. 57

3. NI

4. NI

5. NI

6. Sleep a full night or not sleep well, take cognitive tests

7. NI

8. Fewer differences between groups than anticipated

9. Suggests occasional all-nighters have minimal effects on cognitive ability

10. NI

D (p. 45)

1. explains; 2. suggests; 3. point out; 4. warns

E (p. 46)

Answers will vary as verb meanings can change depending on context. Use the suggested answers as a starting point for a discussion on different examples and variations.

Stronger—argue, conclude, insist

Neutral—add, explain, point out, say, state

Softer—propose, suggest

F (p. 46)

Answers will vary.

1. Anderson and May conclude that online white noise is helpful for people in cities who are suffering from insomnia.
2. Nguyen argues that people under 18 should not drink energy drinks.
3. Dunn, Collins, and Wilson suggest that schools could have classes to teach high school students the importance of avoiding technology late at night.
4. According to McDonald, melatonin pills work for people with jet lag by convincing the body to stay awake and fall asleep at appropriate times.
5. Molina and Chen add that people's sleep is often interrupted by text messages and emails.

G (p. 47)

If you are trying to limit the amount of coffee you drink before bed, there are other warm drinks you might enjoy. One of the best drinks

in the evening is chamomile tea. As Ivanova explains, ¹"This tea is made of dried chamomile flowers and has several health benefits." Scott (2020) ~~2suggested~~ **suggests** that chamomile is beneficial for stomach problems, a view supported by Watson (2020). According to Jenkins, ³~~she concludes~~ that chamomile is the best tea for people with insomnia. However, Wang (2021) ⁴~~is warning~~ **warns** that chamomile should not be consumed by people who have allergies to plants.

REFLECT**B (p. 49)**

Noun: ailment, consumption, deficiency, disturbance, genetics, impediment

Verb: acknowledge, contradict, exhibit, filter out, interfere with, mitigate, stimulate, suppress, uncover

Adjective: adverse, aligned, chronic, deprived, repetitive

UNIT 3 ANSWER KEY

CONNECT TO THE TOPIC (p. 51)

1. *Answers will vary. Possible answer:*
For these acrobats to work so well together, they need hours of training together and a lot of trust in each other.
2. *Answers will vary.*

WATCH

A (p. 52)

1. tallest; 2. 18; 3. a. 20; b. tape, string; c. scissors; d. marshmallow

B (p. 52)

Answers will vary. Possible answer:
People can learn how to collaborate/work together, how to communicate, and how to be creative.

PREPARE TO READ

A (p. 53)

1. reluctant; 2. unity; 3. comprehensive; 4. outcome; 5. insight/insights; 6. friction; 7. elite; 8. discriminate; 9. skeptical; 10. competence

READ

A (p. 54)

1. *Answers will vary. Possible answers:* Predictions might include the following: (a) goals = winning games; (b) challenges = financial matters, health concerns, the ability to work well as a team
2. *Answers will vary.*

B (p. 57)

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

C (p. 58)

Sieng Sokchan started playing wheelchair basketball as a young girl, after she was injured in a ¹ear **shooting** accident. When she first learned to play basketball, she ²~~hated~~ **loved** the game. Sieng agreed to establish a team especially for women with disabilities. She called her team the Battambang Roses, after the town where she lived. Sieng found it difficult to attract players since many women were dealing with poverty and a lack of medical resources. However, she promised them friendship and ³financial **emotional**

support, and the team came together. The team members ⁴~~never~~ **sometimes** had disagreements or experienced jealousy of each other. They learned to work together well, and after a ⁵short **comprehensive** training program, they started to play against other teams. Eventually, Sieng was asked to lead the Cambodian national team in a competition in ⁶Japan **Jakarta, Indonesia**. Seven members of the national team were from Sieng's own team in Battambang. At the competition, they played against ⁷weaker **elite** teams, such as China and Thailand, and finished in ⁸first **last** place. Sieng is proud of her team, as they have shown the power of women with disabilities.

D (p. 59)

Answers will vary. Possible answers:

1. The author wanted to present an inspiring, heartwarming story of success. The author might have wanted the reader to feel motivated, and/or to feel respect and admiration for the team. The author might also have wanted to raise awareness of people with disabilities in sports.
2. (a) There might have been more emphasis on the history of sports for people with disabilities, including other examples of similar teams; (b) there might have been more emphasis on the physical and emotional benefits of this kind of activity, and some information about the costs of running these programs.

E (p. 59)

Answers will vary. Possible answers:

Text	Purpose	Audience
A 350-page history of Real Madrid soccer team	to entertain readers	soccer fans, fans of Real Madrid, residents of Madrid
An advertisement for a workshop on team-building skills	to sell a service	companies, employees, anyone willing to pay for such training

A blog post about how to deal with difficult colleagues	to give advice; to raise the personal profile of the writer	anyone in a workplace situation, human resources professionals
An essay written by a student in a psychology course	to demonstrate knowledge and the ability to respond critically to a topic	the student's instructor
A journal article sharing research about teams	to further knowledge in a specific academic field; to enhance the writer's career	academics: fellow researchers and students

PREPARE TO READ

A (p. 60)

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

READ

A (p. 61)

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

B (p. 64)

Answers will vary. Possible answers:

- Andrew Brennen was concerned about student input in education. One specific goal chosen by his team was to increase funding for textbooks/ to help select the school superintendent/ to help provide financial aid to students from low-income backgrounds.
- The goal of the Akashinga is to protect animals from poachers. Membership of the team gives women income and self-respect.
- The situation with the Thai boys was desperate because the cave was flooded. After the rescue, the divers said that they were not heroes.

