

Tactics for the TOEFL iBT® Test Answer Key

READING DIAGNOSTIC TEST (pp. 12–19)

Note: All questions on the test are worth one point except questions 12 and 25. For question 12, get zero points for one correct answer, 1 point for choosing two correct answers, and 2 points if all three answers are correct. For question 25, get zero points for one or two correct answers, 1 point for choosing three correct answers, 2 points for four correct answers, and 3 points if all five answers are correct.

- | | | |
|------|-----------------------------|-------|
| 1. A | 9. B | 16. A |
| 2. B | 10. C | 17. C |
| 3. B | 11. D | 18. D |
| 4. D | 12. B C E (in
any order) | 19. C |
| 5. C | 13. D | 20. B |
| 6. A | 14. B | 21. C |
| 7. D | 15. B | 22. A |
| 8. A | | 23. A |

24. C
25. Copyright or
Trademarks: A D
(in any order)
Patents: C E F (in
any order)

UNIT 1 | READING • Factual Information Questions and Negative Factual Information Questions

Exercise B1 (p. 20)

1. organisms
2. species
3. mammal
4. reptiles
5. remains
6. fossil
7. prehistoric
8. dinosaurs

Exercise C1 (p. 21)

1. B
2. A

Exercise C2 (p. 21)

1. 2B
2. 1A 1D 2E
3. 1C 2D

Exercise D1 (p. 22)

1. B
2. C
3. D
4. E
5. F
6. A

Exercise D2 (p. 22)

1. The highlighted phrases are key phrases because:
 - “paragraph 2” tells you the paragraph in which you will find the answer.
 - “high prices” is a noun phrase that refers to a specific thing.
 - “auction houses” is a noun phrase that refers to a specific thing.
 - “rare” is an adjective with a specific meaning.
 - “usually” is an adverb with a specific meaning.

- “expensive” is an adjective with a specific meaning.
- “increasingly” is an adverb with a specific meaning.
- “fashionable” is an adjective with a specific meaning.
- “works of art” is a noun phrase that refers to a specific thing.
- “more buyers” is a noun phrase that refers to a specific thing.
- “these days” is an adverb with a specific meaning.
- “100 years ago” is a time reference.
- “often” is an adverb with a specific meaning.
- “valuable” is an adjective with a specific meaning.
- “marble” is a specific term.
- 2. The words “dinosaur” and “fossils” are not highlighted as key phrases because they are likely to be used many times in the passage.

Exercise D3 (p. 23)

1. large size / sauropod / relatively few / natural predators / hollow bones / lakes and rivers / supported their weight / little of their energy / children

Exercise E1 (p. 23)

The two correct answers to the question are A and B. The completed table looks like this:

- Answer B
- Answer A
- Answer D
- Answer C

Exercise E2 (pp. 23–24)

1. A
Answer A is correct because it paraphrases or simplifies an idea in the passage.
Answer B is incorrect because it looks similar to the passage, but contradicts a point or detail.
2. B
Answer A is incorrect because it describes a detail that is not mentioned in the passage.
Answer B is correct because it paraphrases or simplifies an idea in the passage.
3. B
Answer A is incorrect because it looks similar to the passage, but contradicts a point or detail.
Answer B is correct because it paraphrases or simplifies an idea in the passage.
4. A
Answer A is correct because it paraphrases or simplifies an

idea in the passage.

Answer B is incorrect because it looks similar to the passage, but contradicts a point or detail.

Exercise E3 (p. 24)

C

Exercise E4 (p. 24)

1. D
2. D

Exercise F1 (p. 25)

1. C
2. B

Exercise F2 (p. 25)

1. 2B
2. 1C

Exercise G1 (p. 26)

1. Contradict
2. Restate
3. Contradict
4. Not mentioned
5. Restate
6. Not mentioned

Exercise H1 (pp. 26–29)

1. D
2. C
3. A
4. D
5. B
6. B
7. C
8. A
9. D
10. B

UNIT 2 | READING • Vocabulary Questions

Exercise B1 (p. 30)

1. D
2. A
3. E
4. H
5. F
6. G
7. B
8. C

Exercise C1 (p. 31)

1. B
2. D

Exercise C2 (p. 31)

1. 1A 1D 2A
2. 2C
3. 1C 2B

Exercise D1 (p. 32)

1. A
2. B
3. B
4. A

Exercise D2 (p. 32)

- As seen in passage 4 in Exercise D1, the highlighted word may be contrasted with other words or phrases.
- As seen in passage 2, the context might include a word or phrase that is a synonym of the highlighted word.

- As seen in passage 3, an example in the context might make the meaning of the highlighted word clear.
- As seen in passage 1, the context may include other words that suggest the meaning of the highlighted word.

Exercise D3 (p. 33)

1. C. Answers will vary.
Suggested answers: huge, enormous, or very large
2. A
3. C. Answers will vary.
Suggested answers: living or residing
4. B

Exercise D4 (p. 33)

1. G 2. C 3. B
4. J 5. E 6. I
7. A 8. K 9. H
10. D

Answers F and L do not match any of the blanks.

Exercise D5 (p. 33)

In Exercise D3, the following words and phrases are helpful in answering the questions.

1. doubled the size / the largest territorial gain
2. Constitution / a vote by members of the House of Representatives
3. humans / founding date / settlements
4. archeological data suggest

In Exercise D4, the following words and phrases are helpful in answering the questions.

1. providing heat / cooking food
2. dangerous

3. and towns / urban cultures
4. towns / 5 million people
5. written
6. spanned the sixth to thirteenth centuries
7. War / fought / army
8. War / fought / army
9. Netherlands/ the world
10. crisis / Depression

Exercise E1 (p. 34)

1. two/twice
2. together/with
3. opposite/against
4. before
5. again/back
6. work
7. remember
8. join/bind
9. new
10. carry

Exercise E2 (p. 34)

Answers will vary.

Exercise E3 (pp. 34–35)

1. renovate
2. autonomy
3. international
4. precede
5. collaborate

Exercise E4 (p. 35)

1. Some useful number prefixes include *un(i)-*, which means “one,” *tri-*, which means “three,” *quadr-* or *quart-*, which means “four,” *dec(a)-*, which means “ten,” *cent-*, which means “hundred,” and *kilo-*, which means “thousand.”
2. Some common negative prefixes include *a(n)* or *ab-* as in “apolitical” or “abnormal,” *anti-* as in “antibiotic,” *de-* as in “destroy,” *dis-* as in “disagree,” *in-* (or *il-*, *im-*, or *ir-*) as in “incorrect,” *mal-* as in “malfunction,” *non-* as in “nonstop,” and *un-* as in

“unscientific.” Note that not every word that begins with one of these prefixes, especially *a-*, *de-*, *dis-*, and *in-*, has a negative meaning.

3. Answers will vary.

Exercise E5 (p. 35)

1. B: context clue from the passage: dictating; word clue: *mem*
2. B: context clues from the passage: across / distance
3. C: context clues from the passage: began / ended after
4. C: context clue from the passage: done by hand; word clue: *labor*
5. C: context clue from the passage: by at least 300 years; word clue: *pre*

Exercise F1 (pp. 36–37)

1. C 2. B 3. D
4. B 5. C 6. B
7. A 8. B

UNIT 3 | READING • Rhetorical Purpose Questions**Exercise B1 (p. 38)**

1. currents
2. algae
3. marine
4. shore
5. seabed
6. tide
7. shallow
8. submarine

Exercise C1 (p. 39)

1. C
2. D

Exercise C2 (p. 39)

- Answer 1B is wrong because it describes a function that does not match the passage.
- Answer 1D is wrong because it describes a purpose that is contradicted by the passage.
- Answer 2A is wrong because it describes a function that does not match the passage.
- Answer 2B is wrong because it describes a purpose that is contradicted by the passage.
- Answer 2C is wrong because it describes a function that matches a different part of the passage than the question asks about.

Exercise D1 (p. 40)

1. F 2. D 3. C
4. A 5. B 6. E

Exercise D2 (p. 40)

1. describe a new concept
2. introduce an example
3. argue against an idea
4. say how two things differ

Exercise D3 (p. 41)

The following words and phrases in the passages are helpful:

1. are known as
2. such as those found on ...
3. however / although it was rare / in fact still exist
4. but / differ / compared with / smaller and stouter / instead of
5. primary source / most important

Exercise D4 (p. 41)

1. C
2. A
3. B
4. E
5. F

Not used: D

Exercise D5 (p. 41)

1. A
2. B

Exercise E1 (p. 42)

- Answers that paraphrase the passage: A E G
- Answers that contradict the passage: B C H
- Answers that are not mentioned in the passage: D F

Exercise E2 (p. 43)

The answers in E1 that contradict the passage can be rewritten as follows:

- B. Scientists did not expect to find life at the bottom of the Mariana Trench.
- C. Populations of red and blue king crabs have remained low for many years.
- H. Male swordfish are not as large as females.

