

EVOLVE WORKBOOK 6 ANSWER KEY

Unit 1 Robot revolution

1.1 The robot touch pages 2–3

1 VOCABULARY: Using adverbs to add detail

A 2 e 3 g 4 a 5 h 6 d 7 b 8 f

B

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | A | T | P | O | K | G | F | D | C | U | I | A | P | R | C |
| E | K | S | O | J | E | S | M | V | T | K | X | N | N | A | P |
| U | N | Q | U | E | S | T | I | O | N | A | B | L | Y | D | O |
| T | R | Y | G | H | G | K | Q | U | S | I | E | Q | P | I | T |
| P | N | I | L | Y | R | C | P | N | H | N | L | L | Y | C | E |
| I | N | C | R | E | A | S | I | N | G | L | Y | G | K | A | N |
| L | Y | M | S | M | D | G | L | D | I | C | R | A | J | L | T |
| Y | K | T | S | M | U | U | Y | V | N | M | P | E | S | L | I |
| C | G | M | D | R | A | M | A | T | I | C | A | L | L | Y | A |
| I | R | L | L | Y | L | R | I | F | L | H | K | O | T | B | L |
| E | K | I | O | T | L | K | D | U | Y | C | R | L | L | Y | L |
| G | P | S | D | N | Y | C | Z | M | A | R | K | E | D | L | Y |

2 GRAMMAR: Commenting adverbs with future forms

A 2 They are potentially going to take over many different types of jobs.

3 They will certainly not be able to do some jobs.

4 However, we will progressively become more dependent on robots.

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

2 They will increasingly move and talk more like us.

3 Robots are likely going to become involved in our personal lives.

4 According to some people, we will unquestionably develop relationships with robots.

5 We will potentially have robots as our friends and coworkers.

6 Robots will demonstrably make our lives easier

7 Having robots around will markedly improve our quality of life.

8 It will ultimately be impossible to tell the difference between robots and humans.

B Answers will vary. Possible answers:

1 Every home will ultimately have a robot in it.

2 Robots will increasingly take over certain jobs.

3 Hospitals will potentially use robots to take care of patients.

4 Robots will drastically reduce the amount of work we have to do.

5 Cities will inevitably be cleaner and more efficiently run.

1.2 The wonderful world of AI pages 4–5

1 VOCABULARY: Talking about developments in technology

A 2 chatbots 3 working prototype 4 beta version 5 virtual assistants 6 voice activation 7 facial recognition

8 computer translation 9 voice recognition 10 text to

speech 11 computer-generated speech 12 image recognition 13 operating system

2 GRAMMAR: Future perfect and future continuous

A 1 I'll be staying at my sister's house next week.

2 We'll have finished dinner before the movie starts.

3 I'll have taken eight classes by the end of the year.

4 You'll be working with Kim on this project.

5 Everyone will have left by the time Mark gets here.

B 2 I'll be using 3 Will you be studying 4 I'll have finished

5 I'll be relaxing 6 she'll have arrived 7 How long will you be staying 8 We'll be talking and having fun

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

1 In 20 years, we will have self-driving cars everywhere.

2 Desktop computers will have disappeared.

3 We'll be using virtual assistants to manage our homes, help us with our work, and do our shopping.

4 We'll still be able to cook meals without technology.

1.3 I get what you're saying ... pages 6–7

1 LISTENING

A Answers will vary. Possible answers:

1 She doesn't like it.

2 She says, "There are problems with the technology."

3 He likes it.

4 He says, "It's pretty cool."

B Positives: it's fun, it helps police find criminals, you can use it for security

Negatives: you can fool the technology, people can find out who you are

2 CRITICAL THINKING

A Answers will vary. Possible answer:

Facial recognition technology could be used by banks to help improve their security checks. If you could use your face to access your online banking, you wouldn't have to rely on passwords. However, some people are worried about identity theft. They're concerned that misuse of facial recognition technology might make it easier for criminals to access their personal information.

3 SPEAKING

A 2 really thought of it 3 you're saying 4 look at it that way 5 valid point 6 guess so

B Answers will vary. Possible answers:

1 Anna I don't like using speech-to-text technology.

Timo Why not?

Anna There are always so many mistakes.

Timo You have a good point there, but it can really save time. It's also great for people who have trouble with their hands.

2 Michael I think everyone should study technology instead of art or literature.

Mila Why do you say that?

Michael Because technology will be so important in the future.

Mila I understand what you're saying, but studying art and literature makes us think more creatively. Creative people will develop better technology.

1.4 Robotics to the rescue pages 8–9

1 READING

- A** checked: a, c, d
- B** 1 (third paragraph) computers can't understand slang, idioms, and local variations; computers don't understand subtle differences in word meanings, tone, emotion, humor, or sarcasm; language constantly changes
- 2 (second paragraph) computers can translate for a long time without getting tired; computers can work much faster; a computer can translate multiple languages

2 CRITICAL THINKING

- A** *Answers will vary. Possible answer:*
I think someone who speaks multiple languages would agree with this essay. People who speak a lot of languages understand how difficult it is to understand things like idioms and humor in different languages.

3 WRITING

- A** 2 Take, for example, 3 just to name a few 4 like
5 For instance,
- B** *Answers will vary.*

Unit 2 The labels we live by

2.1 Is that really me? pages 10–11

1 VOCABULARY: Describing personality

- A** 2 e 3 b 4 a 5 f 6 c
- B** 2 fake 3 open-minded 4 generous 5 accepting
6 friendly 7 chatty
- C** 2 narrow-minded 3 self-centered 4 sincere
5 open-minded 6 chatty

2 GRAMMAR: Uses of will

- A** 2 present 3 present 4 past 5 present 6 present
- B** 1 She'll have 2 will 3 won't, she'll be 4 he'll be
5 he won't 6 he'll have

3 GRAMMAR AND VOCABULARY

- A** *Answers will vary. Possible answers:*
2 will make dates to try new things.
3 will have had no problem thinking of things to say.
4 will be talking about herself the whole time.
5 will have made a few good friends by the end of the evening.
6 won't be making an effort to get to know anyone.