4. Mountain climbers need to trust each other because their lives depend on each other. If a climber makes a mistake, someone could die.

C (p. 64)

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

WRITE

A (p. 66)

- First, think about why you are doing the group project.
- Next, look at some things you and your group can do at the beginning of the group project.
- Finally, think about ways to solve any problems between team members in the early stages.

B (p. 68)

Introduction

Background: Almost all students will have to do a group project; many students dislike group work. Thesis statement: However, with an understanding of how groups function and strategies for making the most of group work, it is possible for even the most reluctant students to both enjoy and benefit from group projects.

First body paragraph

Topic sentence: First, think about why you are doing the group project.
Supporting ideas/Details: Careers in business, health care, and education require group work; interpersonal skills and team loyalty are fundamental to success at work.

Second body paragraph

Topic sentence: Next, look at some things you and your group can do at the beginning of the group project.
Supporting ideas/Details: A strong start is helpful; get to know group members; share ideas and plan next steps; exchange contact information; decide how to communicate and get work done; decide who will do what.

Third body paragraph

Topic sentence: Finally, think about ways to solve any problems between team members in the early stages.

Supporting ideas/Details: Identify the positive and negative roles people may play within the group and make a plan for how to deal with them; if the group isn't certain about the work or the work is unequal, talk about the problem right away.

Conclusion

Final thought: Keep these tips in mind, keep a positive attitude, and you may even learn to love group projects.

C (p. 69)

Answers will vary. Possible answers:

1. In referring to the difficulties Sieng Sokchan faced in helping her team to reach a high standard in basketball, she points out that they had to work harder than normal in order to overcome their challenges.
2. Sieng Sokchan explains that mutual trust and belief in every team member were crucial; however, she recognizes that there was a lot of love among team members.
3. According to Andrew Brennen, the problem was that students spent many hours per week in education, but they were not consulted about what was needed in the classroom.
4. Richard Harris was pessimistic at the team's chance of success; he thought the boys had no chance of survival.

E (p. 70)

Answers will vary. Possible answers:

1. It might be a good idea to/You could invite the person for coffee.
2. You may/might want to hear the other person's side of the story.
3. You may/might want to avoid blaming the other person for the problem.
4. It can be helpful to recognize the other person's talents and strengths.

5. It might be a good idea to tell your boss./You might want to tell your boss.
6. It can be helpful to remember the goal of the team.

F (p. 71)

Answers will vary. Possible answers:

Dear Valeria,

It was great to meet you at the welcome reception last week! Thank you for your email asking for suggestions on team projects. It's a good question! Here are a few tips. First of all, ¹~~you'd better know~~ **it's helpful to know** exactly what you are expected to do. ²~~You ought to~~ **It might be a good idea to** meet your team members for coffee at the beginning of the project. This can help you to learn about each other's strengths and weaknesses, and to plan the project. ³~~You've got to~~ **It can be helpful to** set a schedule; for example, you can decide what you want to accomplish each week. It might be a good idea to show this schedule to your professor to make sure you're on the right track. It can be helpful to ⁴~~remembering~~ **remember** that everyone brings their own personality to the team. Some people are very focused, while others are more casual in their approach. Try to deal with personality problems before they get out of hand. Finally, it's a good idea to remember that team projects in college are great practice for the working world. Don't worry—you'll be fine!

Good luck,
Beth

REFLECT

B (p. 73)

Noun: aid, campaign, competence, conservation, friction, inclusion, input, insight, judgment, outcome, unity

Verb: combat, discriminate, empower

Adjective: comprehensive, desperate, elite, fundamental, reluctant, skeptical

UNIT 4 ANSWER KEY

CONNECT TO THE TOPIC (p. 75)

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

WATCH

A (p. 76)

a

B (p. 76)

1. heat; 2. night, day; 3. outside; 4. chimneys

PREPARE TO READ

A (p. 77)

1. stable; 2. horizontal, vertical; 3. precaution;
4. distributed; 5. diagonal; 6. innovative;
7. reinforce; 8. ensure; 9. foundation

READ

A (p. 78)

1. *Answers will vary.*
2. Considerations might include protection from fires, earthquakes, and strong winds, as well as the overall stability of the structure.

B (p. 81)

1. c
2. a. MI; b. D; c. D; d. D; e. MI; f. MI

C (p. 81)

1. The foundation of a skyscraper can extend up to 60 meters under the ground.
2. When building a skyscraper, the vertical beams are installed first.
3. The Shanghai Tower can accommodate 16,000 people every day.
4. It was safer to mix the concrete for the Burj Khalifa during the night.
5. Cities near the Pacific Ocean are more likely to experience seismic activity.
6. Skyscrapers sway in the wind; this is not dangerous for the people inside.
7. Buildings that are narrower at the top experience fewer negative effects from the wind.
8. The Jeddah Tower will be over 1 kilometer high.