Exercise E3 (p. 43)

1. B
2. A
3. A
4. C Answers will vary.
Suggested answer: To give an example of a condition that coral polyps need
5. C Answers will vary.
Suggested answer: To describe conditions that cause coral reefs to die

Exercise E4 (p. 43)

The following words are helpful:

1. sleep in water / one hemisphere ... sleeps / sleeping seals etc.
2. a chemical / acetylcholine etc.
3. calcium carbonate exoskeleton
4. warm but not too warm / 20 and 29 degrees
5. and 6.10%... already dead / 60% more at risk etc.

Exercise F1 (pp. 44–45)

1. B 2. D 3. B
4. C 5. C 6. A

UNIT 4 | READING • Inference Questions

Exercise A1 (p. 46)

- Answers will vary.
- Answers will vary.

Exercise B1 (p. 46)

- H
- A
- E
- F
- B
- G
- C
- D

Exercise C1 (p. 47)

- D
- B

Exercise C2 (p. 47)

- 1A 2D
- 1B 1C 2A 2C

Exercise D1 (p. 48)

- The phrase “paragraph 4” matches description B.
- The phrase “effects of wildfires” matches description C.
- The word “inferred” matches description A.

Exercise D2 (p. 48)

- The word “inferred” matches description A from Exercise D1, the phrase “paragraph 2” matches description B, and the phrase “food webs” matches description C.
- “Imply” matches description A, “paragraph 3” matches description B, and “keystone species model” matches description C.

- “Concluded” matches description A, “paragraph 4” matches description B, and “recent actions of conservationists” matches description C.
- “Suggest” matches description A, and “European oak trees” and “moderate climate change” both match description C.

Exercise D3 (p. 48)

- The word “imply” matches description A from Exercise D1, the phrase “paragraph 1” matches description B, and the word “biodiversity” matches description C.
- “Suggest” matches description A, and “earthworms” and “soil fertility” both match description C.
- “Understood” matches description A, and “biotic and abiotic environments” matches description C.
- “Inferred” matches description A, “paragraph 3” matches description B, and “honeybees” and “modern agriculture” both match description C.

Exercise D4 (p. 48)

- Key phrases: suggest / effects of natural disturbances / wildfires. The first and second sentences in the passage give information related to the key phrases.
- Key phrases: concluded / fire-dependent and fire-adapted organisms / differ. The third and fourth sentences in the passage give information related to the key phrases.
- Key phrases: is implied / Our Synthetic Environment. The first sentence in the passage gives information related to the key phrases.
- Key phrases: be inferred / loss of rainforests. The second and third sentences in the passage give information related to the key phrases.

Exercise D5 (p. 49)

- B. Key phrases in the question: imply / start of the nineteenth century. The first sentence of the passage gives information related to the key phrases.
- A. Key phrases in the question: concluded / feeding habits. The third and fourth sentences of the passage give information related to the key phrases.

- B. Key phrases in the question: suggest/ hunting. The fifth and sixth sentences of the passage give information related to the key phrases.
- A. Key phrases in the question: inferred / extinction. The tenth and eleventh sentences of the passage give information related to the key phrases. (Note that “Passenger Pigeons” is not a useful key phrase because it occurs too often in the passage.)

Exercise E1 (p. 49)

- B
- A

Exercise E2 (p. 50)

- B
- B
- A
- A

Exercise E3 (p. 50)

- Implied
- Stated directly
- Implied
- Not mentioned

Exercise E4 (p. 51)

- B D
- A D

Exercise F1 (pp. 51–53)

- C
- A
- A
- D
- C
- C
- A
- B C

UNIT 5 | READING • Sentence Simplification Questions

Exercise B1 (p. 54)

- F
- C
- G
- A
- H
- E
- B
- D

Exercise C1 (p. 55)

- C
- A

Exercise C2 (p. 56)

- These answer choices change some essential information from the highlighted sentence: 1A 1B 1D 2C
- These answer choices leave out some essential information from the highlighted sentence:

Exercise D1 (p. 56)

- B
- A
- A
- B
- B

Exercise D2 (p. 57)

- C
- A
- B
- H
- G
- E

Exercise D3 (p. 57)

The correct order of the sentences is: D C A F E. (Sentence B does not belong in the restated paragraph.)

Exercise E1 (p. 58)

- C
- D
- E
- B
- A

Exercise E2 (p. 58)

- explains a cause, reason, or result; also describes a problem with something
- describes all or part of a process
- compares or contrasts two ideas
- describes a problem with something
- summarizes some information or an idea

Exercise E3 (p. 58)

- B
- A

Exercise F1 (p. 59)

- Sentence 1B changes essential information in sentence 1A.
- Sentence 2B changes the function of sentence 2A.
- Sentence 3B leaves out essential information in sentence 3A.
- Sentence 4B changes essential information in sentence 4A.

Exercise G1 (pp. 59–61)

- C
- B
- A
- D
- D
- C

UNIT 6 | READING • Insert Text Questions and Reference Questions

Exercise B1 (p. 62)

1. hard, outer layer
2. organisms that can cause damage
3. reproductive material
4. dead organisms, small pieces of rock, and mud
5. anchor the plant
6. substances that all organisms
7. similar form and function
8. the sun's energy into sugars

Exercise C1 (p. 63)

1. B

Exercise C2 (p. 63)

1. A / C / D

Exercise D1 (p. 64)

1. B
2. Suggested answers:
 - Adding a detail or example – middle
 - Comparing or contrasting ideas – middle / end
 - Defining a term or concept – beginning
 - Expressing a conclusion – end
 - Introducing a topic – beginning

Exercise D2 (p. 64)

1. Answers will vary. Suggested answers: emphasize something / contradict some information / express an opinion / describe a problem
2. Answers will vary. Suggested answers:
 - emphasize something – any position is possible, but in the middle or near the end of a paragraph are more common
 - contradict some information – any position is possible, but in the middle or near the end of a paragraph are more common

- express an opinion – any position is possible, but near the start or in the middle of a paragraph are more common
- describe a problem – any position is possible, but near the start or in the middle of a paragraph are more common

Exercise D3 (p. 64)

1. D
2. A
3. B
4. E
5. C

Exercise D4 (p. 64)

The sentences should be placed in the following order to make a logically-organized paragraph:

- Various types of disease-causing pathogens affect plants, including fungi, parasites, viruses, and bacteria.
- Plant pathology is the name given to the study of diseases that are caused by such organisms.
- Rice ragged stunt virus and bacterial leaf blight, for instance, are both pathogens that can affect rice crops.
- Infections like these can affect the economy, so it can be seen that plant pathology is an important field of study.
- Many insects and other pests also affect the health of plants, but plant pathologists do not study these factors.

Exercise E1 (p. 65)

- The highlighted phrase “the former” refers to “angiosperms” in the passage.
- The highlighted phrase “the latter” refers to “gymnosperms” in the passage.

- The highlighted phrase “many of which” refers to “250,000 species (of angiosperms)” in the passage.
- The highlighted phrase “These” refers to “species (that do not bear seeds)” in the passage.
- The highlighted phrase “They” refers to “spores, (which are capsules of genetic information with a protective coating)” in the passage.
- The highlighted phrase “one” refers to “a different location” in the passage.

Exercise E2 (p. 65)

1. “Them” and “their”
2. “thin, needle-like leaves”
3. “They”
4. “Broader” and “flatter”
5. No. The word “They” that begins sentence 6 refers to “Broadleaf trees” in sentence 5.

Exercise E3 (p. 65)

- A environment
- B light
- C forest
- D soil
- E temperature
- F species
- G oxygen
- H atmosphere

Exercise F1 (p. 66)

1. C
2. B
3. B
4. A

Exercise F2 (p. 66)

- Adds details about a topic *before* the topic has been introduced or defined:
1A 2A 3A
- Introduces or defines a topic *after* details about that topic have been mentioned:
2C 3C 4B 4C

- Separates two sentences that are coherent and logically related: 1B 4B

Exercise G1 (p. 67)

1. C
2. B

Exercise G2 (p. 67)

1. Not helpful
2. Not helpful
3. Helpful
4. Helpful
5. Not helpful
6. Not helpful
7. Not helpful
8. Helpful

Exercise H1 (p. 68)

1. These words refer to or give an example of “fungi”: mushrooms / yeasts / molds / they / their
2. These words refer to or give an example of “foods”: fruits / they / these items / avocados / eggplants / cucumbers / tomatoes / olives
3. These words refer to or give an example of “plant”: bamboo / the largest member / it / many species / its / a construction material / a food or medicine / a raw material
4. These words refer to or give an example of “story”: title / fictional / tale / describes

Exercise H2 (pp. 68–69)

1. C
2. D acacias
3. D seed ferns
4. B

Exercise I1 (pp. 69–71)

1. D
2. D
3. D
4. A
5. A
6. C
7. C
8. C
9. F
10. B

UNIT 7 | READING • Fill in a Table and Prose Summary Questions

Exercise B1 (p. 72)

1. F
2. D
3. A
4. G
5. H
6. B
7. E
8. C

Exercise C1 (p. 73)

Moment Magnitude Scale:
A B (in any order)
Volcanic Explosivity Index: F
Both Moment Magnitude Scale and Volcanic Explosivity Index:
D E (in any order)
(Answer C is not used.)

