

UNIT 1 Present Time, THE DIGITAL WORLD

STEP 4 Communication Practice Exercise 6 (page 13)

MARY: What are you doing, Jim?

JIM: I'm checking out toys on the Internet. Whoa! Look at the awesome action figures on this website! They only cost five dollars each! Can I buy some?

MARY: I don't know, Jim. Let me check out the website first. Sometimes websites aren't safe.

JIM: Why?

MARY: Well, when you pay for things on some insecure websites, criminals can see your personal information. They sometimes steal that information. You've heard of identity theft? Well, this is a good example of it.

JIM: What do the criminals do with your information?

MARY: Well, for example, they use your credit card number to buy things for themselves.

JIM: Uh-oh. Has this ever happened to anyone we know?

MARY: Yes, it has. Uncle Jerry! He's been buying music online for a long time now, and he's never had any problems . . . until two months ago. That's when he downloaded some music from a website and used his card to pay for it. They said it was a secure site, but apparently it wasn't. So someone stole his credit card number. He just found out that the person has charged a lot on his card—\$8,000!

JIM: So what happens now? He doesn't have to pay the \$8,000, does he?

MARY: Probably not, but he might have to pay something. You're supposed to report thefts like this immediately, and he didn't.

JIM: That's terrible!

MARY: I know. That's why we need to be careful about buying things online.

JIM: But it's so easy to buy things on the Internet.

MARY: Yeah, the Internet makes things easy. Maybe too easy. It's easy for us to get information, but it's also easy for criminals to get it. That's the problem with the Internet.

UNIT 2 Past Time, INTERCULTURAL MARRIAGE

STEP 4 Communication Practice Exercise 8 (page 30)

REPORTER: In other news, the first-ever wedding of a couple jumping from a plane in parachutes took place yesterday in the skies near San Diego, California. Tracy Chadwick and Sunil Kapoor hired a minister, Reverend Robert Martinez, to jump with them out of a twin-engine Cessna and marry them in the air before they landed. Chadwick and Kapoor have known each other for eight years and have been members of the Soaring Sky-Divers for two years. To date, each of them has made over fifteen jumps.

Interviewed as to why they wanted to get married in such an unusual way, Kapoor said,

KAPOOR: "We're just adventurous souls, I guess. We like new and different things. When I emigrated to the United States from India several years ago, I wanted to try a lot of new and different things in my new country . . . things I couldn't do in India.

So I started doing parachute jumping. Tracy was really interested in jumping, too. When we decided to get married, we knew we didn't want a conventional wedding."

REPORTER: Chadwick agreed, adding,

CHADWICK: "We were going to get married on a bungee jump, but when we got to thinking about it, we decided that would be just a little too dangerous. Plus, we couldn't find a minister who would jump with us."

REPORTER: Reverend Martinez had never made a parachute jump before yesterday. Asked if he had ever performed such an unusual wedding ceremony before, Martinez responded, "No, I think this one is the oddest. I used to be a pastor in Arizona. I would get some fairly out-of-the-ordinary requests. I mean, for example, once I married two people on horseback. But nothing quite like this."

Would he do another parachute-jumping wedding—or even another parachute jump? "I don't think so," Martinez said. "No, I think this is one for the scrapbook. At this point, I can just say, 'Been there, done that.'"

That's news on the half hour. Stay tuned for our next broadcast at the top of the hour.

UNIT 3 Future Time, TRAVEL

STEP 4 Communication Practice Exercise 6 (page 44)

MOM: Tim? Come on! We're going to be late if you don't get up right now.

TIM: Why? Where are we going?

MOM: To the historical museum. Remember?

TIM: Do we have to? Amy and I want to go to the mall. It's the best one in Edmonton.

AMY: That's right, Mom. Museums are boring.

DAD: But this is a really interesting museum. There'll be all kinds of things to learn.

TIM: Why do we have to learn things when we're on vacation?

AMY: Dad, can't you and Mom drop us off at the mall? Then you can go to the museum.

MOM: It's all arranged, kids. We're meeting the tour bus at 9:30. In fact, if we don't get down to the lobby, we're going to miss it.

TIM: Oh, no! Not a tour!

DAD: Yes. Sometimes a tour is the best way to see things.

AMY: I hate tours. If we have to go to the historical museum, can't we at least go by ourselves?

MOM: Come on, kids. We're going to be late.

AMY: Can we go to the mall later?

DAD: Sure. Tell you what: The tour will be over by 12:30. As soon as we get back from the tour, we'll go to the mall.

TIM: Can we go ice-skating at the mall?

MOM: Yes. As a matter of fact, we've got reservations for all of us to skate.

AMY: Cool, Mom!

UNIT 4 Modals to Express Degrees of Necessity, CULTURAL DIFFERENCES

STEP 3 Focused Practice Exercise 5 (page 62)

1. We have to take a gift to the party.
2. We should have had them over for dinner.
3. We're supposed to have dinner at their house on Monday.
4. You could have declined their offer to have a drink.
5. We had better leave now.
6. You might have gotten them some flowers.
7. He wasn't supposed to be here until Monday.
8. The gift has to be wrapped.
9. We ought to go to a movie tonight.
10. You should have eaten your vegetables.
11. We've got to get going soon.
12. You might have asked me if I wanted to go.
13. She could have accepted the job offer.
14. You better not mention politics at the dinner table.

STEP 4 Communication Practice Exercise 7 (page 64)

BEV: Hello?

DAD: Hi, Bev. This is Dad.

BEV: Dad! Where are you? Mom's surprise party is supposed to start in half an hour. Everybody's already shown up. We're just waiting for you and Ray and Mom.

DAD: Well, here's the problem, Bev. Ray and I are at the department store trying to find a gift for your mom, and we can't come up with anything. Do you think we could get away with not giving her a present today? If we took a little more time, we could find something really nice.

BEV: Dad! Of course not! Everybody who's here has brought something. If you don't bring a present, you and Ray will be the only ones. And Dad, remember what you told me when I was younger? Don't put things off till the last minute?

DAD: Yes, honey, I know. We should've gone shopping last week. But what do you suggest?

BEV: What about a camera?