D (pp. 82–83)

1. N; 2. Y; 3. N; 4. N; 5. Y; 6. Y

PREPARE TO READ

A (p. 84)

1. civil engineer; 2. state-of-the-art; 3. dispose of;
4. machinery; 5. surpass; 6. incorporated;
7. address; 8. catastrophic; 9. assembling;
10. Complications

READ

A (p. 85)

Answers will vary. The correct prediction is a tunnel.

B (p. 88)

1. The idea to build a tunnel under the English Channel has a long history.
2. Engineers decided to build three tunnels.
3. Special tunnel-boring machines were developed.
4. Complications arose when leaks appeared in the tunnel walls.
5. Philippe Cozette and Graham Fagg met in the middle.
6. Twelve workers lost their lives during the construction of the tunnel.
7. The tunnel was opened in 1994.

C (p. 88)

1. T; 2. T; 3. F; 4. F; 5. T; 6. NG; 7. NG; 8. F

D (p. 88)

1. There are two ways to access the tunnel: the Shakespeare Cliff Access in England and the Sangatte Shaft Access in France.
2. The meeting point is slightly closer to the French side of the tunnel.
3. There was an oil and gas tunnel planned as well. It would begin in France and end about three-quarters of the way under the tunnel to England.

WRITE

A (pp. 90–91)

Possible answers: (a) The water in San Francisco Bay is deep and muddy. (b) The Bay has high winds, strong currents, and dense fog. (c) California is at risk of seismic activity.

B (p. 91)

1. In 1917; 2. First; 3. Finally; 4. Throughout the process; 5. Since that day

C (p. 92)

Title: The "Impossible Bridge": Building the Golden Gate Bridge

Introduction

Background: movies filmed there, people married there, millions of photos taken; one of the Wonders of the Modern World by American Society of Civil Engineers; one of the best-known bridges in the world

Thesis statement: This world-famous bridge, once called the "impossible bridge," was a miracle of engineering when it was built in the 1930s.

First body paragraph

Topic sentence: Building a bridge across the San Francisco Bay was not an easy task.

Supporting ideas/Details: deep, muddy water; high winds, strong currents, dense fog; risk of seismic activity

Second body paragraph

Topic sentence: In 1917, however, engineer Joseph Strauss made plans for a bridge and assured city officials that he could build it within budget.

Supporting ideas/Details: Steps in construction: concrete blocks sunk into the earth; towers built to carry the weight of the bridge; cables installed; steel posts suspended from these; road installed; bridge painted

Third body paragraph

Topic sentence: Throughout the process, several safety measures were put in place.

Supporting ideas/Details: hard hats, safety nets. Despite these, 10 workers were killed.

Conclusion

Final thought: The bridge remains a famous symbol and a sign of hope for newcomers to California.

D (p. 93)

Information that tells the history or background of the project

- the Aswan Dam in Egypt is the world's largest dam
- designed to control flooding of Nile River and to provide energy

- completed on July 21, 1970 after 11 years of construction
- many attempts have been made to build a dam across the Nile
- unsuccessful attempt in 11th century
- another completed in 1902 but didn't control flooding

Time expressions and prepositional phrases of time

- After 11 years of construction; on July 21, 1970; First; in the 11th century; Later; in 1902; Today

The passive voice to emphasize what's important in a sentence

- was designed; was completed; was completed

E (p. 93)

Answers will vary. The object is more important than the subject, which, in both cases, is unspecified and does not need to be mentioned.

F (p. 94)

Answers will vary. Possible answers:

1. the construction site was chosen by engineers.;
2. money was raised.;
3. the design of the building was selected by architects.;
4. the foundation was dug.;
5. safety measures were implemented.;
6. a steel framework was constructed.;
7. the outside walls were installed.;
8. the elevators were put in place.;
9. the walls were painted by the design team.;
10. the apartments were sold.

G (p. 95)

Fort Knox is located in Kentucky in the United States. It is a storage facility for gold and other valuable items that belong to the U.S. government. Fort Knox was constructed in the 1930s and is one of the most secure buildings on Earth. It ~~is build~~ **was built** with concrete, steel, and granite. Because the building was designed to store precious items, an extensive network of alarms and video cameras ~~was installing~~ **was installed**. The doors are 21 inches thick and made of fire-resistant metals. Today, the building ~~is surround~~ **is surrounded** by electric fences and is heavily guarded. If you travel to the United States on vacation, don't try to visit Fort Knox: Tourists ~~not allowed~~ **are not allowed** to enter the building.

REFLECT

B (p. 97)

Noun: civil engineer, complication, foundation, machinery, precaution

Verb: address, assemble, dispose of, distribute, ensure, incorporate, reinforce, surpass

Adjective: catastrophic, diagonal, horizontal, innovative, stable, state-of-the-art, vertical

UNIT 5 ANSWER KEY

CONNECT TO THE TOPIC (p. 99)

1. Art like this would probably have a positive impact on the neighborhood it's in. The colors are bright, the circles are fun, and Theresa looks powerful.
2. *Answers will vary.*

WATCH

A (p. 100)

Answers will vary. Possible answers:

1. The purpose of a map is to find out where a place is, or how to get there.
2. *Counter mapping* probably means to make a map in a different way; to make a map that shows something other than traditional map features such as location.
3. Jim Enote's maps are not designed to give directions; they are not flat and featureless; they are not drawn to scale; they are more like paintings, with color and landscapes; they tell stories about the Zuni people and land.