2.2 Act your age pages 12–13

1 VOCABULARY: Using three-word phrasal verbs

- A** 2 up 3 down 4 against 5 for 6 around 7 down
8 in 9 back 10 to
- B** 2 put up with 3 look down on 4 run up against
5 get through to 6 mess around with 7 come down to
8 stand up for 9 face up to 10 fall back on

2 GRAMMAR: Uses of would

- A** 1 d 2 f 3 a 4 b 5 c 6 e
- B** 1 a 2 a 3 b 4 b 5 b

3 GRAMMAR AND VOCABULARY

- A** *Answers will vary. Possible answers:*
2 He wouldn't be a good teacher.
3 Would you tell her for me?
4 She asked me if I would look in on her mother.
5 It's natural that he would call you about a bullying problem.
6 I wouldn't put up with it.

2.3 Same here! pages 14–15

1 LISTENING

- A** 1 c 2 b 3 c 4 b
B 2 F 3 F 4 T 5 T 6 F 7 F

2 CRITICAL THINKING

- A** *Answers will vary. Possible answer:*
I think people do judge others based on how they look. People have judged me because I'm short. They think I'm young and immature. They don't expect me to be mature and knowledgeable. I've judged people based on their appearance. I've expected people who are muscular and have a lot of tattoos to be mean, but they are just like everyone else. Some of them are really nice and friendly.

3 SPEAKING

- A** 1 here 2 mean 3 just 4 hear 5 coincidence 6 relate
7 experience
- B** *Answers will vary.*

2.4 Read the label pages 16–17

1 READING

- A** 1 reading a nutrition label
2 whether or not people read nutrition labels
- B** 1 b 2 a

2 CRITICAL THINKING

- A** *Answers will vary. Sample answer.*
I think people reported what they thought they should be doing rather than what they actually do.

3 WRITING

- A** *Answers will vary. Possible answers:*
1 reveals that 18%
2 observed, 57%
3 shows / indicates that 49%
4 indicates / shows that 8%
- B** Why do some people never read labels? The graph presents some of the reasons. As can be observed in the graph, 57% of the adults surveyed reported that they simply buy what their families like to eat. The graph also shows that 49% of the study participants don't read labels because they feel healthy and are happy with their current diets. In addition, the graph reveals 18% said that they don't read nutrition labels because they don't think they are important. And the data indicates that 8% of people don't read the labels because they get their nutrition information elsewhere.

Unit 3 In hindsight

3.1 I told you so! pages 18–19

1 VOCABULARY: Thought processes

- A** 2 a, b, c 3 b, c 4 a 5 b, c 6 c 7 b
- B** 1 envision, foresee 2 dismiss, disregard 3 analyze, evaluate

2 GRAMMAR: Variations on past unreal conditionals

- A** 2 b 3 e 4 a 5 f 6 c
- B** 2 would have gotten/'d have gotten/would've gotten, had known/'d known
3 had not seen/hadn't seen/'d not seen, would have thought/'d have thought/would've thought
4 would not have gotten/'d not have gotten/wouldn't have gotten, had not been sitting/'d not been sitting/hadn't been sitting
5 had come/'d come, would have had/'d have had/would've had
6 would have walked/'d have walked/would've walked, had not been raining/'d not been raining/hadn't been raining

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

- 2 disregarded my friend's advice, I would have studied for the test.
- 3 evaluated what went wrong at his last job, he wouldn't have made the same mistake at his new job.
- 4 foreseen the potential problems if you had thought about it.
- 5 dismissed the weather warnings, she wouldn't have packed an umbrella.

3.2 Go with the flow pages 20–21

1 VOCABULARY: Describing emotional reactions

A 1 flustered 2 victorious 3 defensive 4 defeated
5 helpless 6 spiteful

B 1 harmless 2 gracious, forgiving 3 melodramatic, hysterical
4 resourceful 5 composed, mellow 6 spiteful 7 flustered

C 1 flustered / hysterical 2 mellow / composed
3 melodramatic 4 resourceful 5 spiteful

2 GRAMMAR: Commenting on the past

A 1 You should have seen the movie with us.
2 They may not have heard you.
3 I might have been studying all night.
4 He could have gotten angry.
5 It shouldn't have been eaten.

B 1 should have been
2 may not have gotten
3 shouldn't have bought
4 may have been working
5 could have been working

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

- 1 have been looking for a spot
- 2 hysterical / melodramatic
- 3 have recognized you
- 4 gracious / forgiving
- 5 flustered
- 6 have gotten so impatient

3.3 A complete disaster! pages 22–23

1 LISTENING

- A** 1 She had a meeting with her boss.
2 It didn't go well.
3 She feels that it was a disaster.
4 He says it wasn't a disaster, it just felt that way.

B X, X, ✓, ✓, ✓, X, ✓, X

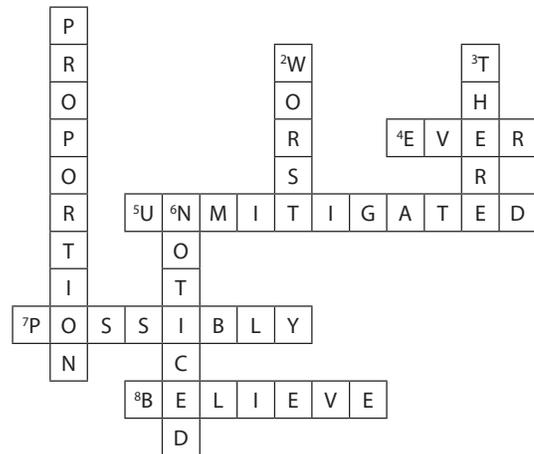
2 CRITICAL THINKING

A *Answers will vary. Possible answers:*

- 1 Her conversation with her mother is shorter. Her mother is not as supportive as Zach is. Serena is not as dramatic with her mother.
- 2 She probably isn't as dramatic with her mother because her mother isn't as supportive. Also, she probably doesn't want her mother to worry about her.

3 SPEAKING

A



Explanation: There are only seven days in a week. Therefore, the odds that both men would be killed on the same day of the week is high.

Fact: Both men were succeeded as president by men named Johnson.

Explanation: Johnson is one of the most popular surnames in the United States. The odds that each man would be succeeded by a man named Johnson are high.