DAD: She's got three cameras. In fact, she just got rid of one of her old cameras last week.

BEV: How about clothes?

DAD: Great idea. A dress, maybe?

BEV: Dad! You can't just buy her a dress. She'd never buy a dress without trying on several first.

DAD: Well, Bev, we're running out of time here. Can't you think of something?

BEV: Well, you could get her a blouse. She loves blouses.

DAD: No way, Bev. I tried that once, and your mother hated what I got her.

BEV: Well . . . let's see. How about a couple of nice scarves?

DAD: Good! What material? What color?

BEV: Why don't you look for a couple of silk scarves in some conservative color?

DAD: Good idea. Will do. Hey . . . you don't think your mother has figured out what's going on do, you?

BEV: No, I'm sure she hasn't. She thinks we're all going to a concert this afternoon. She says she's really looking forward to it.

DAD: Great! We'll get there as soon as we can.

BEV: OK, Dad. But hurry up. Mom could be home any minute.

UNIT 5 Modals to Express Degrees of Certainty, MYSTERIES

STEP 4 Communication Practice Exercise 6 (page 79)

A TEACHER: OK, folks. Today we're going to talk about hearing. I want to begin by telling you about an experience I had when I heard my voice on tape during an anthropology class when I was in college. The professor recorded our voices and then played them back. When I heard mine, I didn't think it was my own voice. I said, "That couldn't have been me. There's got to be some mistake. I don't sound like that." Now, I'd venture to say that all of you must have had this kind of experience at one time or another. Am I right? Let me see a show of hands. . . . Uh-huh, just as I thought. So first let's talk about this question: Why do we hear our own voices differently than others do? Based on what we've been studying, you should be able to figure this out.

ALLISON: I think it must be because we're hearing the sound in a different way.

TEACHER: Very good, Allison. You've got the right idea. Now, does anybody want to expand on that? Bart?

BART: It could be because the sound is traveling through different substances . . . When somebody speaks, the sound of that person's voice comes to us through the air. But we hear our own voice through our head.

TEACHER: Good, good. Kathy, can you add something?

KATHY: I agree with Bart when he says we hear our own voices through our own heads. But don't we also hear them through the air? When our voices come out of our mouths, we can hear them through our ears, can't we?

BART: That's true! And our ears are actually behind our mouths. That has to affect the way we hear our own voices.

TEACHER: Yes. You're both right. You see, when you hear your own voice, you hear partly through your ears—externally. And as you point out, Bart, your ears aren't well placed to receive sounds coming from your mouth. But you also hear through the bone in your head and through the fluid in your inner ear—internally. Most of the sound that you hear internally comes through liquid.

DARREN: What about the quality of the recording devices? It could be that they're not as accurate as they're supposed to be. When we hear our voice on a recording, it may not sound the way our voice really sounds.

TEACHER: Another good comment. You're right; recordings do distort the sound of our voices. . . . But there's another issue I wanted to touch on. A lot of people don't like the sound of their own voice, especially when they first hear it. Why do you think this might be the case?

KATHY: I think in a lot of cases they may lack self-confidence. They hear their own voice, and it sounds "weird"—as bad as they expected.

BART: I think it must be the opposite. Some self-confident people may have a high opinion of their own voice, but when they hear it, it sounds different from what they think they sound like—so they don't like it.

ALLISON: I don't think this has anything to do with self-confidence. People want to feel like they know themselves. When your voice doesn't sound the way you expect it to, it makes you feel uncomfortable. That might be why you don't like it.

- B**
1. **TEACHER:** That couldn't have been me.
 2. **TEACHER:** There's got to be some mistake.
 3. **TEACHER:** All of you must have had this experience at one time or another.
 4. **TEACHER:** You should be able to figure this out.
 5. **ALLISON:** It must be because we're hearing the sound in a different way.
 6. **BART:** It could be because the sound is traveling through different substances.
 7. **BART:** That has to affect the way we hear our own voices.
 8. **DARREN:** It could be that they're not as accurate as they're supposed to be.
 9. **BART:** I think it must be the opposite.
 10. **ALLISON:** That might be why you don't like it.

UNIT 6 Passives: Part 1, CRIME

STEP 4 Communication Practice Exercise 8 (page 100)

DETECTIVE SADLER: OK, Mr. Akimura—just a few questions about the koala that was stolen. I understand that the koala's keeper was found unconscious by a janitor. What time was this?

MR. AKIMURA: About 8 p.m. The laboratory and food preparation area gets cleaned every evening after the animals have been fed. The janitor was just starting his work when he noticed the keeper lying behind a table.

DETECTIVE SADLER: Had the keeper been hit?

MR. AKIMURA: No, there were no marks of any kind on his body. I had him examined by our resident physician. Apparently he'd been drugged. He's all right now.

DETECTIVE SADLER: Have any other animals been stolen?

MR. AKIMURA: Well . . . yes, as a matter of fact. Two sea turtles were taken a couple of weeks ago.

DETECTIVE SADLER: Why weren't we notified immediately?

MR. AKIMURA: Well, as you may know, we want to expand the zoo, and we need money to do it. An expansion proposal is being put forward in the upcoming election. We can't complete the expansion unless our proposal gets a 50 percent yes vote in

the election. But the proposal isn't likely to get approved by the voters if they hear that animals are missing.

DETECTIVE SADLER: Do you have any idea why these animals were taken? And by whom?

MR. AKIMURA: Well, they're very valuable. They could be sold on the black market for a lot of money. We can only imagine that some underworld group is behind this.

DETECTIVE SADLER: What about the janitor?

MR. AKIMURA: What do you mean?

DETECTIVE SADLER: Well, is he reliable? Has his background been checked?

MR. AKIMURA: I'm not totally sure. He gave us good references when he was interviewed. I presume some checking was done, but I suppose we should look into it.

DETECTIVE SADLER: That's all right. I'll get his references checked out when I go back to the office. We'll be in touch, Mr. Akimura.