B (p. 100)

1. map making
2. relevance to the Zuni people
3. start talking about their cultural history
4. recognize the places and stories shown

PREPARE TO READ

A (p. 101)

1. random; 2. compiled; 3. parallel; 4. the latter;
5. classified; 6. extinct; 7. archaeology;
8. speculate; 9. distorted; 10. consensus

READ

A (p. 102)

Answers will vary. Students will likely not know the correct answers, so any guess is commendable.

1. The paintings were made 17,000 years ago.
2. There are theories about why they were painted, but no one knows for sure.

B (p. 105)

Answers will vary. Possible answers:

1. 6,000; 2. animals; 3. hard to reach; 4. for use in ceremonies/to give hunters strength/to symbolize tribes or social groups/to tell stories of earlier hunts; 5. abstract

C (p. 106)

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

D (p. 106)

1. O, Archaeologists believe that these paintings were created 17,000 years ago by seminomadic tribespeople.
2. F, Today, Lascaux is one of over 400 known "decorated caves" in Europe, and similar caves have been found on every continent except Antarctica.
3. F, There is only one human among the 6,000 paintings at Lascaux.
4. O, While most of the research into early cave painting has focused on the pictures of animals, the most interesting studies in recent years have been related to the nonanimal shapes.
5. O, Another theory is that the different animals and abstract shapes were symbols of specific tribes or social groups.

E (p. 107)

Answers will vary. Possible answers:

Theory	Evidence needed
The cave painters did not actually live in caves.	The archaeological discovery of another form of dwelling; the discovery of paintings showing people of this era living in another form of housing
The cave painters traveled long distances every year.	The discovery of means of transport; the discovery of identical paintings a long distance apart
The cave painters' survival depended on successful hunting.	The discovery of animal bones as opposed to evidence of farming or any farming tools; the continued discovery of art featuring animals and not crops
The written symbols of the cave painters originated in Africa.	The discovery of identical cave symbols in Africa, able to be dated to an earlier date than those found in Europe

PREPARE TO READ

A (p. 108)

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

READ

B (p. 112)

1. c; 2. a

C (p. 113)

1. **a.** *Yellow Lines Flower Painter*; **b.** *Season's Greetings*; **c.** *Very Little Helps*
2. **a.** raise awareness; **b.** their spirit to survive; **c.** gray area; **d.** removed, arrested
3. **a.** Banksy; **b.** Shepard Fairey; **c.** Ben Eine

D (p. 113)

1. Yes; 2. No; 3. No; 4. Yes; 5. Yes

WRITE

B (p. 115)

Title: Review of *The Boat* by Ted Harrison

Introduction

Background: Harrison's birthplace, DOB and DOD, places he lived, general art style

Thesis statement: *The Boat*, painted in 1986, is a classic example of his work.

First body paragraph: Description

Topic sentence: *The Boat* is a simple and colorful painting.

Supporting ideas/Details: simple subject matter (three people and a boat); bright colors

Second body paragraph: Analysis

Topic sentence: This painting is appealing in that it is bright and simplistic.

Supporting ideas/Details: his background; preference for painting everyday scenes; people's reaction to his paintings

Third body paragraph: Analysis

Topic sentence: Still, not all of Harrison's paintings express positive emotions.

Supporting ideas/Details: appearance of people in painting; isolation; presence of birds and speculation on meaning

Conclusion

Concluding opinion: Harrison's work clearly shows incredible artistic talent and a unique approach to painting.

Final thought: Harrison's paintings provide insight into the landscape and lifestyle in this part of the world.

D (p. 117)

Answers will vary. Possible answers:

1. *This* refers to the lack of paintings of trees, flowers, and other plants in the previous sentence.
2. *This* refers to the repetition of signs in the previous sentence.
3. *This* refers to Harrison's use of bright colors.

E (p. 118)

1. Over 100 million copies of *The Little Prince* have been sold. **This** makes it one of the best-selling books of all time.
2. Artist Paul Gauguin moved to the island of Tahiti in 1891. **This** marked a turning point in his career.
3. Leonardo da Vinci's *Mona Lisa* is one of the most famous women in the world—but who was she? **This** is the big question.
4. I saw a message that said any concert tickets not sold by Friday will be reduced to half price. **This** is a huge bargain!
5. I heard the cleaners removed another painting from the wall of the railway station yesterday. **This** is such a waste of time!

F (p. 118)

1. It; 2. this; 3. This; 4. It; 5. It; 6. This

G (p. 118)

What is the blackest paint in the world? In 2014, Surrey NanoSystems developed a very deep shade of black, called Vantablack, for use

by aerospace engineers. This new shade caught the attention of artists. One of them was Anish Kapoor, a sculptor known for creating giant objects in public places. Kapoor signed a contract with Surrey NanoSystems, giving him the exclusive rights to use Vantablack. ¹~~It~~ **This** angered other artists, who also wanted to use Vantablack. One of them was painter Stuart Semple, who had created his own pink color. Semple decided to sell his pink paint on his website, with a message saying that anyone connected to Kapoor could not buy ²~~this~~ **it**. ³~~It~~ **This** caused a huge reaction, and Semple sold 5,000 jars of pink paint. But ⁴~~it~~ **this** was not the end of the story. Semple also decided to create his own very dark black. Working with chemists, he created Black 1.0. He sent 1,000 samples to artists around the world and received positive feedback. ⁵~~It~~ **This** was encouraging to Semple, who moved on to Black 2.0 and Black 3.0, widely considered to be darker than Vantablack. Semple's Black 3.0 is available online to artists all over the world—but not to Anish Kapoor.

