

# Student's Book Answer Key

## Unit 1 Selling yourself

### Lesson A Get ready

#### Exercise 2A, page 3

1. Hard skills and soft skills
2. Soft skills

#### Exercise 2B, page 3

Topic: Two types of job skills

#### A. Hard skills

1. *Definition:* Technical skills & knowledge needed to do a job
2. *Examples:* Pharmacy tech – names of medications, use cash register, take messages

#### B. Soft skills

1. *Definition:* Personal qualities, people skills
2. *Examples:* Hardworking, motivated, reliable, enthusiastic; communicate well with classmates & co-workers; customers like & trust you

*Conclusion:* Soft skills: more important

### Lesson B Participial adjectives

#### Exercise 2A, page 4

- |               |                 |
|---------------|-----------------|
| 1. tiring     | 5. thrilled     |
| 2. exciting   | 6. dedicated    |
| 3. interested | 7. frustrated   |
| 4. motivating | 8. disappointed |

#### Exercise 2B, page 5

1. annoyed / disappointed
2. disappointed
3. embarrassing
4. I was amazed / amused / bored / frightened.; I thought it was amazing / amusing / boring / frightening.
5. I think they are exciting / frightening.; I am excited / frightened by them.
6. a boring job

### Lesson C Reading

#### Exercise 3A, page 7

1. making a decision about what you want to achieve
2. detailed, measurable, realistic, has a completion date
3. It will make the goal clearer.

4. to avoid failure, so it is achievable
5. They stop paying attention to the goal.

#### Exercise 3B, page 7

1. movement toward a goal
2. practical, achievable
3. to find the amount or size of something
4. difficult but interesting
5. complete, attain, accomplish

### Lesson D Reading

#### Exercise 3A, page 9

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

#### Exercise 3B, page 9

1. *to please somebody deeply; impression (n.), impressive (adj.)*
2. have good relations; [no related words]
3. responsible, adult behavior; mature (adj.), immature (adj.)
4. loyal, devoted; commit (v.), commitment (n.)
5. think something is worthwhile; value (n.), valuable (adj.)
6. study or examine closely; analysis (n.), analytical (adj.)

### Lesson E Writing

#### Exercise 1C, page 11

1. Renee Smith
2. Teacher's Assistant in a preschool
3. organized, hardworking, dedicated
4. Associate of Arts (AA) from Atlanta Metropolitan College, Atlanta, GA, and high school diploma from International High School, Atlanta, GA
5. Teacher's Aide at Little Angels Preschool, Athens, GA, from 2010 to the present and Tutor at Center for Autism, Athens, GA, from October 2009 through June 2010
6. By asking her for them.

## Unit 2 Building self-confidence

### Lesson A Get ready

#### Exercise 2A, page 13

1. A comparison of two people, one confident, the other not confident.
2. David is more confident because he is motivated and optimistic, and he enjoys taking on new challenges. When he makes a mistake, he thinks of it as a learning experience.

#### Exercise 2B, page 13

David

*Strengths:* motivated, optimistic, enjoys new challenges, learns from mistakes

*Weaknesses:* sometimes works too quickly

Sarah

*Strengths:* smart, works hard

*Weaknesses:* judges self negatively if makes mistake; worries not doing a good job; feelings easily hurt; unrealistic expectations > easily disappointed

### Lesson B The present passive

#### Exercise 2A, page 14

- |      |      |      |      |
|------|------|------|------|
| 1. P | 3. A | 5. P | 7. A |
| 2. P | 4. P | 6. A |      |

8. *The supervisor encourages the employees to have a good attitude.*
9. Charles's professors often criticize him for being late.
10. Mr. Chung is discouraged by the economy from leaving his job.
11. Being more positive improves Hugo's job performance.
12. Kevin's hard work motivates Sun Mi.
13. Mr. Chu's résumé is improved by using the Internet.
14. Kevin is criticized by Carmela for being late.

**Exercise 2B, page 15**

1. It discourages you from having negative thoughts about yourself.
2. It is located at the Counseling Center.
3. The workshop is offered to all University Hospital employees.
4. The workshop is scheduled for Saturday, October 12, from noon to 2:00 p.m.