UNIT 7 Passives: Part 2, LEGENDS AND MYTHS

STEP 4 Communication Practice Exercise 7 (page 116)

We interrupt our regularly scheduled program to bring you this news bulletin. A massive series of earthquakes has struck the nation, causing extreme damage to most major cities. One of the earthquakes is said to have registered a 9 on the Richter scale, although this information is considered preliminary. The Minister of Science has stated that the epicenter of the quakes was located in the Atlantic Ocean, some 40 miles west of Gibraltar. According to unconfirmed reports, vast sections of the coastline are reported to be under water as a consequence of a gigantic tsunami that hit the coastal areas after the earthquakes. The exact number of casualties of the tsunami is not known, although it is estimated that more than 200,000 people have drowned. Serious flooding is believed to have occurred in cities farther inland. The president, who was vacationing at his mountain retreat, has returned to the capital. Looting is alleged to be taking place in most major cities. It is assumed that the president will be speaking to the nation shortly, in an effort to reestablish law and order. As he was boarding his plane for the flight to the capital, the president said, "A grave tragedy has struck our nation. It is to be hoped that the citizens of Atlantis will conduct themselves in a calm, gentle, and law-abiding manner in our time of need." In the meantime, Atlanteans are advised to gather provisions and to head for the highest ground that they can find. Stay tuned for further bulletins.

UNIT 8 Gerunds, FRIENDSHIP

STEP 4 Communication Practice Exercise 7 (page 136)

JANE: Hello?

BRIAN: Hello. May I speak with Jane Travanti?

JANE: This is Jane.

BRIAN: Jane, my name is Brian Hansen. I got your number from the website. I'm interested in joining your orienteering club and getting to know some people. Would you mind giving me some information about your club and about becoming a member?

JANE: Sure, I'd be glad to. Are you new in town?

- BRIAN:** Yeah, I've been here about five months and haven't really met anyone. I feel like I need to stop working so much so that I can enjoy myself more.
- JANE:** Have you ever done any orienteering before?
- BRIAN:** No, I haven't. Do you need to be experienced?
- JANE:** Not necessarily. You can learn. We've got several different levels of participants. You do need to be in good physical condition.
- BRIAN:** Well, I haven't been doing much exercising lately, but I think I'm basically in good physical shape. So can you give me some details? How often do you go orienteering, and where do you go? Stuff like that?
- JANE:** Well, we try to go at least twice a month, normally on Saturdays. Usually we go to the Sherwood Forest area. Sometimes we only manage to go once a month, but most months it's at least twice. In the summer we get around by fast hiking, but right now we navigate by cross-country skiing. Do you know how to ski?
- BRIAN:** I tried cross-country skiing a couple of years ago, but I haven't done it since then. I did pretty well at it, though. I still have my skis.
- JANE:** Great. Let's see . . . what else? Ummm, oh, the group is pretty diverse. There are some married people and their older kids, some singles, all ages. But we're an actual club. We have dues of \$40 a year. That's to pay for organizing the activities. Sounds like you'd enjoy the club. It's a good way to make friends. The members really enjoy being together.
- BRIAN:** Sounds good to me. When's your next activity?
- JANE:** We're meeting on Saturday morning, the 15th, at 6 a.m. in front of Darcy's Coffee Shop in Stapleton. We'll get to the forest by carpooling. Do you know where Darcy's is?
- BRIAN:** It think so, but I can use my GPS if I have any trouble finding it.
- JANE:** OK, good. Don't forget to bring your skis. And remember to bring a lunch—hopefully with a lot of high-protein stuff in it.
- BRIAN:** Super. I'll see you on the 15th at 6 a.m. Thanks a lot.
- JANE:** Sure. I'll look forward to meeting you in person. Bye.

UNIT 9 Infinitives, PROCRASTINATION

STEP 4 Communication Practice Exercise 7 (page 153)

Good afternoon. Here is a bulletin from the Mason County Sheriff's Office. Charles Gallagher and two other inmates are reported to have escaped from the maximum security prison in Grandview. Listeners may recall that two years ago Gallagher was sentenced to serve ten years, with the opportunity to earn a reduced sentence in return for good behavior. The three prisoners are thought to have escaped in a prison laundry truck. Authorities are not saying how the breakout could have taken place, but according to usually reliable sources, the three men are believed to have been helped in their escape by a prison employee. Our sources inform us that a new state-of-the-art security system could have prevented their escape. The system was supposed to have been installed two months ago, but because of procrastination on the part of prison officials, it is not yet in place. Listeners should be aware that the three prisoners are thought to have weapons and are believed to be heading in the direction of Union City. Listeners are warned not to approach the prisoners. They are asked to contact the Sheriff's Office by calling this toll-free number, 1-800-555-9999, if they have any information.

UNIT 10 Count and Non-Count Nouns, HEALTH

STEP 4 Communication Practice Exercise 7 (page 172)

- DR. JINDAL:** Hello, Mr. Hanson. I'm Dr. Jindal. How can I help you today?
- JOE HANSON:** Well, I'm a little concerned about my weight. So I thought I'd come in for a checkup.
- DR. JINDAL:** Well, I'm looking at your records here—I see that you're 5 feet 7, and your weight is 230 pounds. Your cholesterol level is 322. So I'd say you may be right to be concerned. Tell me about your daily routine. How many meals do you eat a day? Where do you eat them? How much do you exercise? That sort of thing.
- JOE HANSON:** Well, I just eat two meals a day—lunch and dinner. I don't really get any exercise, since I work 12-hour days and basically don't have time.
- DR. JINDAL:** What about lunch? Do you take a lunch with you? Eat out?
- JOE HANSON:** I eat out at various fast food places near where I work.
- DR. JINDAL:** And you don't eat breakfast?
- JOE HANSON:** No. It seems like there's never time. Plus, I never feel like eating anything until about 11 a.m. Then I have a snack at work—usually doughnuts or some other pastry.
- DR. JINDAL:** Well, I'd say you're at high risk for a heart attack. Your cholesterol is what I'd call dangerously high. Your BMI would be about 35. Anything over 25 is considered overweight.
- JOE HANSON:** So are you going to put me on a diet?
- DR. JINDAL:** No. For the most part diets don't work. I'm going to suggest a radical change in your eating habits. That includes eating breakfast—whether you feel like eating it or not. You can still eat a lot of the foods you like, but in much smaller portions. And I want you to start an exercise program. You can begin slowly—say three times a week, with non-strenuous exercise at first. Are you willing? It won't be easy. But you can do it if you work at it.
- JOE HANSON:** Well, OK. There's nothing to lose, I guess.
- DR. JINDAL:** And a lot to gain.