Exercise D1 (p. 74)

1. A C
2. The order of the strategies is: B D E A C

Exercise D2 (p. 74)

1. Mentioned
2. Mentioned
3. Not mentioned
4. Not mentioned

Exercise D3 (p. 75)

1. Restates
2. Contradicts – Drizzle is the most common form of precipitation.
3. Contradicts – Precipitation in the form of rain constitutes a significant part of the water cycle.
4. Restates

Exercise D4 (p. 75)

1. D
2. A

Exercise D5 (p. 76)

Mafic and ultramafic lavas:
A F (in any order)
Felsic or intermediate lavas:
D E G (in any order)

Exercise E1 (p. 77)

C E F (in any order)

Exercise E2 (p. 77)

1. A
2. D
3. B

Exercise F1 (p. 78)

- Step 1 – C
- Step 2 – B
- Step 3 – A

Exercise F2 (p. 78)

- Answers that restate information in the passage: A E (in any order)

- Answers that contradict information in the passage: B C (in any order)

Exercise F3 (p. 79)

1. Major
2. Minor
3. Major
4. Major
5. Minor

6. Major
7. Minor
8. Minor

Exercise G1 (pp. 79–83)

1. Fjords: D F (in any order)
Fjards: C
Fjords and Fjards: A E (in any order)
2. A C F (in any order)

3. Evidence that Wegener Initially Presented: C D G (in any order) . . . Evidence that Persuaded Other Scientists: B F (in any order)
4. A B F (in any order)

READING REVIEW TEST (pp. 84–90)

Note: All questions on the test are worth one point except questions 12 and 25. For question 12, get zero points for one or two correct answers, 1 point for choosing three correct answers, 2 points for four correct answers, and 3 points if all five answers are correct. For question 25, get zero points for one correct answer, 1 point for choosing two correct answers, and 2 points if all three answers are correct.

- | | | | |
|------|--|---------|--------------------------|
| 1. C | 9. B | 13. C | 21. D |
| 2. D | 10. C | 14. A | 22. A |
| 3. A | 11. D | 15. B | 23. D |
| 4. B | 12. Macroparasites: C E (in any order) | 16. C | 24. C |
| 5. A | Microparasites: B F (in any order) | 17. A C | 25. C D F (in any order) |
| 6. D | 7. A | 18. C | |
| 8. D | Parasitoids: D | 19. B | |
| | | 20. D | |

LISTENING DIAGNOSTIC TEST (pp. 100–103)

- | | | | |
|----------------------------------|-------------------------------------|---|---|
| 1. C | • Reduced sensitivity to pain – Yes | 16. C | formed a cone approximately 50 meters tall. |
| 2. A | 8. A | 17. D | • Fourth – Very high clouds of ash and smoke formed in the sky. |
| 3. D | 9. C | 18. | |
| 4. B C | 10. A D | • First – Local people heard the sounds of subterranean earthquakes. | 19. B |
| 5. B | 11. A | • Second – The eruption caused a fissure to form in a farmer's field. | 20. A |
| 6. B | 12. C | • Third – Volcanic material | 21. C |
| 7. | 13. B | | 22. A |
| • Feelings of happiness – Yes | 14. D | | |
| • Improved brain activity – No | 15. B D | | |
| • Increased levels of doubt – No | | | |

UNIT 8 | LISTENING • Gist-Content and Gist-Purpose Questions

Exercise A1 (p. 104)

Answers will vary.

Exercise B1 (p. 104)

1. assignment / term paper
2. due date
3. extension / incomplete
4. grade point average
5. office hours
6. research

Exercise C1 (p. 105)

1. B
2. The following words in the script are helpful for answering Q1:
 - “Could I check a couple of things about the assignment you set for Biology 208?”
 - “The paper should be 1,000 words and you want it handed in next Friday, right?”

Exercise C2 (p. 105)

1. C
2. D
3. A

Exercise D1 (p. 106)

- | | | |
|------|------|------|
| A. 4 | B. 1 | C. 5 |
| D. 6 | E. 2 | F. 3 |

Exercise D2 (p. 106)

- | | | |
|------|------|------|
| 1. A | 2. A | 3. B |
| 4. A | 5. B | 6. A |

Exercise E1 (pp. 106–107)

1. C
2. A

Exercise E2 (p. 107)

1. The speakers discuss
 - an assignment that the professor gave – multiple times
 - the due date of the assignment – multiple times
 - a recommended article – twice
 - an extension of the assignment's deadline – multiple times
 - a failing grade for the assignment – once

- a visit to the Study Skills Center – once
2. C

Exercise F1 (p. 107)

- 1A unlikely
- 1B likely
- 1C likely
- 1D unlikely
- 2A likely
- 2B unlikely
- 2C unlikely
- 2D likely

Exercise F2 (p. 108)

- Answer A from Q1 in Exercise F1 matches reason 2.
- Answer D from Q1 matches reason 1.
- Answer B from Q2 matches reason 3.
- Answer C from Q2 matches reason 4.

Exercise G1 (p. 108)

1. D
2. B

Exercise G2 (p. 109)

- | | | |
|------|------|------|
| 1. F | 2. B | 3. E |
| 4. A | 5. C | 6. D |

Exercise G3 (p. 109)

1. B
2. A

Exercise H1 (p. 109)

1. molecule
2. organs
3. cells
4. element
5. nucleus
6. genetic
7. reproduction
8. offspring

Exercise I1 (pp. 110–111)

- | | | |
|------|------|------|
| 1. B | 2. C | 3. D |
| 4. C | 5. A | 6. D |

UNIT 9 | LISTENING • Detail Questions

Exercise B1 (p. 112)

1. E 2. G 3. D
4. A 5. B 6. C
7. F 8. H

Exercise C1 (p. 113)

1. B C E

Exercise C2 (p. 113)

- The phrase “letters from his brother” in answer A is a clue that this answer is wrong. The reason is that the lecture says Van Gogh sent letters to his brother, not received letters from him.
- The word “famous” in answer D is a clue because the lecture talks about “famous works” by Van Gogh, but does not say that Van Gogh believed he would become famous.
- The phrase “rarely visible” in answer F is a clue because the passage says a particular constellation is only visible to the north, not that the

night sky to the north is rarely visible.

Exercise D1 (p. 114)

- A matches “\$400 million wrong = actually \$10 billion+”
- B matches “produces amazing images of planets + stars”
- C matches “will play in final of softball tournament” and “team traveling 2 days before deadline”
- D matches “delayed,” “shuttle disaster,” and “mirror had wrong shape”
- E matches “space telescope → orbiting Earth”
- F matches “Assignment set 2 weeks ago”

Exercise D2 (p. 114)

1. D 2. B C
3. A D 4. B

Exercise E1 (p. 115)

1. The following expressions match each category:

- Cause or Effect: E as a result of ... / F due to ...
 - Contrast: A However, ... / H Instead of ...
 - Similarity: C In the same way, ... / G A related point ...
 - Time: B Until finally ... / D To begin, ...
2. Answers will vary.
3. Answers will vary.

Exercise E2 (p. 115)

1. Similarity
2. Cause/effect
3. Time
4. Contrast

Exercise F1 (p. 115)

1. A D
2. A B

Exercise G1 (p. 116)

1. Point A is a major point, B is a minor point.
2. Point A is a major point, B is a minor point.
3. Both points are major points.
4. Both points are minor points.

Exercise H1 (pp. 116–117)

1. C 2. C
3. A D 4. B

Exercise H2 (p. 117)

1. Paraphrase. The woman actually says “looks redder.”
2. Repeat.
3. Repeat.
4. Paraphrase. The man actually says “As the cooling continues, the remnant star will shrink.”
5. Repeat.

Exercise I1 (p. 117)

1. D 2. G 3. C
4. A 5. E 6. F
7. H 8. B

Exercise J1 (pp. 118–119)

1. C 2. B C 3. B D
4. C 5. A E 6. D
7. C 8. B C

UNIT 10 | LISTENING • Understanding the Function of What Is Said Questions

Exercise B1 (p. 120)

1. bursar
2. fees
3. financial aid
4. living expenses
5. student loan
6. scholarship
7. tuition
8. work-study program

Exercise C1 (p. 121)

1. D
2. B

Exercise D1 (p. 122)

1. E 2. D 3. A
4. B 5. C 6. F

Exercise D2 (p. 122)

1. give an example – such as
2. give a reason – the reason is that
3. clarify information – in other words
4. compare or contrast – on the other hand
5. define something – this is called
6. give some advice – you should consider

Exercise D3 (p. 122)

- Excerpt 1. give an example – for instance

- Excerpt 2. give a reason – since
- Excerpt 3. clarify information – my point here is that
- Excerpt 4. compare or contrast – unlike
- Excerpt 5. define something – we call these
- Excerpt 6. give some advice – I think you would (find it useful)

Exercise D4 (p. 122)

Answers will vary. Suggested answers:

- give an example – including
- give a reason – this is because
- clarify information – let me put that another way
- compare or contrast – in contrast
- define something – this can be defined as
- give some advice – if I were you, I would

Exercise E1 (p. 122)