REFLECT

B (p. 121)

Noun: acceptance, archaeology, consensus, consumerism, interpretation, the latter, policy, reproduction, vandalism

Verb: classify, compile, presume, speculate

Adjective: affluent, distorted, extinct, parallel, prominent, random

Adverb & Other: inevitably

UNIT 6 ANSWER KEY

CONNECT TO THE TOPIC (p. 123)

1. These students probably find it interesting to visit an abandoned place, and perhaps a little dangerous and exciting as well.
2. *Answers will vary.*

WATCH

A (p. 124)

Answers will vary. Possible answers: remote, isolated, bleak, cold, harsh, lonely

B (p. 124)

1. Russian; 2. middle; 3. coal; 4. best; 5. 1998

PREPARE TO READ

A (p. 125)

1. hazards; 2. vegetation; 3. uninhabited;
4. prosperous; 5. decline; 6. setbacks; 7. harsh;
8. commodity; 9. diagnose; 10. sanctuary

READ

A (p. 127)

1. The places on the map are as follows:
1. North Brother Island, USA; 2. Spinalonga, Greece; 3. Houtouwan, China; 4. Cossack, Australia; 5. Grytviken, South Georgia; 6. Kolmanskop, Namibia; 7. Dallol, Ethiopia
2. *Answers will vary.*

B (p. 129)

1. **a.** Cossack, Australia; **b.** Kolmanskop, Namibia; **c.** Dallol, Ethiopia; **d.** Spinalonga, Greece; **e.** North Brother Island, USA; **f.** Houtouwan, China; **g.** Grytviken, South Georgia
2. b

C (p. 130)

Answers will vary. Possible answers:

Place	Location/ description	Use/economic activity	Reason for decline	What is it like today?
Houtouwan	China; prosperous coastal village	Fishing	Small harbor	Covered with vegetation; visited by tourists
Kolmanskop	Namibian desert	Diamond mining	Depletion of diamonds; discovery of richer fields	Being lost to the desert
North Brother Island	New York, USA	Home for people with illnesses, soldiers, and young criminals	No longer any use for it	Bird sanctuary; forbidden to visit
Grytviken	South Georgia, busy/lively	Whaling	Depletion of whales; discovery of new sources of oil	Home to seals and penguins; visited by cruise ship tourists
Cossack	Western Australia	Pearl industry	Depletion of pearls	Maintained as a tourist attraction
Dallol	Ethiopia; hot, remote	Salt mining	Extreme climate	A few ruined buildings
Spinalonga	Greek islands, beautiful	Home for lepers	Development of treatments for leprosy	A tourist attraction

D (p. 130)

Answers will vary. Possible answers:

Supporting ideas/Details	Kolmanskop – depletion of diamonds Grytviken – depletion of whales Cossack – depletion of pearls
Concluding sentence	When natural resources disappear, communities that depend on them are often abandoned.

PREPARE TO READ

A (p. 132)

1. ritual; 2. drought; 3. transmit; 4. layout;
5. lasers; 6. revenue; 7. intellectual;
8. collapse; 9. clarity; 10. dominant

READ

A (p. 133)

1. LiDAR stands for Light Detection and Ranging.
2. It enables users to see natural and human-made features hidden beneath dense vegetation.

B (p. 136)

- a. 1; b. 4; c. 5; d. 7; e. 9

C (p. 136)

1. b; 2. a; 3. c

D (p. 136)

1. b; 2. c; 3. c

E (p. 137)

1. Y; 2. Y; 3. N; 4. N

WRITE

A (pp. 138–139)

Highlighted effects should include:

- (Para. 1) a series of dust storms, great harm between 1935 and 1938; positive changes for the agriculture of the region
- (Para. 2) serious environmental and structural damage in the Midwest; crops could not grow properly, and harvests were poor; up to 75 percent of the topsoil was lost; The death rate among animals increased; further food

shortages; Many buildings lost their roofs and windows; ships in the Atlantic Ocean being covered with dust

- (Para. 3) serious problems for the people of the region; They could not keep the dust out of their houses, and many suffered from breathing problems; Dust pneumonia was a common lung condition; died from carbon monoxide poisoning; many were forced to leave their homes; 3.5 million people abandoned the Midwest and traveled west; they ended up in refugee camps; Many people, especially children, died of starvation
- (Para. 4) improvements in farming techniques and agricultural policy: more than 200 million new trees were planted across the Midwest; Farmers recognized that they should have been using techniques such as planting a different crop in a field each year to maintain the quality of their soil; the amount of dust had decreased by 65 percent
- (Para. 5) drought in many countries

B (p. 140)

Title: Effects of the Dust Bowl Disaster

Introduction

Background: The Dust Bowl: what it was, and where and when it happened

Thesis statement: The Dust Bowl was a terrible event, but it eventually led to positive changes for the agriculture of the region.

First body paragraph

Topic sentence: The Dust Bowl storms caused serious environmental and structural damage in the Midwest.