3 WRITING

A 1 same, Each 2 Both 3 Neither 4 two

B *Answers will vary. Possible answer:*

There are a few coincidences between Abraham Lincoln's and John F. Kennedy's lives. They both served as president of the United States, and both were assassinated. The two men died on the same day of the week – Friday. In addition, John F. Kennedy had a secretary named Lincoln, and each man was succeeded by a man with the surname Johnson.

Unit 4 Close up

4.1 Under the microscope pages 26–27

1 VOCABULARY: Describing things

A 2 circular 3 cylindrical 4 flaky 5 multicolored
6 miniature 7 filthy 8 delicate 9 ridged 10 elaborate
B 1 mammoth 2 delicate 3 multicolored 4 elaborate
5 filthy

2 GRAMMAR: Quantifiers and prepositions in relative clauses

A 1 most of which 2 many of whom 3 many of which
4 each of which 5 most of whom
B 2 add “to” at the end of the sentence 3 cross out “them” and
add “which” above it 4 cross out “it” 5 cross out “which,” cross
out “them” and add “which” above it
C 1 most of whom/many of whom 2 some of whom
3 all of which 4 each of which 5 none of which
6 all of which/most of which

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

2 all of which were amazing.
3 all of whom were happy to answer our questions.
4 made tiny leaves and petals look mammoth in size.
5 show us miniature worlds that we would never be able to see
otherwise.

4.2 Eye to eye pages 28–29

1 VOCABULARY: Eye idioms and metaphors

A 1 c 2 e 3 f 4 a 5 d 6 b 7 g 8 j 9 h 10 i 11 k
B 1 has eyes in the back of her head 2 without batting an eye
3 see eye to eye 4 caught my eye 5 in the blink of an eye
6 in the public eye 7 in my mind's eye 8 turn a blind eye to

2 GRAMMAR: Noun clauses with question words

A 1 who 2 what 3 why 4 how 5 where
B 2 It's interesting to see how different animals' eyes developed.
3 There are so many interesting facts to share about eyes that I'm
not sure what to begin with.
4 Because eyes are so unique, we can use them to prove that we
are who we say we are.
5 No one really knows why the human eye developed the way
it did.
6 The photographers explained how they took their photos.

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 beautiful photos of eyes
2 we can't see colors in the dark
3 eagles and tigers see
4 a shark sees
5 the world from an eagle's perspective

4.3 Look away! pages 30–31

1 LISTENING

A *Answers will vary. Possible answers:*

1 She wants to know what activities can damage our eyes.
2 Ryan talks about going out in the sun without sunglasses on.

B 1 F 2 T 3 F 4 T 5 T

C *checked:* you can scratch your eyes, you have germs on your
hands, you can get an eye infection, you can damage your
corneas, you can break blood vessels around your eyes

2 SPEAKING

A 1 getting at the heart of 2 major impact 3 key to
4 straightforward 5 truth of the matter is 6 comes down to

B *Answers will vary. Possible answers:*

A What are some tips for keeping my eyes healthy?

B Well, if you look at it objectively, diet is one of the most
important factors in eye health.

A Really? What else should I do?

B You should stop rubbing your eyes. The truth of the matter is
you should try not to touch your eyes at all.

A OK. I can do that. What else should I do?

B You should protect your eyes from the sun. Sun exposure can
have a major impact on your eyes.

A How should I protect my eyes from the sun?

B It's pretty straightforward. You just need to wear sunglasses
with 100% UV protection.

A OK. Thanks for the advice.

B No problem. It all comes down to eating a healthy diet and
protecting your eyes from anything that can damage them.

4.4 Attention to detail pages 32–33

1 READING

A *Underlined:* The good news is that your attention to detail can
actually help you reach your life goals once you've defined them.

B 1 focus on details 2 thinking about 3 achieving those goals
4 steps toward achieving 5 writing it down

2 CRITICAL THINKING

A *Answers will vary. Possible answer:*

The tips in the blog post could help me achieve goals at
work. I could spend time thinking about what I hope to have
accomplished by the end of the year. For example, I might want
to have 20 new clients by December. Then I could make a list of
the steps I have to take to reach that goal. I can write down the
goal to remind myself of it every day.

3 WRITING

A 1 with a successful track record
2 with a practical approach to solving problems
3 as a double major in marketing and business
4 from the corporate world to dot-com startups
5 with a keen eye for detail

B *Answers will vary. Possible answers:*

office manager for a busy lawyer's office

Skills and qualities:

attention to detail
organized
experience managing busy offices
ability to multi-task
good with people

Ideal candidate:

I am an experienced professional with ten years of experience in office management. With the ability to handle several different tasks at once, I am detail-oriented, organized, and fast. I have excellent people skills and am eager to put my abilities to work in a busy, fast-paced environment.

Unit 5 Remote

5.1 The end of the road pages 34–35

1 VOCABULARY: Describing remote places

- A 2 ruined 3 isolated 4 well-known 5 ugly 6 bare
7 friendly
B 1 a 2 c 3 b 4 b 5 c

2 GRAMMAR: Participle phrases in initial position

- A 2 Exhausted 3 correct 4 correct 5 Having found / Finding
6 locations,
B 1 Wandering through the woods, we found a remote spot to camp in.
2 Excited by the spot we found, we started putting up our tents.
3 Having set up our tents, we began to gather wood for a fire.
4 Seated in front of the fire, we cooked our dinner.
5 Having eaten dinner, we relaxed and told scary stories.
6 Tired from a long day of hiking, we went to sleep early.
7 Lying in our tents, we heard the sounds of forest animals.

3 GRAMMAR AND VOCABULARY

- A *Answers will vary. Possible answers:*
1 Walking through the immense area, you might get lost.
2 Unspoiled by humans, the forest is lush and full of animals.
3 Having found this scenic place, you might not want to leave.
4 Deserted decades ago, the town is now empty.
5 Looking at the town now, it's hard to believe that it was once full of people.
6 Having abandoned their homes, residents moved to other cities.