**Lesson C Reading****Exercise 3A, page 17**

1. the inner belief in their ability to be successful, feeling good about themselves
2. parents, siblings, friends, and teachers
3. withdrawn, unmotivated, overly sensitive to criticism

**Exercise 3B, page 17**

- |              |               |      |
|--------------|---------------|------|
| 1. c         | 3. b          | 5. a |
| 2. e         | 4. d          |      |
| 6. motivated | 9. stress     |      |
| 7. influence | 10. criticism |      |
| 8. succeed   |               |      |

**Lesson D Reading****Exercise 3A, page 19**

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

**Exercise 3B, page 19**

1. *showing great care in performing a job or task*
2. dependable, trustworthy, able to be trusted
3. willing to help or work with others
4. bold and confident
5. able to make or think of new, original things or ideas

**Unit 3 Volunteering****Lesson A Get ready****Exercise 2A, page 23**

1. Volunteering
2. Learn about the world of work, meet wonderful people, feel good about helping them

3. Become a tutor, volunteer at a day-care center or nursing home, volunteer for organizations that build low-cost housing for people who don't have much money, remove graffiti, work at a food bank

**Exercise 2B, page 23**

1. *Reasons to volunteer*
  - a. gain information about work
  - b. meet interesting people
2. *Examples of volunteer jobs*
  - a. tutor
  - b. day-care center volunteer
  - c. nursing home volunteer
  - d. volunteer for organizations that build homes for people who don't have much money
  - e. remove graffiti, work at food bank
3. *Overseas volunteer opportunities*
  - a. language tutor
  - b. volunteer in health clinic

**Lesson B Indirect (reported) speech****Exercise 2A, page 24**

1. *She said (that) volunteering was a wonderful way to gain experience for a job.*
2. She said (that) they had many different types of volunteer jobs.
3. She said (that) volunteers could work in a school, hospital, nursing home, or library.
4. She said (that) they didn't need volunteers at the animal shelter right now.
5. She said (that) it was a good idea to include volunteer experience on a résumé.
6. She said (that) they were looking for several people to help with beach clean-up this weekend.

**Exercise 2B, page 25**

1. *John said (that) he was not really interested in working with animals.*
2. He said (that) he preferred to work with adults.

3. He said (that) he liked to help elderly people.
4. He said (that) he was good at building and carpentry.
5. He said (that) he could do this, but he didn't want to do it for long periods of time.
6. He said (that) he lived too far from the food bank.

**Lesson C Reading****Exercise 3A, page 27**

1. Sarah is paid. Audrey volunteers. Sarah is the coordinator of the recycling program. She supervises four volunteers. Audrey helps collect and organize the material for recycling.
2. She thought it would be too much work.
3. The cafeteria uses recycled paper products. Plant waste is used as compost in the college's gardens.
4. She said that people needed to use the program and support it.

**Exercise 3B, page 27**

- |                |                 |
|----------------|-----------------|
| 1. again       | 6. supervise    |
| 2. together    | 7. recycle      |
| 3. together    | 8. collection   |
| 4. over, above | 9. combine      |
| 5. together    | 10. coordinator |

**Lesson D Reading****Exercise 3A, page 29**

1. college students
2. They can get college credit; it can help satisfy college requirements; it looks great on their résumé
3. talk to his or her advisor
4. a requirement for students to do volunteer work in order to graduate
5. that you want to help others and that you are curious about the world around you

**Exercise 3B, page 29**

- |                   |                        |
|-------------------|------------------------|
| 1. volunteer      | 6. <i>volunteering</i> |
| 2. <i>student</i> | 7. participant         |
| 3. helper         | 8. helper              |
| 4. graduate       | 9. graduate            |
| 5. participant    | 10. Studying           |

## Lesson E Writing

### Exercise 1C, page 30

1. *students can get college credit*
  - a. *Volunteers need advisor's permission*
  - b. *information about work and number of hours*
  - c. *work related to S's major*
2. *helps satisfy college requirements*
3. *helps in getting a job*
  - a. *looks good on a résumé*
  - b. *tells employer you want to help others and that you are curious about the world around you*

## Unit 4 Effective job applications

### Lesson A Get ready

#### Exercise 2A, page 33

1. *steps in the job search process*
2. *six steps: the first step, next, the third step, fourth, next, finally*

#### Exercise 2B, page 33

##### *Steps in finding a job*

1. *decide type of job you want*
2. *look for job in your area*  
*Best way: word of mouth*  
*Other ways: online, in newspaper, listing at campus career center*
3. *fill out job applications*  
*Places to find: online & at workplace*
4. *ask previous employers for references*
5. *write résumé*
6. *write cover letter*
7. *Wait for an invitation for an interview*  
*While you're waiting: keep studying, develop skills*

### Lesson B Past perfect

#### Exercise 2A, page 34

1. *By the time Paul had heard about the job, the position was filled.*
2. *Before Mary got a work-study job on campus, she had never worked.*