Supporting ideas/Details: Loss of topsoil, death of farm animals, food shortages, damage to buildings; extent of the damage

Second body paragraph

Topic sentence: Agricultural devastation led to serious problems for the people of the region. Supporting ideas/Details: Respiratory problems, carbon monoxide poisoning, lack of government assistance, mass migration and poverty

Third body paragraph

Topic sentence: In the long term, however, the Dust Bowl led to improvements in farming techniques and agricultural policy.

Supporting ideas/Details: Changes in agricultural practices, e.g., tree planting, planting different crops in each field; these led to a reduction in the amount of dust

Conclusion

Final thoughts: Lessons can be learned from the crisis. Perhaps the most important lesson to be learned from the Dust Bowl disaster is that nature should be respected.

C (p. 141)

1. could not/might not have known; 2. must/might have been; 3. might/must/could have felt; 4. could/might not have predicted; 5. must have experienced; 6. should have protected

D (p. 142)

Answers will vary. Possible answers:

1. The people must not have known about proper farming techniques.
2. They might not have understood the dangers of fuel lamps.
3. The government should have offered more help to the people of the region.
4. They could not have known what conditions were like in California.
5. The people of the Midwest must have learned some lessons.

E (p. 143)

Headless Men

Old stories and legends are full of civilizations that may or may not have actually ¹**exist** **existed**. These include a group of female warriors called Amazons, a race of giants called Hyperboreans, and the most extreme of all, a race of headless men, whose faces were on their chests. These headless men appear in Greek and Roman writing on history and are even mentioned in the works of Shakespeare. They were thought to live in India, in Ethiopia, and near the Nile River. Of course, headless men could not ²**have** existed in reality, so what were they? Modern scientists have two theories. First, they might ³**have** been gorillas or other large primates. Second, they might have been members of tribes who raised their shoulders and lowered their heads as they walked. No matter what they were, it ⁴**should** **must** have been terrifying to meet someone who appeared to have no head!

REFLECT

B (p. 145)

Noun: clarity, collapse, commodity, decline, drought, hazard, laser, layout, revenue, ritual, sanctuary, setback, vegetation

Verb: diagnose, transmit

Adjective: dominant, harsh, intellectual, prosperous, uninhabited

UNIT 7 ANSWER KEY

CONNECT TO THE TOPIC (p. 147)

1. *Answers will vary.*
2. Apart from language, differences in how people from different cultures communicate include: using hand gestures; making eye contact (or not) or different facial expressions; wearing certain

clothing; having different ideas about personal space, etc.

WATCH

A (p. 148)

Answers will vary. Possible answers:

	How do they prefer to communicate?	What challenges do they face when using this form of communication?	What would they say to people about this form of communication?
Alishia	Singing	Getting out of her head, not getting caught up in little things	It breaks down barriers, fosters creativity, gets people thinking, brings people together.
Cate	Auslan (sign language)	The need to remind people to slow down; the need for greater awareness of sign language	Auslan is easy and anyone can try it; the Deaf community is very welcoming.
Tim	Through an electronic device	People think he is not intelligent, don't see him as a person	Please don't judge nonverbal people on first impression; get to know us.

PREPARE TO READ

A (p. 149)

1. status; 2. superficial; 3. notion; 4. gender;
5. hypothesis; 6. linguistic; 7. provoked;
8. controversial; 9. assigned; 10. inherent

READ

A (p. 150)

1. cattle (cows and bulls)
2. *Answers will vary. Possible answer:* Cattle play a larger role in the lives of the people in the photo than in the lives of most speakers of English.

B (p. 153)

1. d; 2. b

C (p. 154)

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

D (p. 154)

1. Y; 2. Y; 3. N; 4. Y; 5. N; 6. Y

PREPARE TO READ

A (p. 156)

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

READ

A (p. 158)

1. *Answers will vary.*
2. People from the United States rank more highly for Individualism and Indulgence, whereas people from Japan rank more highly for Power Distance, Masculinity, Uncertainty Avoidance, and Long-Term Orientation.

B (p. 160)

- a. 2. Individualism vs. collectivism (IDV)
- b. 5. Long- vs. short-term orientation (LTO)
- c. 1. Power distance index (PDI)
- d. 6. Indulgence vs. restraint (IVR)
- e. 4. Uncertainty avoidance index (UAI)
- f. 3. Masculinity vs. femininity (MAS)

C (p. 161)

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

Reflect (p. 161)

Answers will vary. Possible answers:

1. Hofstede might attribute this problem to power distance. Marta may come from a low-PDI culture where input from subordinates is expected, whereas her overseas context may be

high-PDI. As the boss, she is expected to have the answers. This could also be an Individualist/Collectivist issue: no worker wants to say something that might make him or her stand out in a potentially negative way.

Noncultural factors could include Marta's personality, e.g., she has no rapport with her workers, and they do not feel comfortable communicating with her. Her company could also be in such a bad situation that no one has any good ideas about how to solve the problem. There could also be external factors, such as economic concerns, that make it difficult to see any workable solution.

2. Hofstede might say Leo comes from a low-UAI culture, where there is greater tolerance for flexibility and a greater willingness to make things up as he goes along. His students may come from a high-UAI culture, where it is customary to have a plan and to stick to it. Noncultural factors could include Leo's personality and attitude towards his work: maybe he actually is disorganized and his students sense this.

WRITE

A (pp. 162–163)

The three similarities are:

First, both spoken languages and sign languages have systems of grammar.