UNIT 11 Definite and Indefinite Articles, DISAPPEARING SPECIES

STEP 4 Communication Practice Exercise 6 (page 188)

- WIFE:** Anything interesting in the paper?
- HUSBAND:** Not a whole lot. There's a story about reintroducing wolves into national parks.
- WIFE:** Oh yeah? What does it say?
- HUSBAND:** Oh, the usual nonsense. It's on the side of the environmentalists.
- WIFE:** Why do you think it's nonsense?
- HUSBAND:** Because it's too pro-environment. It doesn't really look at the viewpoint of ranchers and hunters.
- WIFE:** Well, you're a hunter, so I'm not surprised. But do you support the ranchers too?

HUSBAND: Yes, I do, basically.

WIFE: Why? Do you think it's a bad thing to put wolves back into the wilderness?

HUSBAND: Well, yes, in a lot of ways I do. Wolves are dangerous creatures. They kill farm animals. They've even been known to kill people.

WIFE: Bill, where are you getting your information? That's an old stereotype.

HUSBAND: Those old stories must mean something.

WIFE: Well, I support the plan to put wolves back into national parks.

HUSBAND: Why?

WIFE: I've done some reading about it. They put a few wolves into Yellowstone National Park back in 1995. They've multiplied quite a bit and have done a lot to restore the balance of nature. There were too many elk there, but the wolves have killed off some of the old and sick ones. Wolves are really intelligent and helpful.

HUSBAND: Hmm. I guess you've got a point. But I still think we have to consider the ranchers' point of view.

UNIT 12 Quantifiers, STUDY SKILLS

STEP 3 Focused Practice Exercise 5 (page 205)

1. I've made lots of friends in my classes.
2. I've got plenty of assignments to finish this weekend.
3. The amount of traffic on the freeway was discouraging.
4. I did a number of exercises in my grammar book.
5. There are a lot of amazing professors at our school.
6. I was able to answer most of the questions on the exam.
7. Mary bought a couple of apples for us to eat.
8. Bill had a bit of trouble finishing his term paper.
9. Most of the students passed the exam.
10. Many of the examples are difficult to understand.

STEP 4 Communication Practice Exercise 7 (page 206)

PROFESSOR OKAWILO: Come in.

LUIS: Good afternoon, Professor Okawilo.

PROFESSOR OKAWILO: Good afternoon, Luis. Welcome. What can I do for you?

LUIS: Well, sir, I'm really concerned about how I'm doing in this class. I'm worried about my grade . . . and wondering if I can improve it.

PROFESSOR OKAWILO: Let me just glance at the gradebook for a minute. . . . Let's see. Well, you're missing a few assignments . . . and you failed the first exam and got a "D" on the midterm.

LUIS: How many assignments am I missing?

PROFESSOR OKAWILO: It looks like three. Did you just forget to turn them in?

- LUIS:** I must have, but I don't really remember. I guess I'm most concerned about the exams, though. Somehow I feel I just don't understand literature. I can understand most of the short stories. It's the poetry I have trouble with. I understand very little of it.
- PROFESSOR OKAWILO:** Uh-huh. . . . Let me ask you this: How many classes are you taking this semester?
- LUIS:** Seven.
- PROFESSOR OKAWILO:** Seven? Why so many?
- LUIS:** Well, I had to take an overload because I want to graduate within four years.
- PROFESSOR OKAWILO:** Hmm. In my opinion, that's too many. I suppose there's nothing you can do about it at this point, but I'd recommend taking fewer classes next term. Do you have any other responsibilities? Such as work?
- LUIS:** Yes, I'm working 20 hours a week.
- PROFESSOR OKAWILO:** I'm beginning to see why you're not doing so well in this class. Actually, I have a suggestion for how you can deal with your problem. I think you need to work regularly with one of the other students. At the beginning of the semester, I asked if there were any students who would like to work with students who were having trouble. Two of the class members signed up to do this. I can set you up with one of them. Are you willing?
- LUIS:** Yes, I am, Professor Okawilo. Thanks a lot. Do you think I can pass the course with a "C"?
- PROFESSOR OKAWILO:** I think it's possible. But you're going to have to put in a great deal of work. There are two more exams, plus the final. And you've got to turn in all of your regular assignments. Anyway, I'll let you know tomorrow about which student you'll be working with. OK?
- LUIS:** Yes, sir. I'll see you tomorrow. Thank you.

UNIT 13 Modification of Nouns, EXPECTATIONS

STEP 3 Focused Practice Exercise 5 (page 220)

- A**
1. She's going to wear her new red silk dress.
 2. Everyone expected that ugly, strange, old building to be torn down.
 3. The trip we took was an expensive, silly, miserable waste of time.
 4. She was upset by her disappointing, terrible test scores.
 5. My intelligent, gracious twenty-five-year-old sister just got engaged.
 6. My parents just bought an attractive old condo.

STEP 4 Communication Practice Exercise 7 (page 221)

- JOSH:** Excuse me, Coach Chen. Have you got a few minutes to talk? Sorry, I know I don't have an appointment, but I'm having a tough time right now.
- COACH CHEN:** Sure, Josh. Come on in and have a seat. What's bothering you?
- JOSH:** Well, it's hard for me to say this, but I think I've become a lousy baseball player.

I was a pretty good player in high school, but now that I'm on a college team, nothing is going right.

COACH CHEN: Yes, you do seem kind of stressed out. But tell me about it. Let me hear about some specific problems you're having that make you think you're not a good player anymore.

JOSH: The main thing is I just can't hit the ball. In high school, I had a really high batting average. Hitting was the thing I was best at. Now that I'm here, I do OK in batting practice before the game. But when I'm in an actual game, I choke. I feel like I'm not going to be able to hit the ball—and I don't. That's not all, either. I miss a lot of easy catches when I'm in the field. I don't know what's wrong with me. Do you think I need to try some new batting techniques or something?