1. clarify information / give a reason / give some advice
2. compare or contrast / give an example / clarify information

3. give an example / clarify information / give a reason
4. compare or contrast / give an example / give a reason

Exercise E2 (p. 123)

- 1A unlikely
1B likely
1C likely
2A unlikely
2B likely
2C unlikely
3A likely
3B likely
3C unlikely
4A unlikely
4B unlikely
4C likely

Exercise E3 (p. 123)

The correct answers to questions 1–4 in exercise E2 are:

1. B 2. B
3. A 4. C

Exercise F1 (p. 123)

1. B 2. A
3. B 4. A

Exercises F2 and F3 (p. 124)

1. to clarify information
2. to give an example
3. to compare two things
4. to define something

Exercise G1 (p. 124)

- 1A incorrect
1B correct
1C incorrect
2A correct
2B incorrect
2C incorrect
3A correct
3B incorrect
3C incorrect
4A incorrect
4B correct
4C incorrect

Exercise G2 (pp. 124–125)

1. C
2. A
3. A

Exercise H1 (p. 125)

1. pigments
2. charcoal
3. Renaissance
4. portrait
5. canvas
6. landscape
7. foreground
8. movement

Exercise I1 (pp. 125–127)

1. C 2. B 3. C
4. A 5. D 6. B

UNIT 11 | LISTENING • Understanding the Speaker's Attitude Questions

Exercise A1 (p. 128)

Answers will vary.

Exercise A2 (p. 128)

Answers will vary.

Exercise B1 (pp. 128–129)

- major
- minor
- core classes
- elective
- prerequisite
- Seminars
- credits
- audit

Exercise C1 (p. 129)

- A
- C

Exercise D1 (p. 130)

- Modern poetry seminar sounds good – positive
- Not taken prerequisite class – negative
- Researched modern poetry in high school – positive
- Not possible to take seminar without prerequisite – negative

- But woman can audit class if she wants – positive
- But good idea → thanks – positive

Exercise D2 (p. 130)

- Negative
- Positive
- Negative
- Negative

Exercise D3 (p. 130)

- A
- B
- A
- B

Exercise E1 (p. 131)

- It seems to me that ... – Speaker 4
- For me, ... – Speaker 6
- My view is that ... – Speaker 2
- From my point of view, ... – Speaker 5
- My preference is for ... – Speaker 1
- In my experience, ... – Speaker 4
- I'd say that ... – Speaker 3
- I'm convinced that ... – Speaker 6

Exercise E2 (p. 131)

Answers will vary. Suggested answers: I believe that ... / In my opinion, ... / To my way of thinking, ... / I prefer ... / I would rather ...

Exercise E3 (p. 131)

- A
- C
- A
- A
- B

Exercise F1 (p. 132)

- BC

Exercise F2 (p. 132)

1. BD
The following phrases are helpful in choosing the answers: "You'll see complicated lists of additional characteristics in some of the articles on your reading list, but the five conventions are the core of what defines an epic." / "my focus is on Greek and Latin epics, so you won't be able to apply all of these ideas to epics in other languages"

Exercise F3 (p. 132)

- AC
- BC

Exercise G1 (p. 133)

- It is emotionally powerful – Professor
 - It is shocking and non-poetic – Reviewers
 - It causes feelings of discomfort – Student
- Jules Verne was a serious writer worthy of academic study – European academics
 - The works of Jules Verne were popular, but not high quality – Contemporary critics
 - Verne's writing style was new, but influenced other writers – Professor

Exercise H1 (p. 133)

- A
- D
- F
- E
- G
- H
- C
- B

Exercise I1 (pp. 134–135)

- A
- B
- B
- A
- D
- CD

UNIT 12 | LISTENING • Understanding Organization Questions

Exercise A1 (p. 136)

- B
- E
- A
- C
- D

Exercise B1 (p. 136)

- has not yet earned a degree.
- is in his or her first year of study.
- is in his or her second year of study.
- is in his or her third year of study.
- is in his or her fourth year of study.
- a graduate-level degree.
- enrolled at one college but is now studying at a different institution.
- visiting from another college temporarily.

Exercise C1 (p. 137)

- B
- B

Exercise D1 (p. 138)

- D
- A
- B
- E
- C

Exercise D2 (p. 138)

- Compares two things
- Gives an example
- Makes a digression
- Makes a digression
- Gives an example

Exercise D3 (p. 138)

- B
- A

Exercise D4 (p. 139)

- B
- B
- B
- C
- A
- AC
- B
- A

Exercise D5 (p. 139)

- The following words and phrases in the answers to Exercise D4 repeat what a speaker says:
 - In 1, answer A, the words "make a decision" and "to specialize in" repeat what the woman says.
 - In 2, answer A, the words "specialize in industrial sociology" repeat what the woman says.
 - In 4, answer B, the words "Guns, Germs, and Steel" repeat what the man says.
 - In 5, answers A and B, the words "participant observation" repeat what the woman says.
 - In 6, answer B, the words "associated with anthropology" repeat what the woman says.
 - In 7, answer B, the words "types of families" repeat what the man says.

- In general, wrong answers more often repeat phrases that a speaker says. The reason is that answers which repeat a phrase from the conversation or lecture are good distractors. These are answer choices that are wrong but which look or sound like they might be the right answer.

Exercise E1 (p. 140)

- D
- B
- E
- A
- C

Exercise E2 (p. 140)

- C
- B

Exercise E3 (p. 141)

- Contrast
- Cause and effect
- Topical
- Problem and solution
- Chronological

Exercise E4 (p. 141)

- Problem and solution
- "bias and other problems" / "one solution"
- Topical
- "study social networks at three levels" / "we'll explore each level in more detail" / "talk about different kinds of social networks"

- Cause and effect
- "a number of effects on society" / "a causal link between" / "the areas most affected by"
- Contrast
- "Positivism is an important concept in sociology, but" / "anti-positivists argue that" / "suitable for studying the natural world but not for studying social phenomena"
- Chronological
- "have existed since" / "first launched in the late 1960s" / "existed in the 1970s" / "in the early 1990s" / "remains the dominant platform for such communities today"

Exercise F1 (p. 141)

- Bias
- individual
- Trends
- methods
- interaction
- questionnaires
- Behavior
- observer

Exercise G1 (pp. 142–143)

- D
- B
- C
- A
- B
- A

UNIT 13 | LISTENING • Connecting Content Questions

Exercise A1 (p. 144)

- Answers will vary. Suggested answers: ambitious, charismatic, devious, diplomatic, evasive, industrious, optimistic, trustworthy.

Exercise B1 (p. 144)

- dormitory
- coeducational
- Resident advisors
- off-campus housing
- accommodation
- Housing Office
- meal plan
- roommate

Exercise C1 (p. 145)

- Each member serves a six-year term and may be re-elected – Upper
 - Different states have different numbers of members – Lower
 - The usual name is the House of Representatives – Lower
- The number of senators per state does not depend on population – Yes
 - Senators meet in the south wing of the United States Capitol – No
 - There are 435 members in total – No
- First – The United States Congress met in locations including Philadelphia and New York.
 - Second – Government officials began meeting in the Capitol building before construction was complete.
 - Third – The Capitol building was used for government functions as well as church services.
 - Fourth – A competition was held to encourage designs for expansions to the Capitol building.

Exercise C2 (p. 145)

- Q1 in Exercise C1 is an example of the second type of Connecting Content question.
- Q2 is an example of the first type of Connecting Content question.
- Q3 is an example of the third type of Connecting Content question.

Exercise D1 (p. 146)

- transfer to a different dorm
- transfer into a shared apartment
- move out of university accommodation

Exercise D2 (pp. 146–147)

- Give a presentation – No
 - Produce a case study – Yes
 - Write a term paper – Yes
- Block plan – Yes
 - Limited plan – No
 - Value plan – Yes
- Bilateral agreements – Yes
 - Multilateral agreements – Yes
 - Trilateral agreements – No
 - Unilateral agreements – Yes
- Authoritarianism – Yes
 - Democracy – Yes
 - Federalism – No
 - Monarchy – Yes

Exercise E1 (p. 147)

- Less than one week – Move out of university accommodation
- From one to two weeks – Transfer to a different dormitory
- More than four weeks – Transfer into an on-campus apartment

Exercise E2 (pp. 147–148)

- Should be less than 1,000 words – Term paper
 - Must be submitted by week six of the course – Term paper
 - Can be delivered in the form of a presentation – Case study
- Students can eat in any restaurant on campus – Value plan
 - Students are limited to 10 meals per week – Block plan
 - Students can eat as much as they like per meal – Block plan
- Only one nation benefits from the agreement – Unilateral
 - All signing nations benefit from the agreement – Bilateral / Multilateral
 - The agreement applies only to the export of goods – Unilateral

- The agreement applies both to imports and exports – Bilateral / Multilateral
- Some groups may have fewer rights than others – Democracy
- The government holds all of the power – Authoritarianism
- Individual people have power to change government – Democracy
- The ruler has power as a result of his or her parents – Monarchy

Exercise F1 (p. 148)

- He thinks some of the professor's colleagues are public law experts – No
 - He really enjoyed taking the professor's class last year – Yes
 - His end-of-term paper for the professor's class was very good – No
 - His family might be unhappy if he chose to study political science – Yes
- Citizens generally find plurality voting systems harder to understand than other systems – No
 - One criticism of plurality voting is that the winning party may not have majority support – Yes
 - With plurality voting, some citizens may feel that a vote for a minority party is a wasted vote – Yes
 - Roughly 40 percent of countries have adopted a proportional representation voting system – No
 - Countries with a proportional representation system tend to have few political parties – No

Exercise F2 (p. 149)

- Q1, first answer / Q1, third answer
- Q2, first answer / Q2, fifth answer
- Q1, fifth answer / Q2, fourth answer

Exercise G1 (p. 149)

- First – Unsuccessful demonstrations for women's suffrage were held.
- Second – Women were granted limited voting rights in some regions.