Second, both spoken languages and sign languages show regional and social variation.

Finally, both spoken languages and sign languages are used for creative works.

Also possible: They have clear grammar rules; they include regional and social variation; and they can be used to express creativity.

B (p. 164)

Title: Spoken Languages and Sign Languages: A Comparison

Introduction

Background: Number and description of sign languages

Thesis statement: They share several features with spoken languages: they have clear grammar rules; they show regional and social variation; and they can be used to express creativity.

First body paragraph

Topic sentence: First, both spoken languages and sign languages have systems of grammar.

Supporting ideas/Details: ways to form plural nouns, express tense, and ask questions in both spoken languages and sign languages

Second body paragraph

Topic sentence: Second, both spoken languages and sign languages show regional and social variation.

Supporting ideas/Details: varieties of spoken and sign languages in different parts of the world; use of idioms and slang by specific groups

Third body paragraph

Topic sentence: Finally, both spoken languages and sign languages are used for creative works.

Supporting ideas/Details: the presence of literature, such as plays and poetry, in both kinds of language; sign languages do differ in that there is no written form of the creative works produced

Conclusion

Final thought: Sign languages are “real” languages in every way.

C (p. 165)

Answers will vary. Possible answers:

1. the world: we use *the* because there is only one world
2. users of these languages: no article because we are referring to all users of these languages; we are making a generalization
3. sign languages: no article because we are referring to a plural general noun, all sign languages
4. hand gestures: no article because we are referring to hand gestures in general, not to specific ones
5. the deaf: we use *the* because we are referring to a group of people with an adjective

D (p. 166)

1. The coach of the university football team is at practice every day.
2. Mercedes wants to work with the elderly after she graduates.

3. Feminine cultures value collaboration in the workplace.
4. Students need to be careful when emailing their professors.
5. Are artists and poets always emotional, or is that a stereotype?
6. The women in my class work harder than the men.
7. Edward enjoys learning foreign languages.
8. The Chinese invented the first paper money.

F (p. 166)

English Writing and Chinese Writing: An Overview

It has often been said that writers from different cultures organize ¹the essays in different ways. In 1966, researcher Robert Kaplan found that ²the speakers of English write in a very direct way. There is a thesis statement at the beginning, and everything in the essay supports

the thesis statement. In contrast, the Chinese traditionally use a style that is less assertive and more indirect, with the main idea often stated at the end. Whereas English writers try to present an individual point of view, ³the Chinese writers are thought to prefer ideas that reflect the opinion of their group. Of course, Kaplan's ideas are now quite old, and the world has changed. Researchers have provided evidence to suggest that his ideas are ⁴the generalizations and are not true for all ⁵the writers.

REFLECT

B (p. 169)

Noun: authority, convention, empathy, gender, hypothesis, notion, overview, status, stereotype

Verb: assign, enforce, generalize, provoke, take precedence, tolerate

Adjective: controversial, inclined to, inherent, linguistic, superficial

UNIT 8 ANSWER KEY

CONNECT TO THE TOPIC (p. 171)

1. Odette and Bob are in the classroom to educate local schoolchildren on the importance of protecting wildlife.
2. Ethical issues are often ambiguous and what is right and wrong might depend on circumstances, culture, and the specifics of the situation.

WATCH

A (p. 172)

Much of the process of decision-making lies beneath the surface.

B (p. 172)

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

We like to think we are most strongly influenced by number 4 (Reflective practice). In reality, we are most likely to be influenced by the other three.

PREPARE TO READ

A (p. 173)

1. ultimate; 2. strategic; 3. acquire; 4. diminished;
5. compatible; 6. violating; 7. reputation;
8. widespread; 9. detrimental; 10. integrity

READ

A (p. 174)

Answers will vary. Possible answers:

1. Students might suggest theft, bullying, mistakes, rudeness to customers, arriving late, etc.
2. Students might suggest environmentally-fragile places, dangerous places, or sacred religious sites.
3. Students might suggest various forms of cheating.

B (p. 177)

1. c; 2. a; 3. b

C (p. 177)

1. b; 2. c; 3. a

D (p. 178)

Answers will vary. Possible answers:

1. Companies have codes of conduct that employees are meant to follow. Posting certain comments can be harmful to the reputation of the employer.
2. Travel to fragile places helps the economy in those places; it also raises awareness of the issues surrounding environmental protection.
3. This kind of action undermines the concept of fair play. It is unfair to the fans, who pay to see an honestly fought game.

E (p. 178)

Answers will vary. Possible answers:

1. Counterargument: Many people are healthy and have plenty of energy even though they eat meat. Besides, many vegetarians eat too much sugar and are not healthy. Both sides can be good or bad.
2. Counterargument: You can eat cheaply as a meat eater if you shop carefully. Just buy fresh food, not packaged food.
3. Counterargument: There are meat options that have been raised ethically and for the purpose of human consumption. Meat provides nutrients that can be difficult to get elsewhere.

F (p. 179)

Answers will vary. Possible answers:

People who own businesses in the area might say that it would be positive. Their opinion may be biased because they are only thinking about increased business and not the negative effects, such as increased traffic and pollution.

Long-time residents might say that it will be negative. Their opinion may be biased because they don't want things to change and don't want to share what they have even though other people also want that lifestyle.