5.2 How to be alone pages 36–37

1 VOCABULARY: Talking about influences

- A 2 V 3 B 4 V 5 B 6 B 7 V 8 B 9 N 10 V 11 N
B 2 The consequence 3 stemmed from 4 motivated
5 has impacted 6 influence

2 GRAMMAR: Reduced relative clauses

- A 2 Lighthouses, which are 3 anyone who is
4 Writers, who are 5 lifeguards, who are
B 2 Anyone who is thinking about getting a job that requires solitude should consider it carefully before they make a decision.
3 Solitude, which is a problem for some people, is not a problem for me.
4 People who are lonely because they work alone should get together with friends at least once a month.
5 I don't know anyone who is able to go without speaking to someone for a whole week.
6 I work in an area that is fifty miles away from the nearest town.

3 GRAMMAR AND VOCABULARY

- A 2 impact; tired of being around a lot of people.
3 motivate; working remotely.
4 result in; living alone.
5 trigger; unhappy being alone.

5.3 Working from home pages 38–39

1 LISTENING

- A 1 at work / in a work meeting
2 working from home a few days a week
B 1 a, b, d 2 a 3 a, c
C 2 O 3 F 4 F 5 O 6 O 7 O 8 F

2 CRITICAL THINKING

- A *Answers will vary. Possible answers:*
She might have thought that people would work less and be more distracted if they weren't in the office.

3 SPEAKING

- A As a result of / Due to / Thanks to / Because of the change, productivity has increased.
For these reasons / That's why / Consequently we've decided to allow people to work from home.
The consequences of / The side effects of this have been happier employees and higher productivity.
B *Answers will vary. Possible answers:*
I spend more time with my family
I feel more relaxed
I spend less time driving
I can make my own schedule
I can concentrate
I feel happier

5.4 Remote success story pages 40–41

1 READING

- A It's going to be about a company that started out with a virtual workforce.
B a
C *Answers will vary. Possible answers:*
1 As a result of having all their employees working remotely, the company has had to make communication with them a priority from the start.
Thanks to being
2 This may be due to the fact that the company continues to operate as if all of its workers are in-house...
because of
3 Owing to the fact that they began with a fully remote team, Lullabot has necessarily become adept at keeping everyone well informed.
because of

2 CRITICAL THINKING

- A The writer's attitude is positive.
The writer writes, "All-in-all, Lullabot sounds like a great company to work for."

3 WRITING

- A 2 Working wherever they want to, Lullabot's employees can choose workspaces where they feel most comfortable.
3 Seen as a successful virtual company, Lullabot is a good model for other companies that want to go remote.

2 CRITICAL THINKING

A *Answers will vary. Possible answers:*

1 Ten thousand years ago, it would have helped humans fight off wild animals or run away from them. Today, we don't really have to fight animals or people or run away from them under normal circumstances.

3 WRITING

A why fear makes us react in certain ways

B *Answers will vary. Possible answer:*

When we're afraid, our faces change – our eyes and mouths open wide. This is because when we're scared, all of our muscles tighten instinctively so that we can fight or run if necessary.

Unit 7 Roots

7.1 It's in the blood pages 50–51

1 VOCABULARY: Talking about ancestry

A 2 g 3 m 4 d 5 j 6 k 7 h 8 e 9 a 10 l 11 c
12 n 13 i 14 f

B 2 cross out “ethnic” and add “ethnicity” 3 correct 4 cross out “adoption” and add “adoptive” 5 correct 6 cross out “hereditary” and add “heritage” 7 correct

2 GRAMMAR: Negative and limiting adverbials

A 1 Never had I imagined

2 Only when I asked my father

3 Not until I had children

4 Only when I had discovered more about my genetic makeup

5 Little did I know

B 2 Little did I realize I inherited my freckles from my grandmother.

3 Never would I have guessed that I had an aunt living two towns away.

4 Only when I asked did my mother tell me that I'm part Irish.

5 Not until I sent in a DNA sample did I know that I have Asian ancestry.

6 No way would I have found my cousins without using the DNA ancestry kit.

C 1 Never 2 Not until 3 Little 4 Only when 5 No way

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 ... would I have guessed that some of my ancestors were Chinese.

2 ... I found those relatives did I start learning about my Chinese heritage.

4 ... I showed her the ancestry record did she believe that we're part Chinese.

5 ... did we know we had Swedish genes.

7.2 A very special occasion pages 52–53

1 VOCABULARY: Talking about customs and traditions

A Nouns: rites, festivities, ritual, significance, practice

Verbs: keep alive, observe, mark, honor, symbolize, pay tribute to, signify

B 1 observe 2 festivities 3 signifies 4 symbolizes 5 ritual
6 honor 7 keep / alive

2 GRAMMAR: Fronting adverbials

A 2 e 3 a 4 b 5 c

B 2 correct 3 cross out “coming” and add “come” 4 cross out “hang we” and add “we hang” OR cross out “we” 5 correct

C 2 Around the house adults and children are hanging decorations.

3 From the kitchen come sounds of music and chatter.

4 Throughout the house waft delicious scents of cooking.

5 In the oven roasting are traditional dishes.

6 On the table sits a beautiful vase of flowers.

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 In the kitchen people are cooking delicious foods to mark the occasion.

2 On the table lie foods that symbolize the autumn harvest.

3 From the living room come sounds of people having fun.

4 Through the kitchen door waft scents of traditional foods.

5 Around the house are family members keeping traditions alive.

7.3 The story of a returnee pages 54–55

1 LISTENING

A 1 c 2 a 3 b

B 1 b 2 c 3 a 4 c 5 b 6 c

C 1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 T 9 F 10 F

2 CRITICAL THINKING

A *Answers will vary. Possible answer:*

She was able to improve her German by speaking with her two cousins. She learned more about her German heritage.

3 SPEAKING

A 1 R 2 E 3 R 4 C 5 C 6 E

B 6, 1, 8, 5, 2, 4, 7, 3

C *Answers will vary. Possible answers:*

Japan?

it was better than I expected.

Everything was delicious!

I felt like they all knew so much about me, but I didn't know anything about them.

7.4 When a language dies pages 56–57

1 READING

A c

B *Answers will vary. Possible answer:*

Yes, the writer is emotionally engaged. They argue that constructed languages show that language affects thought, and they say that this shows that we need to save dying languages.

2 CRITICAL THINKING

A *Answers will vary. Possible answer:*

I disagree with the writer. I don't think these languages have actually been spoken by a lot of people for a long time, so we can't really tell whether or not they would affect the way people think.