3. *Isaac had worked for his family business before he started his own company.*
4. *When Carla graduated from high school, she had already gotten her first job.*
5. *Before Thomas started nursing school he had worked as a medical receptionist.*
6. *Petra's children had grown up and moved out by the time she got her first job.*
7. *When Richard arrived for his job interview, the interviewer had already gone to lunch.*

#### Exercise 2B, page 35

1. *Before his interview at the employment agency, Sergei had talked to his friends about job possibilities.*
2. *He hadn't written a résumé.*
3. *He had made a list of references.*
4. *He had asked his previous boss for a letter of recommendation.*
5. *He had attended a workshop on networking.*
6. *He hadn't created a personal Web site.*
7. *He had done research online.*
8. *He hadn't ordered business cards.*
9. *He had bought a new suit.*

### Lesson C Reading

#### Exercise 3A, page 37

1. *those who use tricks and deception to get private information from people*
2. *They place false ads online.*
3. *social security, student ID, or bank account numbers, credit card information, mother's maiden name*
4. *do research to see if the company is real: phone, send an e-mail, or visit the office*

#### Exercise 3B, page 37

1. *applicant, application*
2. *legally, illegally*
3. *scam*
4. *experience*
5. *experience*
6. *honesty*
7. *honestly*
8. *dishonest*
9. *experience*

10. *scam*
11. *dishonestly / illegally*
12. *applicants*

## Lesson D Reading

### Exercise 3A, page 39

1. F    3. T    5. F
2. F    4. T

### Exercise 3B, page 39

1. b    3. a    5. e
2. d    4. c
6. *go over*    9. *found out*
7. *fill out*    10. *ended up*
8. *figure out*

## Unit 5 Successful interviews

### Lesson A Get ready

#### Exercise 2A, page 43

1. *how to make a good first impression*
2. *be on time, smile, pay attention to your body language, learn people's names, focus all your attention on the person you're meeting*

#### Exercise 2B, page 43

##### *Topic: Rules for making a good first impression*

##### *Why first impressions are important*

1. *only 3 seconds to form first impression*
2. *almost impossible to change first impression*

##### *Rules*

1. *Be on time.*
2. *Smile.*
3. *Pay attention to body language.*
4. *Learn people's names.*
5. *Focus attention on person meeting.*

### Lesson B Past modals

#### Exercise 2A, page 44

1. *She should have researched the company before the interview.*
2. *She shouldn't have worn casual pants and a T-shirt. (She should have worn . . .)*
3. *She shouldn't have arrived late. (She should have arrived early.)*

4. She should have brought a list of references.
5. *She could have read about the company online.*
6. She could have worn a suit.
7. She could have left her house earlier.
8. She could have e-mailed her references before the interview.

**Exercise 2B, page 45**

1. *Sam should have talked to John about his problem.*
2. *He shouldn't have written an angry e-mail.*
3. Sam shouldn't have sent the e-mail to John.
4. John shouldn't have forwarded the e-mail to the whole office, including Ms. Shue.
5. John should have paid attention before hitting "Send."
6. Ms. Shue should have been sympathetic to Sam's problem.
7. Ms. Shue shouldn't have yelled at Sam in front of the whole office.
8. *Sam could have tried to talk to his boss again.*
9. Sam could have taken care of his problem after work.
10. John could have deleted Sam's e-mail.
11. Ms. Shue could have been more flexible.
12. Ms. Shue could have spoken to Sam privately.

**Lesson C Reading**

**Exercise 3A, page 47**

1. He should have left earlier; he should have put his résumé in his bag; he should have learned how to pronounce the interviewer's name.
2. Sheila shouldn't have said negative things about her former co-workers.

3. **Do:** Prepare the materials you need ahead of time. Arrive early. Learn the name of the person who is interviewing you. Learn something about the company, school, or organization beforehand. Be honest about your skills, education, and experience. Be positive and interested. Follow up with a thank-you note. **Don't:** Wear inappropriate clothing. Ask about the salary right away. Be overly nervous. Speak negatively about others. Chew gum or smell like smoke. Act desperate for the position.

**Exercise 3B, page 47**

- |      |      |      |
|------|------|------|
| 1. T | 3. T | 5. F |
| 2. F | 4. T |      |
6. inappropriate
  7. interviewee
  8. desperate
  9. scenario
  10. flustered

**Lesson D Reading**

**Exercise 3A, page 49**

1. It is a great way to remind the interviewer that you are truly motivated and interested. It also shows that you have good manners.
2. If you send more than one, you will become an annoyance.