- Third – A campaign led to the first nation granting full women's suffrage.
- Fourth – Several European countries gave women full voting rights.
- Fifth – Numerous countries chose to give women the right to vote.

Exercise G2 (p. 149)

- WS for "women's suffrage" / demo for "demonstration" / C18 for "eighteenth century" / C19 for "nineteenth century" / camp for "campaign" / + for "and"
- Suggested answers: temp for "temporary" / NZ for "New Zealand" / Euro for "European" / > for "over"

Exercise G3 (p. 150)

- First – Attend an information session
 - Second – Fill out and submit the application
 - Third – Wait for the application to be assessed
 - Fourth – Attend a group interview (Attend an individual training session is not used)
- First – A member of Congress sponsors a bill or measure.
 - Second – A committee discusses the bill and approves or rejects it.
 - Third – Members of both chambers of Congress debate the bill.
 - Fourth – If the bill is enrolled, the president can accept or veto it.

Exercise H1 (p. 150)

- agreement – A; states – E
- coalition – C; bureaucrats – F
- election – B
- Legislation – D
- Representatives – G
- veto – H

Exercise H2 (p. 150)

- Excerpt 1 – representatives
- Excerpt 2 – agreement
- Excerpt 3 – coalition
- Excerpt 4 – legislation
- Excerpt 5 – election
- Excerpt 6 – veto

Exercise I1 (pp. 151–153)

- The large number of available rooms – No
 - The techniques used in its construction – Yes
 - The relatively inexpensive cost of living there – No
 - The convenience of its location for the man – Yes
- Prices tend to be expensive – Off-campus accommodation
 - Not constructed recently – On-campus accommodation
- No coed accommodations – On-campus accommodation
 - Less convenient location – Off-campus accommodation

- Find a way to end World War I quickly – No
 - Maintain peace throughout the world – Yes
 - Solve international disputes diplomatically – Yes
 - Cooperate with governments to promote trade – No

- First – Governments discussed and founded several international organizations
 - Second – The League of Nations was founded to promote world disarmament
 - Third – A group of allied countries discussed and signed the Atlantic Charter
 - Fourth – The United Nations Charter was drafted and signed in San Francisco

- Fifth – Members of the UN Security Council ratified the United Nations Charter
- Being humorous – Not included
 - Being critical – Included
 - Being ironic – Included
 - Being indirect – Included
- First – Aristophanes
 - Second – Niccolò Machiavelli
 - Third – Jonathan Swift
 - Fourth – Maurice Joly

UNIT 14 | LISTENING • Making Inferences Questions**Exercise A1 (p. 154)**

- recovery
- prosperity
- downturn
- depression

Exercise B1 (pp. 154–155)

- bibliography
- coursebook
- reading list
- stacks
- journal
- catalog
- interlibrary loan
- special reserve

Exercise C1 (pp. 155–156)

- B
- C

Exercise D1 (p. 156)

- C Ahmed
A Miki
B Jorgen
D Rosa

Exercise D2 (pp. 156–157)

- B
- A
- B
- A
- B
- B

Exercise D3 (p. 157)

- B C
- A D

Exercise D4 (p. 157)

- B D
- A B
- A C

Exercise E1 (p. 158)

- A B
- The following phrases from the script are helpful: “The financial crisis of 2007–2012 was caused when property bubbles around the world burst.” / “The “Lost Decade” in Japan, when the economy grew at a very slow rate, was also caused by a burst bubble”

Exercise E2 (p. 158)

- Yes
- Yes
- No
- No
- Yes

Exercise F1 (pp. 158–159)

- The woman is enjoying an economics class that she is taking – States directly
 - The woman needed some extra money this semester – Implies
 - Doing the reading for her economics class requires a lot of time – Implies
- Some of his students used some economics terms incorrectly in their assignments – Implies
 - The word fiscal is most often used to refer to government expenses and incomes – States directly
 - Economists generally use the words fiscal and financial with different meanings – States directly

Exercise F2 (p. 159)

- Imply
- State

- Not mention
- Imply
- Imply
- State

Exercise G1 (p. 160)

- money or property
- goods and services
- one market
- customers to purchase
- quickly
- general decline
- natural or economic
- specific time

Exercise G2 (p. 160)

- Capitalism is an economic system that aims to maximize the production of capital.
- consume / demand / produce / supply
- Goods are physical products, but services are not.
- Depression

Exercise H1 (pp. 160–162)

- A
- BC
- D
- C
- A
- B

LISTENING REVIEW TEST (pp. 164–167)

- D
- BC
- A
- D
- A
- D
- CADEB
- BD
- BC
- A
- A
- C
- D
- A
- C
- ADE

- A
- Are caused by things like work or relationships – Life stressors
 - Are often unexpected and may involve violence – Traumatic stressors

- May be caused by negative or positive events – Life stressors
 - Affect multiple people at the same time – Ambient stressors / Traumatic stressors
- B
 - B

UNIT 15 | SPEAKING • Independent Speaking Task 1**Exercise B1 (p. 178)**

1. B 2. D 3. E
4. A 5. F 6. C

Exercise C1 (p. 179)

- This question matches the final type of Speaking Task 1 questions.
- This question matches the third type.
- This question matches the first type.
- This question matches the second type.

Exercise C2 (p. 179)

- Question 3
- They repeat ideas unnecessarily.

Exercise D1 (p. 180)

- Opinion – The speaker's opinion is that a book helped her to learn English effectively.
- Reason – The speaker's reason is that the book helped her to gain confidence.

Exercise D2 (p. 180)

- Yes, the opinion, reason, and example match all three points in the checklist.

2. Answers will vary. Suggested answers:

- Opinion – A book about how to cook
- Reason – The book taught me how to cook delicious, healthy food.
- Example – Using recipes from the book I cooked for myself for one month and had no more health problems.

Exercise E1 (p. 181)

- D 2. B 3. E
4. A 5. C

Exercise E2 (p. 181)

- It's hard to choose
- However, if I had to pick one, it would be
- The main reason is that
- For example
- So that's why

Exercise E4 (p. 181)

- C 2. A
3. D 4. B

Exercise E5 (p. 182)

Answers will vary.

UNIT 16 | SPEAKING • Independent Speaking Task 2**Exercise A1 (p. 184)**

Answers will vary.

Exercise B1 (p. 184)

- Expressions related to education: D G
- Expressions related to work: A H
- Expressions related to health: B F
- Expressions related to free time activities: C E

Exercise C1 (p. 185)

- This question matches the third type of Speaking Task 2 questions.
- This question matches the first type.

- This question matches the second type.

Exercise C2 (p. 185)

- free
- This response answers question 2 from Exercise C1.

Exercise D1 (p. 186)

- Choose the opinion that is easier to talk about even if it is not your real opinion – Yes
- Use stock reasons that match many topics, such as education, time, work, or health – Yes
- Think of two contrasting examples – one that is positive and one that is negative – Yes

- Make sure one example is about a person you know well, like a family member or friend – No

Exercise D2 (p. 186)

- A matches question 2
- B matches question 2
- C matches question 1
- D matches question 1

Exercise D3 (p. 186)

- Answers will vary.
- Time is the stock reason that matches answer A in Exercise D2.
- Work matches answer B.
- Education matches answer C.

- Health matches answer D.
- Answers will vary.

Exercise D4 (p. 186)

- B
- Answers will vary.

Exercise E1 (p. 187)

- C 2. E 3. D
4. B 5. A

Exercise E2 (p. 187)

- There are some advantages to
- However, overall I feel that
- The main reason is that
- For example
- So that's why

UNIT 17 | SPEAKING • Integrated Speaking Task 3**Exercise A1 (p. 190)**

Answers will vary.

Exercise B1 (p. 190)

- Administrative Building
- auditorium
- campus
- dining hall
- Fitness Center
- Health Services Center
- International Student Office
- Student Center

Exercise C1 (p. 191)

Answers will vary. Suggested answers:

- The college announces some free lectures.
- The man is happy about the announcement.
- He is interested in the subjects of the lectures.
- He is pleased that the college is offering events.

Exercise D1 (p. 192)

The following sections should be underlined in the passage:

- new registration procedure needed for student clubs
- new clubs can only be founded by full-time students
- clubs will not be approved unless at least 50 students are interested

Exercise D2 (p. 192)

Answers will vary.