COACH CHEN: Well, Josh, this is a familiar story. I've had a lot of young baseball players who do a great job in high school. Then they come to college and expect playing to continue to be easy for them. But that's not the way things normally happen. This is the real world.

JOSH: You mean other guys have this problem?

COACH CHEN: They sure do. Here's your problem, as I see it: Things haven't gone the way you want them to since the season started. That's why you've started thinking you're a terrible player. Now, you're afraid you won't be able to hit the ball, and because you think that, you don't hit it. Your fears are controlling you. But you can get beyond this.

JOSH: I can? How?

COACH CHEN: Stop thinking about having a good performance. Don't compare yourself to others. Forget about your batting average. Just be in the moment, and try to enjoy what you're doing. Forget about yourself.

JOSH: So I shouldn't quit the team?

COACH CHEN: Josh, that's the silliest thing I've heard all week. Of course not. You'll hit if you stop worrying about hitting. . . . I'll be seeing you at Friday's game.

JOSH: Thanks, Coach. I feel a little better. I'll see you on Friday.

UNIT 14 Adjective Clauses: Introduction, PERSONALITY

STEP 3 Focused Practice Exercise 5 (page 239)

- A**
1. The man, who lives down the street from me, is a friend of my father.
 2. The man who lives down the street from me is a friend of my father.
 3. The teacher who handed out the awards is really a well-known scientist.
 4. The teacher, who handed out the awards, is really a well-known scientist.
 5. The student, who lives close to the campus, has low gasoline bills.
 6. The student who lives close to the campus has low gasoline bills.
 7. The garden which Mary planted is the most beautiful one of all.
 8. The garden, which Mary planted, is the most beautiful one of all.

STEP 4 Communication Practice Exercise 7 (page 241)

- AL:** Hi, Mom. Hi, Dad. I just thought I'd call and tell you about my week.
- MOM:** Hi, Al. How are things going now?
- AL:** Pretty well. I like the dormitory. The supervisor, who lives right down the hall from me, is really helpful. And he doesn't inspect our rooms.
- DAD:** How about your roommates, Al?
- AL:** I really like the one who's from Minnesota. He's very social, and he's great to hang around with. I'm not so sure about the other one.
- DAD:** What's the problem with him?
- AL:** He's kind of competitive and aggressive.
- MOM:** Hmm. I'm sorry to hear that. . . .One thing I'm curious about—is this an all-male dorm, or are there girls living there too?
- AL:** Well, there are two parts to the building. The girls live on one side and the guys on the other. And there are three cafeterias. The girls who live on the second floor eat with us at the cafeteria on our floor.
- MOM:** What about your courses? Are they hard?
- AL:** Well, my English course, which is really tough, is going to require a lot of writing. So is the history class that's in the morning. The history class that I have in the afternoon looks like it's going to be pretty easy. And my math class is going to be a piece of cake.
- DAD:** Good. What about your advisors? My advisors helped me a lot when I was in college.
- AL:** Yeah, same here. My advisor, who is from Minneapolis, is wonderful. She's told me just what subjects I have to take.
- MOM:** OK, now I have another question . . .

UNIT 15 Adjective Clauses and Phrases, CULTURE SHOCK

STEP 4 Communication Practice Exercise 8 (page 258)

- COUNSELOR:** So, Miryam, you're looking a bit stressed out. You're not having trouble with your classes, are you? I've looked at your midterm grade reports, all of which are strong.
- MIRYAM:** No, things are going fine in my classes. It's my personal life that I'm not happy with. You know, when I first got here from Tanzania, I loved the university and the city. It was exciting. Now everything seems boring. Sometimes I feel like I don't want to be here anymore.
- COUNSELOR:** Oh, dear. Have you made some friends since you got here? Let's see—you've been here three months now, right?
- MIRYAM:** Well . . . I just don't seem to have any good friends. I've met several girls in my dormitory who all seem nice. But I can't seem to find anyone to do things with. I haven't really found anyone I have something in common with. And sometimes, I feel like people are laughing at me . . . I feel like there's something wrong with me.
- COUNSELOR:** No, Miryam, I don't think anything is wrong with you. I think you're just going through culture shock.
- MIRYAM:** Culture shock? What do you mean?

COUNSELOR: It's something that many foreign students experience. At first, they're exposed to a lot of new and interesting things, most of which seem fascinating. After two or three months, though, they're not fascinating anymore. Things begin to seem uninteresting and even annoying.

MIRYAM: Hmm. If that's what I'm experiencing, what can I do to get through it? Should I spend more time with people from my own culture? Should I call home more often, or find other people from Tanzania on campus?

COUNSELOR: Well, no, I don't think it would be a good idea for you to isolate yourself with people that you're already familiar with. That could make you feel even more homesick and delay your recovery from culture shock. Instead, I think you should try to get to know more Americans.

MIRYAM: But as I said, it's hard to make friends here. Sometimes I don't know what to do or say when I'm with Americans.

COUNSELOR: Don't worry about that. First of all, people won't dislike you just because you're different. And second, there are things you can do to make it easier to find friends. Try to find out more about American culture so that you know what to expect. And remember that it's OK to make mistakes. Try to maintain a sense of humor about them. If you laugh at yourself, other people will laugh with you, not at you!

MIRYAM: I guess all that makes sense.

COUNSELOR: Above all, be patient. Your feelings will pass. It just takes a while.

UNIT 16 Adverbs: Sentence, Focus, and Negative, CONTROVERSIAL ISSUES

STEP 3 Focused Practice Exercise 7 (page 276)

1. Bill can even understand this math.
2. Even Bill can understand this math.
3. I don't just agree with Nancy.
4. I just don't agree with Nancy.
5. We don't even like this food.
6. Even we don't like this food.
7. Only women can visit this club.
8. Women can only visit this club.