**Exercise 3B, page 49**

- |      |      |      |
|------|------|------|
| 1. d | 3. e | 5. b |
| 2. c | 4. f | 6. a |
7. improve the odds
  8. went well
  9. stood out from the crowd
  10. moved on
  11. make the most of
  12. Chances are

**Unit 6 Small talk**

**Lesson A Get ready**

**Exercise 2A, page 53**

1. to break the ice and to fill in the time before the start of an event

2. **Appropriate topics:** the weather, sports, your native country, your language, your family, traveling, learning English, movies, music, entertainment; **Inappropriate topics:** things Americans consider to be private – religion, politics, sex, and money; negative comments about people's bodies

**Exercise 2B, page 53**

*Topic:* Small talk

*Definition:* casual or "light" conversation about neutral or noncontroversial subjects

*Examples:* weather or sports

*Purposes*

1. to break the ice
2. to fill in the time before the start of an event

*Appropriate topics:* the weather, sports, your native country, your language, your family, traveling, learning English, movies, music, entertainment

*Inappropriate topics:* things Americans consider to be private – religion, politics, sex, money; negative comments about people's bodies

**Lesson B Tag questions**

**Exercise 2A, page 54**

1. *wasn't it?* / *Yes, it was.*
2. *doesn't she?* / *No, she doesn't.*
3. *wasn't he?* / *Yes, he was.*
4. *has she?* No, she hasn't.
5. *aren't you?* / *Yes, I am.*
6. *was it?* / *No, it wasn't.*
7. *are you?* / *Yes, I am,*

**Exercise 2B, page 55**

**Student A**

1. You're from \_\_\_\_\_, aren't you?
2. You came to the United States last year, didn't you?
3. You're married, aren't you?
4. You have two children, don't you?
5. You didn't come to class yesterday, did you?
6. You're going to work right after class, aren't you?
7. You can't speak Spanish, can you?
8. You'll be in class tomorrow, won't you?

### Student B

1. You're from \_\_\_\_, aren't you?
2. You just bought a car, didn't you?
3. You aren't married, are you?
4. You have a dog, don't you?
5. You didn't go to work yesterday, did you?
6. You're going to move to \_\_\_\_, aren't you?
7. You can't sing, can you?
8. You're leaving early today, aren't you?

### Lesson C Reading

#### Exercise 3A, page 57

1. He was unaware of the difference between the speaker's words and their intentions.
2. How are you? Let's get together. Let's keep in touch. I'll call you. Let's talk soon.
3. Fine, thanks.

#### Exercise 3B, page 57

1. keep on walking / *continue* (to walk)
2. talk about seeing / discuss (seeing)
3. be guilty of lying / responsible for (lying)
4. be interesting in knowing / like to (know)
5. look forward to meeting / anticipate (meeting)

### Lesson D Reading

#### Exercise 3A, page 59

1. Prepare a list of neutral conversation starters that you can call on in any situation.
2. Are you a student? What are you studying? Where are you going to school?
3. [Answers will vary.]

#### Exercise 3B, page 59

1. fit in / *be accepted by the people you're with*
2. call on / pull or recall from a resource
3. focus on / direct attention to
4. follow up / find out more about
5. write down / record
6. start up / begin

## Unit 7 Improving relationships

### Lesson A Get ready

#### Exercise 2A, page 63

1. people working together as a group
2. It makes it easier to accomplish goals.
3. It's easier and faster to complete tasks when people with different strengths and abilities work on them. People feel more invested when other people depend on them. Teamwork leads to greater involvement and lower absenteeism.

#### Exercise 2B, page 63

*Topic:* Teamwork

*Definition:* people working together as a group

*Importance*

*For organizations:* easier & faster to complete tasks

*For individuals:* more invested bec. people depend on you

*Benefits*

1. Increased employee / student involvement
2. reduced absenteeism
3. learn valuable skills, e.g., conflict resolution, how to come to a consensus
4. team members more adaptable & flexible

*Conclusion*

*In the past:* American society encouraged individuals to act independently.

*Today:* org. recognize value of people working together

### Lesson B Unreal conditionals

#### Exercise 2A, page 64

1. *worked, might save*
2. *would be, had*
3. *could concentrate, talked*
4. *were, wouldn't have*
5. *might be, trusted*
6. *were, would join*
7. *were, wouldn't force, would allow*

#### Exercise 2B, page 65

1. If he didn't speak softly / If he spoke more loudly, the students could hear him.
2. If he asked questions, the students would pay attention.
3. If he used interesting examples, his lectures would not be boring.
4. If the students respected him, they would not come to class late.
5. If there were rules for behavior, the students would not use their cell phones and text during class.
6. If his tests were not easy / If his tests were hard, the students would be challenged.
7. If his department chair observed his class, she would know about the problems.