Exercise D3 (p. 192)

- Answers will vary.

Exercise D4 (p. 193)

- The announcement states that a new fitness center is now open on campus.
- The first detail mentioned in the announcement is that the new fitness center is open 24

hours a day, seven days a week for staff and some students.

- The announcement also mentions that all students can use the new fitness center if they pay \$50 each semester.
- The newspaper article explains that new bulletin boards for notices and advertisements have been put up in the Student Center.
- The first reason mentioned in the newspaper article is that the bulletin boards will provide a central place for students to put up notices and ads.
- The newspaper article also states that the bulletin boards will make the campus look cleaner.

Exercise E1 (p. 193)

- A and – +
- B before – B4
- C college – clg
- D (are) equal – =
- E full-time – ft
- F man – M
- G money – \$
- H number (of) – #
- I part-time – pt
- J student – stdnt
- K with – w/
- L woman – W

Exercise E2 (p. 193)

- Several other words in the notes could be abbreviated. Here are some suggestions:
 - stdnt clubs or clubs – SC
 - policy – plcy
 - registered – regd

Exercise E3 (p. 193)

- The man is the main speaker.
- He is not happy about the announcement.
- The first reason is that regular students can't use the new fitness center without paying.
- The second reason is that the college didn't make any improvements to the existing facilities.

Exercise E4 (p. 193)

- The woman is the main speaker.
- She is happy about the announcement.

- The first reason is that she thinks the bulletin boards will be useful.
- The second reason is that parts of campus get really messy because of all the notices.

Exercise F1 (p. 194)

MP – student wants college to change policy to start clubs

OP – agree w/ student = cllg should change policy

R1 – cllg rule = ft + pt stdnts must be eq

D1 – current club policy against cllg rules

R2 – not make sense clubs need 50 stdnts B4 registered

D2 – clubs not cost cllg \$ so # members not matter

Exercise G1 (p. 194)

- MP
- OP
- R1
- D1
- R2
- D2

Exercise G2 (p. 195)

The two people discuss a letter by a student / about changing the policy for starting student clubs. // The man supports the student's viewpoint. // First, /he states that the college has a rule that full-time and part-time students should be treated equally. //

He then adds that the college's policy about / registering student clubs is against this rule. // Next, / the man says that he doesn't think clubs need fifty potential members / before they can be registered. // He goes on to say that student clubs don't cost the college any money, / so the number of members doesn't matter.

Exercise G3 (p. 195)

Answers will vary.

Exercise G5 (p. 195)

Answers will vary.

UNIT 18 | SPEAKING • Integrated Speaking Task 4**Exercise B1 (p. 198)**

- C
- E
- B
- H
- D
- G
- A
- F

Exercise C1 (p. 199)

- The reading gives a general description of peer pressure.
- The professor talks about a positive example of peer pressure.
- The people changed their behavior by recycling more than they did previously because of peer pressure from their neighbors.
- They would probably recycle about the same amount as other people in the country if they did not experience peer pressure.

Exercise D1 (p. 200)

- Summary A is too detailed.
 - Summary B is good.
 - Summary C is too general.
- A – Not useful (because it is too general)
 - B – Useful (summarizes a key point)
 - C – Useful (summarizes a key point)
 - D – Useful (summarizes a key point)
 - E – Not useful (too general)

Exercise E1 (p. 201)

- Yes, the note-taking suggestions are also useful for Speaking Task 3 and Writing Task 1. Many of the suggestions are also useful for TOEFL Listening.

Exercise E2 (p. 201)

- The following abbreviations are used:
 - prof – “professor”
 - + – “and”
 - NYC – “New York City”
 - bc – “because”
 - ngtv – “negative”
 - opin – “opinion”
 - pstv – “positive”
 - CB – “confirmation bias”
- Answers will vary. Suggested answers:
 - emotional - emtnl
 - experience - exp
 - brochures - broch
 - recommendations - recommds

Exercise F1 (p. 202)

- To answer this question, I would need to:
 - Use information from the lecture in my response.
 - Explain how confirmation bias influences people's decisions.
 - Explain how people can overcome confirmation bias.

- To answer this question, I would need to:
 - Use information from the lecture in my response.
 - Explain how intrinsic and extrinsic motivation are different.

- To answer this question, I would need to:
 - Use information from the lecture in my response.
 - Explain what peer pressure is.
 - Explain how peer pressure affects what people do.

Exercise F2 (pp. 202–203)

- KP1 – “confirmation bias”
- KP2 – “people easily accept opinions they believe but reject ones they don't”
- KP3 – “people with CB can make poor decisions because of CB”
- KP4 – “prof + wife discuss vacation plans”
- KP5 – “wife suggest go NYC but prof not want NYC bc ngtv opin → emotional experience as child”
- KP6 – “prof rejects pstv points + focus on ngtv points”
- KP7 – “couple go Miami not NYC → bad experience”
- KP8 – “CB” (next to “prof rejects pstv points + focus on ngtv points”)

Exercise G1 (p. 203)

- D
- A
- C
- B
- B
- B
- E

Exercise G3 (p. 204)

- The reading introduces the concept of
 - In summary, this is
 - The professor gives a personal example of this concept.
 - First, she says that
 - Next, she mentions that
 - Finally, she states that
 - This example shows how
- The reading defines the concept of
- The professor gives an example of this concept.
- The professor gives two personal examples of this concept. / These examples show how
- Cut the fifth or sixth template phrase if the speaker mentioned two points. Add a template phrase like “After that, he/she says that” before the sixth template phrase if the speaker mentioned four points.

Exercise G4 (p. 204)

Answers will vary.

UNIT 19 | SPEAKING • Integrated Speaking Task 5

Exercise B1 (p. 208)

1. G 2. D 3. A
4. H 5. B 6. E
7. F 8. C

Exercise C1 (p. 209)

Answers will vary. Suggested responses:

1. The man has a problem because a study session is at the same time as a field trip.
2. In my view, he should go on the next field trip.
3. The main reason is that there are other field trips later in the year that he can attend without changing his plans.
4. In contrast, I don't think he should see if his friends want to hold a study session on Wednesday.
5. This is because his friends would have to take time off from work.

Exercise D1 (p. 210)

- Conversation 1 – Woman – She wants to go away with friends, but has to do some schoolwork.
- Conversation 2 – Both – They want to attend a concert at the same time as a student orientation.
- Conversation 3 – Man – He may have to start an internship late because of his sister's graduation.

- Conversation 4 – Woman – Her plan to stay in a friend's house over the summer is no longer possible.

Exercise D2 (p. 210)

1.
 - Have you thought about – conversation 3
 - Maybe we could – 2
 - What I would do is – 4
 - Why don't you – 1
2.
 - Do her assignments and then take a break – 1
 - Find out dates and times for other orientations – 2
 - Try to start the internship later – 3
 - Visit the Housing Office – 4

Exercise D3 (p. 210)

1. \$100
2. student
3. drop out
4. budget

Exercise D4 (p. 211)

1. The man has a problem because he volunteered at an orientation so he cannot work at a conference.
2. She suggests that the man drop out as a volunteer.
3. He does not want to drop out.
4. She suggests that the man speak to the organizer of the student orientation and try to get paid for his time.

5. He thinks it is unlikely he will get paid because there is only a small budget for the event.
6. The following words are abbreviated in the notes:
 - professor – prof
 - conference – conf
 - Monday – Mon
 - Tuesday – Tue
 - volunteer – volun
 - and – +

Exercise E1 (p. 211)

The five circled key points in the notes should be labeled in this order:
 prob – two people help at conf ...
 S1 – volun just one day ...
 R1 – other people drop out ...
 S2 – ask orientation organizer ...
 R2 – small event budget

Exercise E2 (p. 211)

1. Man
2. Woman
3. Man
4. Woman

Exercise F1 (p. 212)

1. C 2. F 3. D
4. A 5. B

Exercise F2 (p. 213)

The man has a problem because / he volunteered at an orientation / so he cannot work at a conference. // The speakers discuss a couple of possible solutions to this problem. // In

my view, / the man should speak to the organizer of the student orientation / and try to get paid for his time. // The main reason is that / even though the event budget is small, / he might get some money. // In contrast, / I don't think he should drop out as a volunteer. // This is because / other people have dropped out and / the man does not want to do the same thing.

Exercise F3 (p. 213)

1. The man has a problem because he volunteered at an orientation so he cannot work at a conference. The speakers discuss a couple of possible solutions to this problem. In my view, the man should drop out as a volunteer. The main reason is that he can work at the conference and get paid well. In contrast, I don't think he should speak to the organizer of the student orientation and try to get paid for his time. This is because the organizer has complained that the budget for the event is small, so he is unlikely to get any money.

Exercise F4 (p. 213)

Answers will vary.

Exercise F5 (p. 214)

Answers will vary.

UNIT 20 | SPEAKING • Integrated Speaking Task 6

Exercise A1 (p. 216)

Answers will vary. Suggested answers:

1. Macroeconomics is concerned with the performance of the whole economy.
2. Microeconomics, on the other hand, focuses on individual companies and families.
3. Loss leaders are products sold for no profit in order to drive sales of more profitable items.
4. Direct marketing involves communicating directly with customers such as by sending emails.
5. A sole proprietorship is a business owned and operated by a single individual.