3 WRITING

A *Answers will vary. Possible answer:*

The writer has captured the main idea and argument correctly. Key information about Newspeak is missing – how the vocabulary restriction affects thought. Information about the fact that E-Prime doesn't use the verb *be* is missing.

Underlined: In addition, it restricts the use of the verb *be* so that speakers have to be creative in order to express their ideas.

B *Answers will vary. Possible answer:*

While some say that thought influences language, the author feels that Newspeak and E-Prime show us that language might, in fact, control thought.

C *Answers will vary. Possible answer:*

The constructed languages Newspeak and E-Prime show us that language can affect thought. Newspeak does this by restricting vocabulary. This restriction makes it impossible for speakers to discuss complex ideas or even have complex ideas. E-Prime, which is based on English, doesn't use the verb *be*. This forces speakers and writers to think creatively and use more precise language. While some say that thought influences language, the author feels that Newspeak and E-Prime show us that language might, in fact, control thought.

Unit 8 Short

8.1 The attention span myth pages 58–59

1 VOCABULARY: Talking about attention and distraction

A Nouns: distraction, interruption

Verbs: concentrate, focus

B 2 interrupted 3 focused 4 focus 5 distractions

C 2 distracted 3 interrupt / distract 4 focus / concentrate
5 distraction / interruption

2 GRAMMAR: Phrases with *get*

A 2 cross out “wondered,” add “wondering” 3 correct
4 cross out “finish,” add “finished” 5 add “me” between “got”
and “thinking” 6 correct 7 “cross out “exhaust,”
add “exhausted” 8 cross out “have,” add “get”

B 2 Your comment yesterday got me thinking about my workspace.

3 Right now, my patience is getting eaten away by constant interruptions.

4 It's easy to get distracted around here.

5 How can you get focused with all these distractions?

6 Yesterday's meeting got us talking about the future of the company.

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 worn away year after year.

2 anything done

3 me thinking about my own ability to concentrate

4 annoyed with myself

8.2 Gut reaction pages 60–61

1 VOCABULARY: Expressions with *get*

A 2 c 3 i 4 d 5 j 6 a 7 b 8 f 9 e 10 k 11 g

B 2 accustomed to 3 rid of 4 this straight 5 attached to
6 the go-ahead

C *Answers will vary. Possible answer:*

I got a phone call recently, and the caller told me that he was from my bank and someone was using my credit card. He wanted me to give him some personal information. My instinct told me that he was lying, so I hung up and called the bank. I was right. It was a scam.

2 GRAMMAR: Phrases with *as*

A 1 As my grandmother says, trust yourself before you trust someone else.

2 As Gladwell explains in his book, instinct can be more accurate than careful consideration.

3 As we all know, it can be difficult to follow your instincts all the time.

4 As can be seen in the graph, half of the employees say they make decisions based on instincts.

5 As we can infer from the study, most participants follow their instincts.

B 1 can be 2 explains 3 point out 4 all attest 5 inferred

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 life can get complicated sometimes.

2 I get frustrated when my boss doesn't listen to my ideas.

3 you can't get something right unless you keep practicing.

4 I got rid of my old backpack and got a new one.

5 it's difficult to leave a house or apartment after you've gotten attached to it.

8.3 It's the app you need pages 62–63

1 LISTENING

A c

B 1 other people, email, text messages, and looking things up online

2 notice when they are getting distracted

3 give off an alert, like a sound

4 to train users to avoid distractions

5 to measure improvement and offer suggestions for the best time of day to work

6 certain types of music help with concentration

C 1 enable 2 offer 3 point 4 aim 5 market

2 CRITICAL THINKING

A *Answers will vary. Possible answers:*

1 She could turn her phone off or put it in a drawer to avoid checking for text messages.

2 She could take her computer offline so she can't go online to look up information.

3 She could put a note on her door asking people not to interrupt her for an hour or two.

3 SPEAKING

A 1 enables users 2 on the market 3 goal is 4 great opportunity 5 bottom line 6 miss out

B *Answers will vary. Possible answers:*

1 Nutribullet; blend frozen fruits and ice into smoothies

2 blender; such a strong motor

3 the ability to have fresh fruits smoothies whenever they want them

4 this is the best blender on the market

5 excellent kitchen device

8.4 The perfect pitch pages 64–65

1 READING

A 1 Share Your Knowledge 2 Sleep on It 3 Write It, Don't Type It

B *Answers will vary. Possible answers:*

Tip 1: helps you focus and organize key points, helps you retain information

Tip 2: sleep helps you form long-term memories, turns information into knowledge

Tip 3: you have to process information and make decisions about what's important

2 CRITICAL THINKING

A *Answers will vary. Possible answer:*

Tip 3 is the most useful for me. I usually type my notes and I have trouble remembering what I've learned.

3 WRITING

A 1 a 2 b 3 a 4 a

B *Answers will vary. Possible answers:*

Tip 2: Sleep to Learn

Sleep helps form long-term memories

Turns information to knowledge

Tip 3: Use Pen and Paper
Helps you remember
Makes you process information

Unit 9 Health vs. modern life

9.1 The sitting disease pages 66–67

1 VOCABULARY: Discussing health issues

- A** 1 side 2 pressure 3 X 4 sedentary 5 system 6 X 7 X
8 internal 9 cardiovascular 10 cholesterol 11 pain 12 X
B 1 internal organs 2 immune system 3 circulation
4 sedentary lifestyle 5 cardiovascular disease 6 chronic pain
7 digestion 8 cholesterol levels 9 blood pressure 10 side
effects 11 joints 12 posture

2 GRAMMAR: Referencing

- A** 1 PA 2 AV 3 P 4 P 5 AV 6 PA
B 1 do 2 this 3 they 4 it 5 similar results 6 They
7 One 8 the same

3 GRAMMAR AND VOCABULARY

- A** *Answers will vary. Possible answers:*
1 Doing stretches after eating can do the same.
2 Exercising can give similar results.
3 They don't move their bodies on a regular basis.
4 Fruits and vegetables are.
5 This can result in strain on their muscles and backs.