### Lesson C Reading

#### Exercise 3A, page 67

1. Gossiping, wasting company time with poor time-management skills, leaving messes in common areas, unpleasant scents, loud noises, overuse of phones and laptops in meetings, misuse of company e-mail
2. A manager who repeatedly criticizes workers in front of their co-workers
3. [Answers will vary.]
4. Inappropriate touching or sexual remarks and using threats to force unwanted sexual activity on an employee or fellow student.

#### Exercise 3B, page 67

1. gossiping / *a comma between two nouns ("gossiping" and "passing") / the passing around of rumors and intimate information*
2. pet peeves / Other . . . included / gossiping, wasting company time, leaving messes in common areas, etc.
3. common areas / such as / lunch or meeting rooms
4. misuse of company e-mail / for example / e-mailing too often or copying too many people on messages

4. She should have brought a list of references.
5. *She could have read about the company online.*
6. She could have worn a suit.
7. She could have left her house earlier.
8. She could have e-mailed her references before the interview.

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- |      |                  |      |
|------|------------------|------|
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| 2. F | 4. T             |      |
|      | 6. inappropriate |      |
|      | 7. interviewee   |      |
|      | 8. desperate     |      |
|      | 9. scenario      |      |
|      | 10. flustered    |      |

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- |      |                             |      |
|------|-----------------------------|------|
| 1. d | 3. e                        | 5. b |
| 2. c | 4. f                        | 6. a |
|      | 7. improve the odds         |      |
|      | 8. went well                |      |
|      | 9. stood out from the crowd |      |
|      | 10. moved on                |      |
|      | 11. make the most of        |      |
|      | 12. Chances are             |      |

**Unit 6 Small talk**

**Lesson A Get ready**

**Exercise 2A, page 53**

1. to break the ice and to fill in the time before the start of an event

2. Appropriate topics: the weather, sports, your native country, your language, your family, traveling, learning English, movies, music, entertainment; Inappropriate topics: things Americans consider to be private – religion, politics, sex, and money; negative comments about people's bodies

**Exercise 2B, page 53**

*Topic:* Small talk

*Definition:* casual or "light" conversation about neutral or noncontroversial subjects

*Examples:* weather or sports

*Purposes*

1. to break the ice
2. to fill in the time before the start of an event

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3. You're married, aren't you?
4. You have two children, don't you?
5. You didn't come to class yesterday, did you?
6. You're going to work right after class, aren't you?
7. You can't speak Spanish, can you?
8. You'll be in class tomorrow, won't you?

**dent B**

ou're from \_\_\_\_, aren't you?  
ou just bought a car, didn't  
ou?

ou aren't married, are you?  
ou have a dog, don't you?

ou didn't go to work  
esterday, did you?

ou're going to move to \_\_\_\_,  
ren't you?

ou can't sing, can you?

ou're leaving early today,  
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**son C Reading****ercise 3A, page 57**

ie was unaware of the  
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**sson D Reading****ercise 3A, page 59**

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Are you a student? What are  
you studying? Where are you  
going to school?

[Answers will vary.]

**ercise 3B, page 59**

fit in / *be accepted by the*  
*people you're with*

call on / pull or recall from a  
resource

focus on / direct attention to

follow up / find out more about

write down / record

start up / begin

**Unit 7 Improving  
relationships****Lesson A Get ready****Exercise 2A, page 63**

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3. If he used interesting examples, his lectures would not be boring.
4. If the students respected him, they would not come to class late.
5. If there were rules for behavior, the students would not use their cell phones and text during class.
6. If his tests were not easy / If his tests were hard, the students would be challenged.
7. If his department chair observed his class, she would know about the problems.

**Lesson C Reading****Exercise 3A, page 67**

1. Gossiping, wasting company time with poor time-management skills, leaving messes in common areas, unpleasant scents, loud noises, overuse of phones and laptops in meetings, misuse of company e-mail
2. A manager who repeatedly criticizes workers in front of their co-workers
3. [Answers will vary.]
4. Inappropriate touching or sexual remarks and using threats to force unwanted sexual activity on an employee or fellow student.