STEP 4 Communication Practice Exercise 9 page 278

MIKE: Good evening, and welcome to Sound Off, the international talk show where you express your uncensored opinions on today's controversial issues. I'm your host, Mike McGaffey. Tonight's topic is capital punishment. Most European countries have abolished it, and some states in the United States have as well. There definitely seems to be a growing movement worldwide to get rid of it. So where do you stand on this issue? Here's tonight's first caller, Jack Chu who was born in Beijing. Go ahead, Jack. How do you feel about the death penalty?

JACK: Good evening, Mike. I'm in favor of it, overall. We have it back in China, and I think it serves its purpose.

- MIKE:** All right, Jack. But what is its purpose? And how do you respond to those who say it's a barbaric practice that has no place in the modern age?
- JACK:** Mike, its purpose is clearly to dispense justice. Certain crimes are so terrible that they demand the ultimate form of punishment. As for the comment that the death penalty is a barbaric custom that is outdated today, I'll say this: Those with that view seem to think people have somehow gotten better and more civilized. No way do I believe that. Human nature doesn't change. We're as uncivilized—or as civilized—today as we were thousands of years ago. Just as an example, I read about a recent murder case in another country where a man was convicted of killing everyone in a family, but he didn't even receive a ten-year sentence in prison.
- MIKE:** OK. Now Jack, you said earlier that you're in favor of the death penalty overall. Does that mean that you support it for only certain crimes?
- JACK:** Yes, that's correct. Basically, I support capital punishment just for capital crimes—for first degree murder, for kidnapping, and for betraying your country.
- MIKE:** OK. I take your overall point, but let me just play devil's advocate here. What about the idea that capital punishment takes away any possibility of rehabilitation? Shouldn't we try to rehabilitate criminals and help them to become useful members of society?
- JACK:** Mike, I'm certainly for rehabilitation in some circumstances. But not everyone can be rehabilitated. Some just go back to their evil ways. Obviously, capital punishment is the only way to make sure that evil people can't commit more crimes. Hopefully, people will realize this, and capital punishment will continue to exist.
- MIKE:** Wow! OK, Jack, thanks for your comments. Something tells me we're going to be hearing from plenty of people who disagree with you—and from plenty of people who are in your camp. . . . All right, we'll get to our next caller after this commercial message.

UNIT 17 Adverb Clauses, SPORTS

STEP 4 Communication Practice Exercise 6 (page 293)

- MARY:** Thanks for tuning in to Sports Talk, all you listeners out there. I'm Mary Mobley, and today we're talking with Lillian Swanson, champion swimmer, whose Team Jamaica just won the world championship. Lillian will be participating in the upcoming Olympics as part of the Jamaican national team. Lillian, thanks so much for being here with us.
- LILLIAN:** Thanks for having me, Mary.
- MARY:** There are a million questions I could ask, Lillian, but I'll start with this one: From all appearances, you've had a charmed athletic career. To what do you attribute your success?
- LILLIAN:** Well, Mary, whenever I've been asked that question, I've always answered it in the same way: It was because my parents loved and supported me.
- MARY:** OK. Tell us more. How did it all happen?
- LILLIAN:** It started when I was a girl in Jamaica. I learned to swim when I was four. I swam in the Caribbean, and swimming wasn't such a big deal. It's the most natural thing in the world in Jamaica. I think I became a good swimmer because I had to swim in the Caribbean, which is a lot more difficult to swim in than a pool.

- MARY:** Who taught you to swim?
- LILLIAN:** My parents. My family and I spent a lot of time at the beach since we didn't have many toys or video games or things like that.
- MARY:** What did you mean when you said that your parents supported you?
- LILLIAN:** Well, when I was twelve, I decided I wanted to become a champion swimmer and go to the Olympics someday. My parents said they'd pay for lessons and training if I would stick to my plan and practice regularly. So I did. That's why I'm grateful to my parents. After I started swimming seriously, I became a better person in so many ways.
- MARY:** In what ways? Can you say a bit more about that?
- LILLIAN:** Sure. Even though everyone knows that there are a lot of physical benefits to sports, fewer people know that they also have psychological benefits. Sports can help kids build their character and become disciplined. Swimming helped me to develop these qualities. Whenever kids play sports, they achieve more, connect with other people, and improve their self-esteem. They learn to care about others. They're able to do all these things because they have to play on a team, listen to the coach, learn how to deal with both winning and losing, and especially train a lot.
- MARY:** OK. Very well said, Lillian. Now, twelve is pretty young to make a decision like the one you made. Didn't you ever get tired of practicing all the time? And didn't you ever get discouraged?
- LILLIAN:** Sure I got tired of practicing, lots of times. And yes, I got discouraged whenever I had a hard time learning a new stroke.
- MARY:** Any regrets?
- LILLIAN:** None at all. Because swimming is a total passion for me, I can't imagine myself doing anything else. But I owe it all to my parents.
- MARY:** Well, Lillian, thanks very much for talking with us. And good luck in the Olympics.
- LILLIAN:** Thanks. My pleasure.

UNIT 18 Adverb and Adverbial Phrases, COMPASSION

STEP 4 Communication Practice Exercise 6 (page 310)

Good afternoon. This is the latest news from the World Broadcasting Network. The cease-fire has been broken in Franconia. Asked whether he would attend next week's peace conference in Geneva, rebel leader Amalde declined to commit himself, saying that the success of the conference depended on the good-faith actions of Mr. Tintor, the country's president. Having refused to release any rebel prisoners of war, Mr. Tintor has shown that he does not really want peace, according to Mr. Amalde. Interviewed about Mr. Amalde's comments, an aide to President Tintor, speaking off the record, said he did not expect the conference to take place as scheduled. Meanwhile, researchers from the Global Health Foundation announced plans to test a new vaccine for AIDS. Acknowledging that the current vaccine is ineffective, the researchers claim that their new vaccine is a marked improvement on the existing one. They believe that it holds great promise. A new nation comes into existence at midnight tonight. To be known as the Central Asian Republic, the new nation has been carved out of the eastern portion of Spartania. After declaring the nation's independence, one of the new government's first actions was to request billions of dollars in foreign aid.