Exercise B1 (p. 216)

- F consumers
- A brands
- E profit
- C marketing
- H competition
- B services
- G stockholders
- D executives

Exercise C1 (p. 217)

Answers will vary. Suggested answers:

1. He defines inflation as when the price of goods and services continues to increase over a period of time.
2. A low level of inflation is viewed positively. The main reason is that it is a sign of a growing economy.

3. A high level of inflation is viewed negatively. The main reason is that the amount of money people earn does not rise at the same level as inflation.
4. Inflation might lead to a recession because people cannot buy as many goods and services, so demand goes down, which makes a recession likely.

Exercise D1 (p. 218)

- First – C
- Second – D
- Third – B
- Fourth – A

Exercise D2 (p. 218)

1. had an impact on
2. on the other hand
3. this means
4. to give an example

Exercise D3 (p. 218)

Answers will vary. Suggested answers:

- expressions that explain how one thing has had an effect on another thing – led to / caused by / due to
- expressions that show how two things are different or one thing has changed – in contrast / eventually / in the end
- expressions that indicate definitions or explanations of important ideas – this is called / this is known as

- expressions that signal the speaker is giving an example or supporting details – for example / for instance / in one case

Exercise D4 (p. 218–219)

- vertical
- factory
- costs
- horizontal
- televisions
- market

Exercise D5 (p. 219)

- integration
- two or more / several
- company
- manufacturing

Exercise D6 (p. 219)

Answers will vary. Suggested answers:

- production – produc
- global – glob
- transportation – transp
- advantages – advans or ++
- reduced – reduc or ↓
- increased – incr or ↑

Exercise D7 (p. 219)

Answers will vary. Suggested answers:

- bad for econ
- recession in many countries
- work against stag
- take money + time
- lasted over 10 years

Exercise E1 (p. 220)

- Summarize details and/or examples about the second type of integration.
- Summarize details and/or examples about sole proprietorships.
 - Define what a partnership is.
- Introduce the first benefit of direct marketing that the speaker mentions.
 - Summarize details and/or examples about the first benefit of direct marketing.
 - Summarize details and/or examples about the second benefit of direct marketing.

Exercise E2 (pp. 220–221)

- KP1
- KP2 / KP3
- KP4 / KP5
- KP6 / KP7
- KP8 / KP9

Exercise E3 (p. 221)

- The information you need to include in the response:
 - a definition of stagflation
 - an explanation of why stagflation is bad for the economy
 - a summary of the first example about stagflation's negative effects
 - a summary of the second example about stagflation's negative effects
- The following information in the notes is a key point:
 - stagflation = combine stagnation + inflation
 - high inflat + low econ growth = bad for econ

- global stag in 70s / led to recession in many countries
- hard for governments to break out / few policies ... work / take money + time

Exercise F1 (p. 221)

- KP1
- KP2 / KP3
- KP4
- KP5
- KP6 / KP7
- KP8
- KP9

Exercise F3 (p. 222)

Answers will vary.

UNIT 21 | WRITING • Integrated Writing Task 1 – Challenge Questions

Exercise B1 (p. 236)

- C
- B
- D
- E
- A
- G
- F
- H

Exercise C1 (p. 237)

- challenge
- oppose
- cast doubt on
- differ from
- contradict

Exercise D1 (p. 238)

- B
- Paragraph 4
- Paragraph 3
- Paragraph 2

Exercise D2 (p. 238)

- main view – MV
 - three main points – P1 / P2 / P3
- education – educ
 - performance – perf
 - achievement – achievem
- The abbreviations S, PBP, and T are used in parentheses

after the full words:

- S – students
- PBP – performance-based pay
- T – teachers

Exercise E1 (p. 239)

- True
- False – The speaker's overall opinion about the topic is given at the beginning of the lecture.
- True
- False – In the lecture, the speaker does mention the reading passage directly.
- True
- False – The speaker disagrees with all the points from the reading.

Exercise E2 (p. 240)

- Use abbreviations to take notes more quickly and use the time more effectively – second
- Copy the speaker's words directly or paraphrase them, whichever is easier for you – third

- Take as many notes as you can about ideas that are related to points in the reading – first

Exercise E3 (p. 240)

- The notes mainly copy the speaker's words directly (but with abbreviations)
- MV / P1 / PBP / educ / T
- money – \$ / motivate – motiv

Exercise F1 (pp. 240–241)

- The last one
- The last one
- The first one
- The last one
- The first one
- The second one
- The third one
- Yes

Exercise F2 (p. 241)

Answers will vary.

Exercise G1 (pp. 241–242)

Answers will vary. Suggested answers:

- The writer first claims that people who bully can be made to leave school because of

- zero-tolerance policies.
- The writer next says that educators can easily stop or prevent bullying from happening because of better training.
- The writer then asserts that fewer people bully others these days because of changes in social attitudes.
- The writer first claims that studies have shown that zero-tolerance policies have a very small impact on bullying.
- The writer next says that educators cannot easily prevent bullying because a lot of bullying does not happen at school.
- The writer then asserts that social attitudes have not changed and that the amount of bullying is actually increasing.

UNIT 22 | WRITING • Integrated Writing Task 1 – Problem-Solution Questions

Exercise B1 (p. 244)

1. A H 2. B E
3. D C 4. F G

Exercise C1 (p. 245)

1. Problem-Solution
2. Challenge
3. Challenge
4. Problem-Solution
5. Problem-Solution

Exercise D1 (p. 246)

1. The following information is unnecessary: "UHIE caused by city construction materials trapping heat"
2. The following abbreviations are used in the notes:
 - UHIE – "urban heat island effect"
 - environm – "environment"
 - elec – "electricity"
 - \$ – "cost"
 - pollut – "pollution"
 - etc. – "and so on"

- temp – "temperature"
- + – "and"

Exercise E1 (p. 247)

Strategy 1 – Speaker B
Strategy 2 – Speaker C
Strategy 3 – Speaker A

Exercise E2 (p. 247)

1. B
2. D
3. A

Exercise F1 (p. 248)

Answers will vary. Suggested answers:

- *challenges the reading* → addresses issues in the reading
- *casts doubt on the reading* → answers questions in the reading
- *contradicts the reading* → takes up points in the reading

Exercise F2 (p. 248)

Answers will vary. Suggested answers:

1. the urban heat island effect results in people using more electricity, which costs money and causes pollution.
2. painting roofs a lighter color can also reduce the effect.
3. the urban heat island effect raises the temperature of nearby rivers and streams, which can harm local wildlife.
4. green roofs are beneficial because they soak up water before it gets into rivers and streams.
5. the urban heat island effect means heat waves have a more dangerous impact because they are hotter and last longer.
6. reducing temperatures in urban areas reduces

the danger of heat waves for humans.

Exercise F3 (p. 249)

Answers will vary.

Exercise G1 (p. 250)

1. The words "small system" should be replaced by "large system."
2. The words "after they are released" should be replaced by "before they are released."
3. The words "costs more than" should be replaced by "costs the same as." The words "buy organic food from grocery stores" should be replaced by "buy organic food from farmer's markets." And the words "cheaper than at farmer's markets" should be replaced by "cheaper than at grocery stores."

UNIT 23 | WRITING • Integrated Writing Task 1 – Support Questions

Exercise A1 (p. 252)

Answers will vary.

Exercise B1 (p. 252)

1. B 2. G 3. C
4. D 5. F 6. E
7. A 8. H

Exercise C1 (p. 253)

1. B 2. A 3. C

Exercise D1 (p. 254)

- Main view – the Internet has negative effects
- Point 1 – The Internet is eroding people's ability to communicate well in writing
- Point 2 – The Internet has also had an impact on people's physical health

- Point 3 – The Internet affects ... people's willingness to read lengthy texts ... and their ability to do so

Exercise D2 (p. 254)

The B set of notes are better because they accurately summarize the main view and the three main points. The A set of notes miss some of the main points, incorrectly summarize some other points, and summarize some unnecessary details.

Exercise E1 (p. 255)

Answers will vary. Suggested responses:

1. The speaker mentions that several species of animals use tools to find food and for other basic needs.

2. The speaker says that the Luddites were a group of workers who used violence to protest against machines. The Luddites were worried that they would lose their jobs because of the machines.
3. The speaker points out that ENIAC was the first electronic computer. She also mentions that it was as large as five average hotel rooms and weighed as much as several adult elephants.

Exercise F1 (p. 256)

1. I 2. D 3. B
4. H 5. A 6. E
7. J 8. F 9. G
10. C

Exercise F2 (p. 257)

Answers will vary.

Exercise F3 (p. 257)

Answers will vary.

Exercise G1 (p. 258)

- helped → helps
- due to → because / as / since
- less → fewer
- the money → money
- access to → access
- convenience → convenient
- problem → problems
- employee → employees
- easy → easily
- copied → copied
- hear often → often hear
- stored → stored in

UNIT 24 | WRITING • Independent Writing Task 2 – Single Opinion Questions

Exercise A1 (p. 260)

Answers will vary.