**Exercise 3B, page 67**

1. gossiping / *a comma between two nouns ("gossiping" and "passing") / the passing around of rumors and intimate information*
2. pet peeves / Other . . . included / gossiping, wasting company time, leaving messes in common areas, etc.
3. common areas / such as / lunch or meeting rooms
4. misuse of company e-mail / for example / e-mailing too often or copying too many people on messages

5. abusive behaviors / like / bullying and sexual harassment
6. bullying / is defined as / behavior done by a person with greater power for the purpose of intimidating, or frightening, a weaker or less powerful person
7. intimidating / or / frightening
8. sexual harassment / - which includes . . . - / inappropriate touching or sexual remarks and using threats to force unwanted sexual activity on an employee or fellow student

#### Lesson D Reading

##### Exercise 3A, page 69

1. It can put you in a bad mood, increase your stress level, and make you say things that you might regret later.
2. addressing the problem head on, that is, speaking to the person about the problem
3. talking about your feelings about a situation instead of the other person's actions. For example: "I would appreciate your keeping your voice down a little" instead of "You talk so loud, I can't hear myself think."
4. [Answers will vary.]

##### Exercise 3B, page 69

1. *drive* you nuts / *To irritate or annoy very much*
2. drive you up a wall / annoy you so much that you cannot do or think about anything else
3. in a bad mood / upset, unhappy, bad-tempered
4. turning a blind eye / choosing not to notice or react to something
5. address a problem head on / address it directly
6. clear the air / talk to someone about a problem in order to return to a good relationship
7. take into account / consider
8. grate on your nerves / make you very annoyed or irritated
9. make a big deal out of something / to exaggerate the seriousness or importance of something minor

#### Lesson E Writing

##### Exercise 1C, page 70

1. She names the problem and makes a sympathetic statement about the situation
2. two
3. *If I were you I would . . .* and imperative verbs: *Try to . . .*, *Explain . . .*, *Ask . . .*

### Unit 8 Giving and receiving criticism

#### Lesson A Get ready

##### Exercise 2A, page 73

1. Ray's professor / for doing poorly on a test / He wrote a negative comment on Ray's paper.
2. Ray was angry. He slammed the door on the way out of his professor's office. Three weeks later he dropped out of school.
3. Negative criticism can have terrible consequences. Constructive criticism gives solutions.

##### Exercise 2B, page 73

*Topic:* Giving constructive criticism

*Ray's story*

*Test grade:* F

*Professor's written comment:* "Disappointing performance"

*Comments to Ray in office:* not trying hard enough, should think about quitting school.

*Ray's reaction:* angry; slammed door; dropped out of school.

*Consequences of negative criticism:*

1. makes people angry
2. causes people to lose confidence & motivation

*How to give constructive criticism:*

1. Say something good about the person.
2. Talk about mistakes & solutions to problem.
3. Offer another positive statement.

#### Lesson B Conditional clauses

##### Exercise 2A, page 74

1. *had received, would have gone*
2. *wouldn't have been, had remembered*
3. *would have gotten, had turned in*
4. *had written, wouldn't have made*
5. *hadn't yelled, wouldn't have gotten*
6. *wouldn't have finished, hadn't helped*
7. *had had, would have had*

##### Exercise 2B, page 75

1. *If the boss hadn't trusted Mario, he wouldn't have assigned him an important project.*
2. *If the project hadn't had a tight deadline, Mario wouldn't have worried about finishing on time.*
3. *Mario would have felt (more) confident if he had had a colleague to consult.*
4. *Mario wouldn't have needed to work overtime if there hadn't been problems.*
5. *If Mario's desk hadn't been full of papers, he wouldn't have lost an important document.*
6. *If Mario's computer hadn't crashed, he wouldn't have lost any data.*
7. *Mario wouldn't have finished the project on time if he hadn't stayed up all night.*
8. *The boss wouldn't have been pleased if Mario hadn't finished the project on time.*

#### Lesson C Reading

##### Exercise 3A, page 77

1. like an animal under attack
2. to avoid defensive emotions, which may make people get more rigid and listen less
3. show that you heard the criticism; ask for more information; try to find something both parties can agree on; respond to the criticism
4. [Answers will vary.]



**Exercise 3B, page 77**

1. verb
2. adjective
3. verb
4. adjective
5. adverb
6. whole sentence

**Lesson D Reading****Exercise 3A, page 79**

1. That he needed to stop chitchatting so much with his co-workers because he wasn't working fast enough.
2. His heart started racing, and all he could think about was how bad it made him feel.
3. He would have been more prepared, and he would have been more calm.
4. He's going to e-mail Bill an apology, ask for another meeting, and get back to work.