Finally, here is today's human interest story. In St. Louis, Missouri, sixteen-year-old Sam Michaels was saved from drowning in a swimming pool by twelve-year-old Carrie Hutchinson. Being unable to swim, Michaels had almost given up hope of being rescued. Upon hearing his cries for help, Hutchinson located him and jumped into the water. Then she pulled him to safety, using the lifesaving techniques she had learned in swimming classes. Michaels, grateful for the rescue, thanked Hutchinson profusely and said he planned to start swimming lessons immediately. That's the latest news from World Broadcasting. Stay tuned for further developments.

UNIT 19 Connectors, MEMORY

STEP 4 Communication Practice Exercise 6 (page 327)

- TEACHER:** All right folks, we're ready to start Part 2 of the workshop. Let's just review the points we made before. As you know, it's crucial to be able to remember and use clients' names. Clients like to be called by their names, so it's good business. That's why it's so important to get people's names into your short-term memory. How do you do this? First, be sure to say people's names out loud when you meet them. Second, make sure that you notice one particular thing about each person and link that thing with the person's name. For example, suppose the person has strong, prominent eyebrows. And suppose the person's name is Ed. You can link the "e" in eyebrows with the "e" in Ed, and then you have an easier . . . Yes? May I help you?
- KEOKI KENDALL:** Yes, my name is Keoki Kendall.
- TEACHER:** Excuse me, Mr. Kendall, but we're in the middle of a workshop here. I'd...
- KEOKI KENDALL:** I won't keep you long. I'm from the university police. I want everyone to stand up. Quick! Everyone! Some money has been stolen from the Financial Office, and I need to inspect your belongings. Please empty your purses and backpacks and your pockets onto your desks. . . . Thank you. You have all been very cooperative. You may put your things away now. Thank you. Aloha.
- BOB:** What in the world was that about?
- MIKE:** Come on, you guys. He wasn't for real.
- MARSHA:** What? Are you kidding?
- MIKE:** Didn't you notice? He wasn't in uniform. Besides, Marsha, you didn't really act like this was a real interruption. So this must have all been planned.
- TEACHER:** Yes, Mike, you're right. It was all planned. But I'll bet he had you going for a minute. Right, Bob?
- BOB:** I'll have to admit that he did.
- TEACHER:** All right. The question is what you got out of the experience. Let's see what you remember. How was he dressed?
- MARSHA:** He had on a suit, a tuxedo actually, but he wasn't wearing a white shirt.
- TEACHER:** OK, good. What color was his shirt? . . . No one remembers? All right. What about his shoes?
- MIKE:** Brown?
- TEACHER:** Sorry. As a matter of fact, they were black. What was his name?

- MARSHA:** Uh . . . I . . . I think his first name was . . . Keoki?
- TEACHER:** That's right. Very good. Now why do you think you were able to remember that name?
- MARSHA:** Well, it's an unusual first name—except maybe in Hawaii.
- TEACHER:** Good. Now, what was his last name?
- MIKE:** I think it was Kendall. I don't think I would have remembered it, except for the fact that you repeated it when you said, "Excuse me, Mr. Kendall."
- TEACHER:** Right. Excellent. Now, what was the last word he said?
- BOB:** Aloha.
- TEACHER:** Very good. Why were you able to remember it?
- BOB:** Well, it's not the usual way to say good-bye. Almost everyone knows the word, of course, but people don't say it that much.
- TEACHER:** Right. OK. Now, let's just sum up the points here. You were able to remember some of the particulars about our visitor, but not all of them. It's true that you were distracted. That was deliberate. But . . . most importantly, if you're going to improve your memory and use it well, you're going to have to learn to focus your attention consistently. You were able to remember the unusual things, and that's a good start. But it's the ordinary things you have to work on. You have to pay attention to those things, too.

UNIT 20 Noun Clauses: Subjects, Objects, and Complements, BIRTH ORDER

STEP 4 Communication Practice Exercise 6 (page 347)

- MAXINE BUNDY:** Good afternoon. I'm Maxine Bundy. I guess you're Mr. and Mrs. Lamont?
- TIM LAMONT:** Yes. I'm Tim Lamont, and this is my wife Anne.
- MAXINE BUNDY:** I'm glad to meet you both. Now, I believe you're here because of a problem with your daughter?
- ANNE LAMONT:** Yes, that's right.
- MAXINE BUNDY:** What seems to be the problem?
- TIM LAMONT:** Well, our daughter Amanda seems sad and depressed. She's been crying a lot.
- MAXINE BUNDY:** Do you have other children?
- ANNE LAMONT:** Yes, we have an older child, a boy who's seventeen, and a younger child, a boy who's twelve. Amanda is the middle child. She's fifteen.
- MAXINE BUNDY:** How long has this problem been going on?
- TIM LAMONT:** It started about two months ago. We asked Amanda why she was so unhappy. She burst into tears and said we don't care about her. That came as a shock. We love her dearly.
- ANNE LAMONT:** Yes. We just can't understand how she could think that.
- MAXINE BUNDY:** Tell me about your other children. Do they seem happy?
- TIM LAMONT:** Yes, definitely. Brad, our older boy, is involved in a lot of activities. He's on the school football team, and he's an excellent student. It seems like whatever he does, he's really successful at it.

- ANNE LAMONT:** And Jim, our younger son, is involved in a lot of activities, too. He's a really good musician, and he's also on a soccer team.
- MAXINE BUNDY:** And what about Amanda? Tell me what she's involved in.
- TIM LAMONT:** Well, not much of anything, really. We've tried to get her to take part in sports or music, but she never seemed interested.
- MAXINE BUNDY:** How much time have you spent with Amanda lately?
- ANNE LAMONT:** Not much, really. We just can't seem to get her involved in anything.
- MAXINE BUNDY:** I think I'm beginning to see what the issue might be. This sounds like a case of the missing middle child.
- TIM LAMONT:** What do you mean?
- MAXINE BUNDY:** Well, it's often the case that middle children sort of get lost in the shuffle. Oldest children usually just do their own thing and are successful at it. They get a lot of attention from their parents. Younger children, because of where they are in the family structure, also find their own niche pretty easily. Normally, they also get a good deal of attention. It's the middle child who sometimes feels neglected.
- ANNE LAMONT:** Neglected? But...
- MAXINE BUNDY:** I don't mean deliberately neglected. It often just turns out that way.
- TIM LAMONT:** If that's the case with Amanda, what can we do?
- MAXINE BUNDY:** Well, I'd like to see Amanda individually and talk with her. But, for now, I'd suggest that you try to give her a lot of special attention. Don't try to get her interested in something that you think of. Let her discover on her own what she's interested in, and then support that as much as you can.
- ANNE LAMONT:** Well, can you help us with this?
- MAXINE BUNDY:** Yes. It will take work, but it will be well worth your effort. Now, when can I see Amanda?