9.2 A good night's sleep pages 68–69

1 VOCABULARY: Discussing (lack of) sleep (phrasal verbs)

- A** 1 up 2 up 3 into 4 up 5 on 6 out 7 off 8 into
9 down 10 to 11 away 12 up
B 1 fit; into 2 wind down 3 rack up 4 cut out 5 slipped
away 6 drifted off 7 build up 8 pack; into 9 kept; up
10 cut back on 11 drives; to 12 added up

2 GRAMMAR: Continuous infinitives

- A** 2 cross out "to"
3 cross out "sleep" and add "sleeping" above it
4 cross out "to"
5 add "be" between "to" and "living"
6 add "to be" between "appear" and "asking"
B 1 Teenagers should be sleeping eight to ten hours a night.
2 Six-year-olds need to be getting ten to eleven hours of sleep
each night.
3 My son might not be sleeping enough.
4 She appears to be staying up too late every night.
5 You could be drinking too much coffee during the day.
6 The baby seems to be waking up now.

3 GRAMMAR AND VOCABULARY

- A** *Answers will vary. Possible answers:*
1 You appear to be packing a lot of activities into your day.
2 You need to be cutting back on the time that you spend online
before you go to sleep.
3 Looking at your phone could be keeping you up.
4 You should be winding down before 10:00 so you can fall
asleep sooner.

9.3 Clearing the air pages 70–71

1 LISTENING

- A** 1 No 2 Yes 3 No 4 Yes
B checked: 1, 3, 4, 7, 9, 10
C 1 Residents of the city of Barton want clean water.
2 Their (fear) of drinking contaminated water has driven them to
rely on bottled water for drinking and cooking.
3 Several (studies) showing that Barton's water pollution is
steadily getting worse have been published in the local
newspaper, Ms. Green.
4 These (experts) in water pollution and safety will be able to help
me design a plan to clean up our water supply.
5 If I'm elected mayor, a (committee) consisting of some of these
experts, local engineers, and city employees will take action to
make sure that our residents have clean water to drink.

2 CRITICAL THINKING

- A** *Answers will vary. Possible answers:*
Karen Green might not be answering because she doesn't know
anything about the topic. She also might not be answering
because she doesn't think the topic is important.

3 SPEAKING

- A** 4, 3, 5, 7, 1, 8, 2, 6
B *Answers will vary. Possible answer:*
Interviewer Car thefts have become a big problem in this city.
Don't you think maybe it's time for the police to
find a way to stop these thefts?
Police officer I'm afraid I can't comment on that at the moment.
Interviewer Would you not agree that car thefts have doubled
in the past few months?
Police officer Well, that's certainly an interesting claim, but I'd
like to see some facts to back that up.
Interviewer Are you suggesting that the car thefts are not an
issue?
Police officer No, I'm not saying that. Could you give me some
concrete examples of increased car thefts?
Interviewer Last year, 12 cars were stolen in this city. That's
one car per month. In the past three months of
this year, six cars have been stolen. How do you
explain the fact that more cars are being stolen?
Police officer I'll need to get back to you on that.

9.4 A thirsty world pages 72–73

1 READING

- A** *Answers will vary. Possible answer:* Yes. / Consider that the next
time you spend \$5 on a cup of coffee.
B 1 nearly 11 percent 2 over ten billion 3 almost one billion
4 less than \$1.90

2 CRITICAL THINKING

- A** *Answers will vary. Possible answers:*
1 not knowing how to grow food
2 I could donate food to a food bank.

3 WRITING

- A** 1 by definition 2 As such 3 in and of itself
4 Fundamentally 5 as a matter of course
B *Answers will vary.*

Unit 10 Reinvention

10.1 Bugs not beef pages 74–75

1 VOCABULARY: Discussing global food issues

A

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | P | O | G | R | C | F | O | F | O | O | S | A | F | G | F | O | N | S | E | L | A | G |
| E | A | N | C | R | A | W | A | B | L | A | D | N | R | S | W | G | F | I | B | E | R | O |
| S | G | U | T | S | H | O | R | T | A | G | E | C | V | E | R | R | S | B | W | S | I | R |
| T | A | T | E | W | S | E | O | B | S | A | R | N | F | O | R | A | C | F | K | A | N | G |
| L | C | R | S | H | I | W | P | A | U | G | I | A | T | T | L | I | U | T | G | A | D | V |
| F | K | I | B | O | K | C | O | N | S | U | M | P | T | I | O | N | V | X | C | G | B | N |
| W | S | T | N | L | F | E | D | S | Y | S | U | P | E | R | F | O | O | D | R | S | M | O |
| G | A | I | V | E | N | O | G | T | A | O | N | E | K | G | O | B | I | H | L | Z | E | U |
| F | O | O | D | S | T | U | F | F | S | F | W | T | C | O | A | C | E | N | M | O | E | N |
| D | C | U | L | O | S | U | O | M | U | I | F | I | A | L | I | V | E | S | T | O | C | K |
| T | U | S | D | M | B | W | O | T | P | C | S | T | E | D | B | N | R | W | A | I | H | L |
| O | K | V | T | E | C | R | N | G | P | H | C | E | R | E | A | L | O | K | G | Y | R | I |
| N | R | C | A | T | T | L | E | B | L | C | L | I | S | P | P | N | W | C | A | N | O | P |
| V | F | B | A | D | M | W | D | X | Y | K | M | L | C | G | I | N | U | C | N | T | N | H |
| L | P | B | W | S | S | I | H | F | Y | S | A | R | N | R | N | O | L | T | E | M | U | A |

- B** 1 livestock 2 consumption 3 grain 4 superfood
5 supply 6 shortage 7 appetite 8 nutritious 9 foodstuffs

2 GRAMMAR: Simple past for unreal situations

A 1 A 2 W 3 A 4 W 5 W 6 W

- B** 1 It's time people started eating less meat.
2 What if we could make meat in a laboratory?
3 It's high time that we found a better food source.
4 Imagine if we ate only bugs.
5 Some people would rather we found an alternative to eating meat.
6 Imagine if you couldn't eat meat for the rest your life.
7 It's high time we made changes to protect the environment.

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

- 1 Imagine if our food supply ran out.
- 2 What if we could make good meat alternatives from grains?
- 3 Vegetarians would rather we all lost our appetite for meat.
- 4 It's time we reduced our consumption of meat products.
- 5 It's high time we ate more superfoods and less meat.