**Exercise 3B, page 79**

1. no
2. make a mistake
3. become upset or angry
4. talk
5. talk too much
6. contribute the same amount as everyone else; do one's share of the work
7. lose one's temper; get very angry

**Lesson E Writing****Exercise 1C, page 81**

1. In Paris during the summer after the writer graduated from high school.
2. A waiter; he laughed at her accent; it was negative.
3. She was devastated. She was so flustered she couldn't remember another word in French.
4. For several days she refused to speak French.
5. She could have laughed at herself.
6. She started listening to the way French people speak and trying to imitate their accent, and she began to speak French again. She learned not to let people's comments about her accent bother her.

**Unit 9 The right attitude****Lesson A Get ready****Exercise 2A, page 83**

1. the instructor of a workshop; people taking the workshop; they want to adjust their attitude for success.
2. Positive people are upbeat and cheerful; they smile a lot; they support their teammates; they shine a light on other people's accomplishments; they rarely complain. Negative people don't smile or laugh very much; they always seem unhappy; they are often critical or sarcastic; they tend to be more focused on themselves than on others.

**Exercise 2B, page 82**

*Topic:* Adjusting your attitude for success

*Behaviors of positive people:* upbeat, cheerful, smile a lot, try to do best, support teammates, shine a light on other people's accomplishments, rarely complain

*Behaviors of negative people:* don't smile or laugh much, seem unhappy, often critical or sarcastic, tend to be focused on selves, complain

**Lesson B Adverb clauses of concession****Exercise 2A, page 84**

1. *Although Mike has a great job, he complains about his work all the time.*
2. *Susan still feels stressed out even though she goes to stress reduction classes.*
3. *Although John is a positive example for his staff, some people still complain about him.*
4. *Even though Sam's teacher helped him a lot, Sam decided to transfer to another class.*
5. *Although Jim doesn't like his job, he stays because of the salary.*
6. *Peter got an A on the final exam even though the accounting class was very hard.*

**Exercise 2B, page 85**

1. *Although Ms. Muse has a stressful job, she always has a smile on her face.*
2. *Although / Even though Ms. Muse has too much work, she always helps other people.*
3. *Although / Even though she has a low salary, Ms. Muse doesn't complain.*
4. *Ms. Muse is never late although / even though she lives far away.*
5. *Although / Even though Ms. Muse has a sick mother, she never misses a day of work.*
6. *Although / Even though Mr. Grimes has an easy job, he never smiles at anybody.*
7. *Mr. Grimes never helps others although / even though he has lots of time.*
8. *Although / Even though Mr. Grimes has a good salary, he says it's not enough.*
9. *Mr. Grimes is often late although / even though he lives near the office.*
10. *Although / Even though Mr. Grimes has no family responsibilities, he is often absent from work.*

**Lesson C Reading****Exercise 3A, page 87**

1. invasive prostate cancer
2. He persevered and he had a positive attitude.
3. volunteering with charities to help raise awareness about cancer

**Exercise 3B1, page 87**

1. idyllic / P / happy, normal
2. invasive / N / needed immediate surgery
3. setback / N / can't surrender, give up
4. persevere / P / keep going
5. stunned / N / upset
6. anxiety / N / helped him deal
7. determined / P / get back to his job
8. adored / P / enjoyed
9. focused / P / a job he loved
10. count (one's) blessings / P / positive things, lucky

## Lesson D Reading

### Exercise 3A, page 89

1. a disease
2. difficulties in childhood or personal lives, response to unfair treatment
3. absenteeism, accidents, employee mistakes, theft
4. avoid negative co-workers, think and speak positively, don't participate in office gossip, acknowledge good work and be generous with compliments, seek positive solutions to problems
5. No, if looking at medical science, but yes in the sense that, like a cold, it is contagious

### Exercise 3B, page 89

1. *-itis / negativitis / noun / illness of negative thinking*
2. *-ity / negativity / noun / a bad, unpleasant, critical, or disagreeing attitude*
3. *-ist / psychologists / noun / people who study the psyche, or mind*
4. *-ism / absenteeism / noun / habit of being absent, especially from work or school*
5. *-hood / childhood / noun / the time when a person is a child*
6. *-ate / contaminate / verb / make bad, unpure; eradicate / verb / destroy, get rid of ; participate / verb / become involved in, take part in*

## Unit 10 Writing at work and school

### Lesson A Get ready

#### Exercise 2A, page 93

1. because writing is a skill that transfers to almost any job
2. two-thirds of salaried workers do some kind of writing in their jobs; 20-35 percent of hourly workers have some writing responsibility; in the future, job seekers without writing skills won't get hired; workers without writing skills won't get promoted; companies today spend up to three billion dollars to improve workers' writing skills
3. take classes and practice

### Exercise 2B, page 93

#### Introduction

*Topic:* The importance of writing

*Examples:* nursing assistants, daily progress reports on patients; automotive technicians, work orders for cars that need repairs; housekeepers, shopping lists.