UNIT 21 Direct and Indirect Speech, COMMUNICATION AND MISUNDERSTANDING

STEP 4 Communication Practice Exercise 7 (page 367)

- ANN NESS:** We're back, everyone. Once again, I'm Ann Ness, and my guest today is communication expert Ellen Sands, who is telling us about ways to minimize verbal conflict. Ellen, you've talked about active listening and about stating things positively instead of negatively. What's another way to improve communication?
- ELLEN SANDS:** A third way involves speaking about yourself instead of about the other person, especially in a conflict situation. That means focusing on how the other person's statements are affecting you. It does not involve returning anger for anger.
- ANN NESS:** How about giving us an example?
- ELLEN SANDS:** Sure. Here's a situation from my own private practice. A few months back, two sisters, whom I'll call Rosa and Alicia, came to me for help with a family dispute. Their mother had died, and they were arguing about dividing up the family estate.
- ANN NESS:** Oh, dividing up an estate. That can be tough to manage.

ELLEN SANDS: Yes, and since their mother hadn't left a will, the situation was particularly complicated. It wasn't long before Rosa and Alicia were at each other's throats. Rosa said, "Alicia, you always got your own way because you were Mom's favorite." Alicia was clearly hurt by the criticism and angrily responded, "The problem is that you're a very selfish person." After that, it just got worse.

ANN NESS: What would have been a better way to handle this?

ELLEN SANDS: Well, Rosa was the aggressive one, but it takes two people to make an argument. Alicia should have talked about how Rosa had made her feel instead of attacking Rosa back. She could have said something like, "You know, Rosa, you really hurt my feelings when you said that." Then she could have said, "I felt really disrespected." You'd be surprised how much statements like this can defuse anger and help in a conflict situation.

ANN NESS: Very interesting! All right, we're going to take another break and then hear more from Ellen Sands. Stay with us.

UNIT 22 Conditionals; Other Ways to Express Unreality, ACHIEVEMENTS AND INVENTIONS

STEP 4 Communication Practice Exercise 7 (page 387)

TEACHER: Good morning, everyone. Today we're going to talk about computers, so my first question is this: What would you do if your computer wasn't working? Would you run virus protection software? Andrea?

ANDREA: Yes, I would. If a computer isn't working, the chances are it has a virus or a bug.

TEACHER: Ah, yes, a bug! What does that mean? If your computer has a bug, is there an actual insect inside the computer? Diego?

DIEGO: No, I don't think so.

STUDENT A: Maybe there is, sometimes! I think I've read that way back when computers were first being built, some people actually found a bug in a computer, and that's how the word got started.

STUDENT B: How can that be? I know that a bug is a glitch—some kind of programming error.

TEACHER: You're right. But why is it called a bug? Does anyone know? Andrea?

ANDREA: I just looked this up on my phone. It says that a lady named Grace Harper came up with the term.

TEACHER: Well, people think that she invented the term, but she didn't. She only used it in a report. If the term "bug" hadn't already been invented, Harper would never have used it.

STUDENT C: Well, if Harper didn't invent the term "bug," who did?

TEACHER: We don't know who invented the term. It's been in use for at least a century, but it used to mean something like "monster," and it referred to a general technological problem with a machine.

ANDREA: So who was Grace Harper, then?

TEACHER: Here's the rest of the story. Back in 1947, Rear Admiral Grace Harper was a military expert in computing. Harvard University had a Mark II calculator, which was a kind

of primitive computer. It wasn't working correctly, so investigators decided to open the machine up to see what was causing the problem. And guess what: They found a moth inside that could have been causing the problem.

STUDENT A: So there was a real bug in the computer!

TEACHER: Yes, there was! . . . At that time, the Navy was working closely with Harvard University. So Grace Harper wrote a report about the incident. She was given credit for creating the terms "bug" and "debug." She never claimed that she'd invented those terms, but she started using them to refer to computer problems, and other people did, too. So I guess Harvard and the military should get the credit for starting to use the word the way we use it today.

UNIT 23 More Conditions; The Subjunctive, ADVICE

STEP 4 Communication Practice Exercise 8 (page 405)

MARGE: Hello?

NANCY: Hi, Marge, It's Nancy. Got a moment? I need some advice.

MARGE: Sure. What's the problem?

NANCY: My daughter Amanda called an hour or so ago and asked me to babysit. When I said no at first, she almost demanded I do it. I gave in and said yes, but I wish I hadn't. Had I known she was calling about that, I wouldn't have answered the phone. How can I make her stop treating me like this? What would you suggest?

MARGE: Has this been happening a lot?

NANCY: Yes, it has. It's the fifth time in three weeks. The last time it happened, I was feeling sick. I wound up having to call and insist she come and pick up the kids early.

MARGE: Did she?

NANCY: Yes, but she was mad. I love her and my grandchildren, but enough is enough.

MARGE: What's her problem, anyway? Why is she asking that you babysit all the time?

NANCY: Well, both she and Stan have strange work schedules. She's been working overtime.

MARGE: They seem pretty well off to me. Why is Amanda working so much?

NANCY: She and Stan want to buy another house. Personally, I think she's been neglecting the children. It's important that she pay more attention to those kids.

MARGE: Well, this isn't a matter of survival. They have a nice enough home already. I suggest you call her back and tell her you've changed your mind. You're not her slave. Lay down the law. With a little firmness, you can get Amanda to take responsibility for herself.

NANCY: Thanks, Marge. That was my thought, too. I just wanted some support.

MARGE: Absolutely! You raised one family; you shouldn't have to raise another.