10.2 Accidental startups pages 76–77

1 VOCABULARY: Discussing global energy issues

- A** 1 powered 2 off-grid 3 energize 4 self-sustainable
5 solar panels 6 carbon-neutral 7 biofuel 8 low-emission
9 low-carbon 10 fossil fuels 11 carbon footprint
12 renewable
- B** 1 verb 2 adverb 3 verb 4 adjective 5 noun
6 adjective 7 noun 8 adjective 9 adjective 10 noun
11 noun 12 adjective

2 GRAMMAR: It constructions

- A** 1 cross out "believe" and put "believed" above it
2 cross out "is" and put "It is" above it
3 cross out "seems" and put "seem" above it
4 cross out "appeared" and put "appear" above it
5 cross out "claim" and put "claimed" above it
6 cross out "was" and put "would" above it

- B** 1 It would seem that solar power is a good alternative to fossil fuels.

- 2 It is reported that we may not be able to rely on solar energy alone.
- 3 It would appear that solar energy is not 100% reliable.
- 4 It is believed that the best solution is to use multiple sources of renewable energy.
- 5 It is hoped that we will find more alternative energy sources.
- 6 It is claimed that fossil fuels will soon disappear.

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

- 1 It is believed that using renewable energy will help reverse global warming.
- 2 It is reported that our carbon footprints have risen significantly since 1850.
- 3 It is hoped that we can all use less fossil fuels as renewable energy.
- 4 It would appear that cities can be powered by renewable energy sources alone.
- 5 It would seem that low-emission standards will improve air quality.

10.3 A life without plastic pages 78–79

1 LISTENING

A circled: a, e

- B** 1 Carla 2 Carla 3 Carla 4 Carla 5 Carla 6 Max
7 Carla 8 Carla 9 Max 10 Max 11 Carla 12 Carla

2 CRITICAL THINKING

A Answers will vary. Possible answer:

I think people are resistant to switching to renewable energy because they don't like change. They're used to using fossil fuels. Also, I think some people don't believe that we are going to run out of fossil fuels or that they are as harmful to the environment as people say.

3 SPEAKING

- A** 1 much more than 2 that difficult 3 as simple as that
4 all I'm saying 5 comes down to 6 point I'm trying to make

B *Answers will vary. Possible answer:*

Your friend I think putting solar panels on my house is the best way to reduce my carbon footprint.

You It's not as simple as that. Solar power helps, but it's not the best solution.

Your friend Well, solar panels cut down on fossil fuels, so I won't be polluting the environment as much if I use solar panels. That's all I'm saying.

You That's true, but cars produce more carbon emissions than homes do. It all comes down to driving less. I mean it's not that difficult.

Your friend Well, I only really drive to work and school.

You You could take public transportation or ride your bike.

Your friend It's not convenient for me to take public transportation to work, though. There's no public transportation near my house. That's why I think solar panels are the best choice for me.

10.4 What's yours is mine pages 80–81

1 READING

A *Answers will vary.*

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

C 1 b 2 a 3 c

circled: Zarina, Miguel

2 CRITICAL THINKING

A *Answers will vary. Possible answer:*

I agree with Miguel. I think peer-to-peer car sharing is great for people who need a car for a short while. My opinion has changed. Although I still don't think I would rent out my own car, I can see how it helps people who want to rent cars for a good price.

3 WRITING

A 1 In a nutshell, In brief, In this respect, It would seem

2 Regardless of whether you would Even if you wouldn't

3 With respect to Regarding In terms of

4 not at all by no means

B *Answers will vary. Possible answer:*

The topic of whether or not peer-to-peer car sharing is advantageous to all who participate is by no means a simple one. However, with respect to the financial aspects of the model, it would seem that everyone can benefit, regardless of whether they are car owners or renters. With respect to car owners, the money earned from renting out their cars can subsidize their car payments. Despite the risks of drivers being involved in accidents, car owners can stand to earn a significant amount of money. Regarding car renters, they can potentially save a lot of money not having to buy their own cars or pay rental agencies a lot of money to rent cars for longer periods than they are needed. In brief, peer-to-peer car sharing is a positive example of the sharing economy.

Unit 11 True colors

11.1 The color company pages 82–83

1 VOCABULARY: Describing color associations

A *Verbs used for color associations:* capture, conjure up, convey, evoke, imply, reflect, resonate with, transmit

Adjectives that describe shades of colors: bold, muted, neutral, pastel, saturated, vibrant

B 1 vibrant 2 imply 3 capture 4 neutral 5 muted
6 reflect 7 saturated

2 GRAMMAR: Subject–verb agreement

A 1 S 2 S 3 S 4 P 5 S 6 S 7 P 8 B 9 S 10 S

B 1 Pantone has over 10,000 colors in its library.

2 The criteria for choosing a color include the feelings it evokes.

3 Either of these two colors is a good choice for our logo.

4 The news about the color of the year is surprising.

5 Everyone is using the color of the year in their products right now.

6 Neither of these colors works/work because they're too muted.

7 Right now, the team is working on choosing a color for next year.

8 Pantone employees are experts in color theory.

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 This green conjures up the look of grass in the spring.

2 The blue of your sweater evokes the color of the sea.

3 Red paint on a car captures the idea of speed and excitement.

4 The yellow in the food packaging conveys the feeling of happiness.

5 Black clothing can reflect a person's sadness.

11.2 Colorful language pages 84–85

1 VOCABULARY: Color expressions

A 1 j 2 a 3 e 4 h 5 f 6 g 7 c 8 b 9 d 10 i

B 1 green around the gills 2 got caught red-handed 3 has

a green thumb 4 got the green light 5 was seeing red

6 green 7 had to cut through a lot of red tape 8 green party

2 GRAMMAR: Articles

A 2 cross out "The p" and put a capital "P" above it 3 correct

4 correct 5 put "a" between "still" and "greenhorn" 6 put "the" between "That's" and "most"