#### Importance of writing

1. 2/3 salaried workers write on job
2. 20-35% hourly workers write
3. Future job seekers w/out writing skills won't get hired; workers w/out writing skills won't get promoted.
4. Companies spend up to \$3 billion to improve workers' writing skills.

#### Report's conclusions

1. Today, writing as important as math & computer skills.
2. Writing skills transfer to job.

#### How to improve your writing:

Take classes & practice as much as possible.

### Lesson B Causative verbs

#### Exercise 2A, page 94

1. *Mrs. Ramsey had her daughter answer the phone.*
2. The boss made everyone come in early.
3. Corina had a manicurist give her a manicure.
4. Ajay got a classmate to proofread his history paper.
5. The school made all the parents sign a consent form before the children's field trip.
6. Katarina got all her friends to read her blog.
7. The school had a gardener plant flowers in front of the building.
8. The city had a famous artist paint a mural on the new bridge.

### Exercise 2B, page 95

1. *Dr. Brown made a student stay after school.*
2. Dr. Brown made the teachers come to an important meeting during their lunch hour.
3. Dr. Brown made her assistant retype a memo.
4. Dr. Brown had the janitor repair a broken window.
5. Dr. Brown had her assistant water the plants in her office.
6. Dr. Brown had some honor students show visitors around the campus.
7. Dr. Brown got some students to come to school on Saturday to paint over graffiti.
8. Dr. Brown got the parents' association to raise money for a new gym floor.
9. Dr. Brown got the mayor to visit the school.

### Lesson C Reading

#### Exercise 3A, page 97

1. Say what the message is about in the subject line; keep e-mail formal until you are told that it's OK to use first names; keep the e-mail brief; use a friendly and respectful tone; use good manners; don't type in all capital or all lowercase letters; never gossip or fight in e-mail.
2. Wait to enter the address until after you write the e-mail; proofread; don't use "Reply all" unless you are sure everyone on the list needs to read the e-mail; ask permission to send a large attachment; if you forward an e-mail, identify yourself and say why you are forwarding it; don't send personal e-mails from work.
3. [Answers will vary].

#### Exercise 3B, page 97

1. *innovative / new, modern / old-fashioned*
2. *savvy / smart, knowledgeable / ignorant, uninformed, uneducated*
3. *proper / correct / improper, wrong, inappropriate*
4. *vague / unclear / clear, precise*

5. respectful / showing respect or regard / disrespectful, insulting, rude
6. private / intended for only one person / public
7. timely / quickly, soon / late

#### **Lesson D Reading**

##### **Exercise 3A, page 99**

1. Because time is short, business people often just skim. They don't have time to read everything in depth.
2. Keep it Short and Simple. Use short sentences and keep the language simple and familiar.
3. It tells the reader who is responsible for performing the action, and it is more interesting.

##### **Exercise 3B, page 99**

1. on top of / *informed about* / *at the highest point*
2. short / lasting only a small amount of time / not long or tall in distance
3. skim / read quickly for main ideas / get rid of a substance such as fat floating on the surface of a liquid

4. key / most important / instrument for locking or unlocking a door
5. crisp / clear, precise / fresh and crunchy
6. fuzzy / unclear, vague / covered with fine hairs
7. concrete / specific / hard material used for building roads or walls

#### **Lesson E Writing**

##### **Exercise 1C, page 101**

*Problem:* Students using cell phones to cheat on exams

*Consequences:*

1. Students who do not cheat are forced to compete unfairly against those who do.
2. Instructors who wish to prevent cheating must spend time and resources creating alternative versions of tests.
3. News about cheating on campus damages the reputation of the college in the community.

*Recommendations:*

1. Upon entering the exam room, students carrying cell phones must turn them off and leave them with the exam proctor at the front of the room.
2. Students will not be allowed to carry backpacks or heavy jackets to their seats.
3. In classes of 25 or more students, the college will hire additional proctors to supervise exams.
4. Students caught cheating will receive an automatic score of zero on the exam, and they will be required to attend a disciplinary meeting with the Dean of Students.

*Schedule:* [Answers will vary.]