PREPARE TO READ

A (p. 180)

1. withdraw; 2. justify; 3. intervene; 4. consent;
5. trauma; 6. compensation; 7. undergo;
8. sequence; 9. conform to; 10. stimulus

READ

A (p. 181)

Answers will vary. Possible answers:

1. The men are wearing uniforms. One appears to have a weapon of some sort. They appear to be in positions of power in a prison.
2. The caption says it's an experiment, and the title suggests it was a mistake, so students may question what type of experiment would involve putting people in a prison and what could go wrong.

B (p. 184)

Answers will vary. Possible answers:

1. There was a risk of psychological harm in all cases. The potential benefits to be gained from these experiments did not justify the dangers to the participants. Also, in the "monster study," the children were not given a choice regarding participation, and being

orphans, they had no one to protect them or advocate for them.

2. The author thinks the fact that these experiments took place is shocking and suggests that they would not be permitted today. Statements that show this: The three experiments outlined here, which all involved children and young adults, are shocking in the ways they do not conform to today's ethical guidelines./Clearly, Watson's data on infant responses to stimuli were not worth the pain caused to this child./Today, with ethical guidelines in place for researchers, none of these experiments would be allowed to happen.
3. Researchers need to find ways to gather the data they seek, without causing any harm to the people involved in the studies.

C (p. 185)

	Little Albert Experiment	Monster Study	Stanford Prison Experiment
Research Question	Could humans be trained to show a specific response when presented with a stimulus?	What was the effect of positive and negative feedback on children's use of language?	How would good people behave when put in an evil place?
Researcher(s)	John Watson	Wendell Johnson and Mary Tudor	Philip Zimbardo
Participant(s)	Albert, a nine-month-old child	22 children in an orphanage. Ten had speech difficulties; the others did not.	24 students at Stanford University
Methodology	A sequence of tests involving animals and the striking of a hammer on a metal bar	Children were divided into two groups. The first group received positive feedback; the second group received negative feedback.	Students were divided into "prisoners" and "guards." The guards were given instructions to do whatever they needed to do to maintain order.
Ethical Concern	Albert may have experienced life-long trauma around animals.	The children experienced long-term trauma, becoming self-conscious and reluctant to speak.	The prisoners suffered greatly, to the extent that some asked for lawyers or initiated hunger strikes.

D (p. 185)

1. N; 2. N; 3. Y; 4. Y; 5. N; 6. N

WRITE

B (p. 188)

Answers will vary. Students should keep the teacher's instructions in mind when assigning scores. Possible ideas to consider:

Lin: Shows initiative; has a stance; relates the situation to her own context; explains clearly. She has a valid argument, but her tone is aggressive and a bit rude. She uses all caps in her first entry, and she writes "Are you serious?" about Ami's post in her second entry.

Marcus: Offers polite disagreement; relates the situation to his context; makes a constructive suggestion.

Ami: Acknowledges Marcus, but generally reiterates what he has said in her first post. In her second post she explains her opinion a bit more.

Natasha: She reiterates what others have said. She relates the situation to her own context, but she doesn't really further the discussion. She also includes irrelevant information (A lot of people don't trust doctors).

C (p. 189)

1. If I had cheated on my last exam, I would have gotten a better grade, but I wouldn't have been proud of myself—and I probably would have been caught.
2. If he'd cheated in medical school, he wouldn't be successful today—he would have been expelled.
3. If I knew my doctor had cheated in medical school, I would be uncertain about her abilities to take care of my health.

D (p. 190)

1. If I hadn't liked math so much, I wouldn't have studied engineering. I'm glad I did.
2. If someone had told me that Statistics 101 was so difficult, I wouldn't have taken that course. I wish I had known!
3. If I had passed my chemistry course, I would have applied to medical school. Sadly, I failed it.

4. If I had chosen to do a graduate degree, I would have investigated the ethics of global tourism. It could have been an interesting career.

5. I really regret the choices I made. If I had studied business, I would have a good job today.

F (p. 191)

Blue Eyes, Brown Eyes

In 1968, a teacher named Jane Elliott carried out a controversial experiment with her students. She divided the children, aged eight and nine, into two groups: those with blue eyes and those with brown eyes. She announced that the brown-eyed children were more intelligent and worked harder than the blue-eyed children; this was the result of genetic differences. After a short time, the blue-eyed children started to make mistakes in their work, and they were treated unkindly by the brown-eyed children. Jane Elliott's goal was to show the effects of discrimination on the basis of color. Today, over 50 years later, her exercise is met with mixed reactions. Some people say that she caused psychological harm to the children. If they ¹~~didn't undergo~~ **had not/hadn't undergone** this experiment, they ²~~hadn't~~ **would not/wouldn't have** felt bad about themselves then and possibly after the experiment. On the other hand, many people admire her. They say that if the children ³~~have not~~ **had not/hadn't** taken part in the activity, they might not have learned about discrimination. They might even ⁴**have** grown up with negative feelings toward people of different races. Which side do you agree with? How would you have felt if you had been a blue-eyed child in Jane Elliott's class?

REFLECT

B (p. 193)

Noun: compensation, consent, integrity, reputation, sequence, stimulus, trauma

Verb: acquire, conform to, diminish, justify, intervene, undergo, violate, withdraw

Adjective: compatible, detrimental, strategic, ultimate, widespread