Exercise B1 (p. 260)

1. supervisors
2. colleagues
3. salary
4. position
5. overtime
6. promotion
7. employees
8. workplace

Exercise C1 (p. 261)

1.
 - Option 1 – get a job in another country
 - Option 2 – get a job in my country
2.
 - Option 1 – work part time
 - Option 2 – not work part time
3.
 - Option 1 – need good computer skills

- Option 2 – not need good computer skills
- 4.
- Option 1 – doing overtime to make extra money is good
- Option 2 – avoiding overtime to enjoy free time is good

Exercise D1 (p. 262)

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

Exercise D2 (p. 262)

1. The teacher says “recognize” instead of “notice”. The teacher also says “options” instead of “choices.”
2. The teacher says “supporting” instead of “detailed”. The teacher also says “select” instead of “choose.”
3. The teacher says “Review” instead of “Look at”. The teacher also says “simpler” instead of “easier.”

Exercise D3 (p. 262)

1.
 - first option – 1 get job overseas
 - second option – 2 get job in my country
2.
 - first reason – more money
 - first supporting example – salaries in my country low
3.
 - second reason – easy to get job
 - second supporting example – lots of jobs in my country now

Exercise E1 (p. 263)

- Sentence 1 – C
- Sentence 2 – A
- Sentence 3 – D

Exercise E2 (p. 263)

- I can see why some might feel that university students should not work part time. On the whole, however, it is my opinion that students benefit when they work part

time. This piece of writing will explain my views on this topic in more detail.

- I can see why some might feel that good computer skills are useful but not necessary to find work. On the whole, however, it is my opinion that without such skills, finding a job is very hard. This piece of writing will explain my views on this topic in more detail.

Exercise E3 (p. 263)

Answers will vary.

Exercise F1 (p. 264)

- Step 1 – B
- Step 2 – A
- Step 3 – C

Exercise F2 (p. 264)

Answers will vary.

Exercise G1 (p. 265)

- First sentence – C
- Second sentence – B

Exercise G2 (p. 265)

1. C A E F
2. C D E B

Exercise H1 (p. 266)

1. Not likely
2. Likely
3. Likely
4. Not likely

Exercise H2 (p. 266)

Answers will vary.

Exercise I1 (p. 266)

- enjoy → enjoyable
- advantage → advantages
- earned → earn
- the college → college
- years → year
- than → as
- on → in
- Because of → Because
- travel → travel to
- many → much
- be definitely → definitely be
- major → major

UNIT 25 | WRITING • Independent Writing Task 2 – Double Opinion Questions**Exercise A1 (p. 268)**

Answers will vary.

Exercise B1 (p. 268)

1. patients
2. physicians
3. treatments
4. conditions / diseases
5. medicines
6. emergency
7. surgeries

Exercise C1 (p. 269)

1. factors that have led to people living longer lives than in the past.
2. qualities of a good physician.
3. ways that technology has affected people's health.
4. common health problems in my country.

Exercise D1 (p. 270)

- Step 1 – B
- Step 2 – A
- Step 3 – C

Exercise D2 (pp. 270–271)

Answers will vary. Suggested answers:

1. A good idea that matches a Writing Task 2 question should be a familiar idea.
2. A familiar idea is one that you have previously written about

or discussed in English.

3. Two advantages are that you can write about familiar ideas more quickly and accurately.
4. Second, good ideas should be simple and not complex. The reason is that simple ideas are quicker to write and may get a better score.
5. You can ask yourself if a child would understand the idea easily.
6. Finally, good ideas should be directly related to the topic because such ideas are easier to understand.

Exercise D3 (p. 271)

1.
 - exercise regularly
 - get different job
 - visit doctor often
 - eat more vegetables

Exercise D4 (p. 271)

1. Answers will vary. Suggested answer:
 - good at communicating – e.g., patients feel more comfortable when nurses speak clearly and in friendly way
 - careful – e.g., mistakes can happen that hurt patients if nurses are not careful

2. Answers will vary. Suggested answer:

Nurses should have lots of energy. For example, energetic nurses can use their energy to care for their patients more effectively.

Exercise D5 (p. 271)

Answers will vary.

Exercise E1 (pp. 272–273)

Introduction:

- Part 1 – C
- Part 2 – F
- Part 3 – I

Body 1:

- Part 1 – A
- Part 2 – G
- Part 3 – K

Body 2:

- Part 1 – E
- Part 2 – D
- Part 3 – B

Conclusion:

- Part 1 – J
- Part 2 – H

Exercise E2 (p. 273)

Statement C

Exercise E3 (p. 273)

Answers will vary.

Exercise F1 (p. 274)

1. From my point of view,
2. I am of the opinion that
3. It is my belief that
4. It seems to me that
5. To my way of thinking,

Exercise F2 (p. 274)

Answers will vary.

Exercise G1 (p. 274)

1. Obesity, which can have several serious effects on people's health, is definitely a problem in my country.
2. Stress, which can lead to problems like heart disease, is another health problem that many people in my country have.
3. Medical research, which includes finding better treatments for dangerous diseases, is one factor that has helped people live longer lives.
4. Another factor that has helped people live longer in my country is improved medical training for physicians, who must now study for more than six years before they get a medical license.

UNIT 26 | WRITING • Independent Writing Task 2 – Contrast Opinion Questions

Exercise A1 (p. 276)

Answers will vary.

Exercise B1 (p. 276)

1. C 2. D 3. H
4. E 5. G 6. B
7. F 8. A

Exercise C1 (p. 277)

1. Double Opinion
2. Single Opinion
3. Contrast Opinion
4. Contrast Opinion

Exercise C2 (p. 277)

Answers will vary. Suggested answers:

1. Compare taking a train with taking a bus. Which way of traveling do you prefer? Why?
2. What are the advantages and disadvantages of traveling with friends? Support your opinion with details and examples.
3. What do you like and dislike about taking a trip? Why? Give reasons in support of your view.
4. Some people feel traveling cheaply is the best way to travel. Other people think it is better to travel in luxury. Compare these views. Then explain your view.

Exercise D1 (p. 278)

- A – Step 3
- B – Step 1
- C – Step 2

Exercise D2 (p. 278)

1. B
2. A

Exercise D3 (pp. 278–279)

1.
 - “very slow” – stock reason: time
 - “hard to study” – stock reason: education
 - “expensive” – stock reason: money
 - “stressful” – stock reason: health
2.
 - “learn new things” – stock reason: education
 - “make new friends” – stock reason: relationships
 - “can work if needed” – stock reason: work
 - “less stress” – stock reason: health

Exercise D4 (p. 279)

1. First example about airplanes in question 1
2. First example about buses in question 1
3. Second example about buses in question 1 / second example about different cities in question 2 / first example about stay home in question 2
4. Both examples about different cities in question 2
5. Second example about airplanes in question 1 / second example about stay home in question 2

Exercise E1 (p. 279)

1. B 2. C
3. A 4. D

Exercise E2 (p. 279)

Answers will vary.

Exercise F1 (p. 280)

1. A
2. Single Opinion and Double Opinion Questions:
 - Body Paragraph 1: A, E, F
 - Body Paragraph 2: B, D, H
 Contrast Opinion Questions:
 - Body Paragraph 1: G, E, F
 - Body Paragraph 2: C, D, H

Exercise F2 (pp. 280–281)

A – Thinking about the first aspect of this topic, in most cases cars are a very fast and convenient way to carry out daily activities like going to a shopping mall or visiting a friend who lives nearby.

D – Recently I read an interesting article about this subject.

According to what I read, on average journeys by car take less than 17 minutes, but journeys by other vehicles like bicycles or buses take much longer.

E – The article also mentioned that people prefer cars because they offer protection from the weather.

B – In contrast, bicycles are a great choice for short journeys for people who want to become healthy.

C – In my experience, riding a bicycle helps me stay fit and healthy but driving a car makes me gain weight because I am not doing any exercise.

F – To give an example, in the winter I rarely ride my bicycle because it is cold and I usually feel unhealthy and overweight, but in the summer I ride my bicycle as often as I can, so I feel healthy and strong.

Exercise F3 (p. 281)

Answers will vary.

Exercise G1 (p. 281)

1. E A
2. C D

Exercise G2 (p. 281)

Answers will vary.

Exercise H1 (p. 282)

Expressions between 0% and 33%: B C
 Expressions between 34% and 66%: D E
 Expressions between 67% and 100%: A F

Exercise H2 (p. 282)

Answers will vary.

Exercise I1 (p. 282)

Answers will vary. Suggested answers:

1. Traveling somewhere by train usually costs a lot of money.
2. A few days ago I went to a nearby island on a boat.
3. Around 40 out of 100 people do not enjoy flying.
4. Bicycles are a very good choice for making a short trip.
5. Over the last few years, prices for tickets have gone up by almost one quarter.
6. In general, I do not like having to wait around at an airport before I can get on my plane.
7. Taking a trip to a foreign country is often a very enjoyable experience.
8. Some vehicles, such as cars, trucks, and airplanes, cause air and noise pollution.