B 1 the 2 no article 3 no article, the, no article, no article

4 a 5 the, the, the 6 no article, the 7 no article, the

8 no article, no article

3 GRAMMAR AND VOCABULARY

A *Answers will vary. Possible answers:*

1 The gardener at the nursery in my neighborhood has a green thumb.

2 I turned red when my boss heard me talking about her.

3 The thief was caught red-handed stealing money from the company.

4 She was green around the gills after she ate some spoiled beef.

5 We got the green light to purchase new furniture for the office.

6 We're in the red because we borrowed some money to buy a car.

7 I just started this job, so I'm still pretty green.

8 When my car got hit for the third time, I was seeing red.

11.3 It tastes like green! pages 86–87

1 LISTENING

A c

B *Blue:* unappetizing, there are no naturally blue foods, blueberries are actually purple, looking at blue can make you lose your appetite and eat less

Red: increases appetite, conveys ripeness and sweetness

Green: health, green food makes you think you're doing something good for your body

Yellow: evokes feelings of happiness

Orange: conveys feelings of satisfaction and energy

2 SPEAKING

A 2 j 3 f 4 a 5 h 6 l 7 i 8 b 9 g 10 k 11 d
12 e

B Answers will vary. Possible answer:

- A Why do you think soda companies use bright colors for their soda cans and bottles?
- B I guess I would have to say because they convey energy and happiness.
- A Why do you think car companies usually avoid colors like purple and orange?
- B I'm afraid that's really not my area. I don't know why they don't use those colors.
- A Why do you think computer companies use neutral colors for their computers?
- B I'm glad you asked that. I think it's because neutral colors make computers look expensive.

11.4 A sense of identity pages 88–89

1 READING

A Soccer team's name: The Dunes, refers to the sand dunes on the beach, doesn't convey speed or energy
Soccer team's colors: light brown and light blue, represents the ocean and the sand dunes, neutral and peaceful, don't convey speed or energy

2 CRITICAL THINKING

A Answers will vary. Possible answer:
San Francisco's baseball team is called the Giants and their colors are orange and black. I think that the name is unusual, but I like it. It makes the team sound bigger and more powerful than other teams. I also like the choice of orange and black as the team's colors. The color orange conveys energy to me, and the color black evokes a feeling of seriousness. A baseball team needs to have a lot of energy, but it needs to take the game seriously if it wants to win.

3 WRITING

A

| What opinions does the writer offer? | What examples does the writer give to support those opinions? |
|---|---|
| The Dunes is not a good name for the town's new soccer team. | A soccer team has to be fast and energetic and dunes don't represent these ideas. |
| Light blue and light brown are not good choices for uniform colors. | Light blue evokes feelings of peace, and light brown is dull. |

B Answers will vary. Possible answer:

Our city is near the mountains, and there are a lot of mountain lions living in them. I think we should name our team the Mountain Lions to represent these animals, and because mountain lions are strong, fast, and dangerous. I think our team's colors should be yellow and green. The yellow would refer to the mountain lions and should be a bright yellow to convey happiness and brightness. The green would represent the trees in the mountains, which are beautiful and majestic.

Unit 12 Things change

12.1 Job change pages 90–91

1 VOCABULARY: Talking about change

- A 1 d 2 e 3 a 4 h 5 c 6 j 7 i 8 b 9 g 10 f
B 1 resistance 2 undergoing 3 disruptive 4 shake-up
5 transition 6 implement 7 innovative 8 embrace

2 GRAMMAR: The present subjunctive

- A 1 cross out "are" and put "be" above it
2 cross out "becomes" and put "become" above it
3 cross out "are" and put "be" above it
4 cross out "goes" and put "go" above it
5 cross out "works" and put "work" above it
B 1 She insists that the team take a break from the project.
2 I suggest that you be ready for anything.
3 My recommendation is that everyone think carefully before making a decision.
4 It's imperative that the changes happen slowly.
5 They request that we listen to the whole plan before asking questions.

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

- 1 It is crucial that you try to embrace these changes.
- 2 I suggest that you be prepared for a shake-up.
- 3 My recommendation is that you take the transition one step at a time.
- 4 It's important that you avoid showing resistance to the changes.
- 5 You can request that your boss implement the changes slowly.

12.2 What on earth? pages 92–93

1 VOCABULARY: Describing change

A

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | C | A | F | U | T | P | O | I | M | A | E | D | H | U | N | J | F | O | C | F | T | O |
| X | L | F | P | B | S | K | T | D | G | D | R | J | U | S | A | B | M | M | C | H | I | K |
| I | E | R | A | D | I | C | A | L | L | U | L | T | H | S | S | U | A | M | V | G | P | L |
| A | T | O | M | E | D | F | S | P | E | E | C | G | R | A | D | U | A | L | H | Q | M | U |
| A | K | G | X | S | B | F | R | I | A | J | F | K | Q | B | N | A | P | I | P | O | R | N |
| U | Q | J | I | I | T | U | L | C | X | R | V | G | C | R | E | T | U | D | D | K | S | T |
| L | O | D | E | R | O | N | G | O | H | O | U | N | I | U | U | A | N | M | P | H | U | D |
| S | H | R | C | E | E | D | W | E | L | C | O | M | E | P | R | O | F | O | U | N | D | C |
| E | R | A | V | D | R | A | S | T | I | C | A | F | U | T | T | T | O | F | I | P | A | F |
| M | B | I | U | P | M | M | H | P | G | I | U | E | M | G | K | S | R | H | R | A | E | S |
| T | F | I | U | M | R | E | F | R | E | S | H | I | N | G | P | D | S | O | X | G | M | U |
| H | E | K | S | D | O | N | H | K | V | T | U | S | C | O | L | E | E | M | U | K | U | B |
| N | D | X | L | U | U | T | F | U | R | P | I | O | Q | D | O | S | E | T | I | O | D | T |
| I | A | O | R | I | H | A | E | S | M | E | S | W | E | E | P | I | N | G | F | B | U | L |
| D | M | S | N | R | P | L | N | P | Q | B | A | X | H | G | P | L | S | J | E | J | B | E |
| C | I | T | T | X | P | U | D | C | A | E | L | F | L | E | H | I | V | R | A | M | U | P |
| T | U | A | L | A | S | T | I | N | G | I | N | U | T | O | C | J | U | R | I | V | O | S |

- B 1 subtle 2 gradual 3 unforeseen 4 temporary 5 drastic

2 GRAMMAR: Perfect infinitive

- A 1 to have changed 2 to have been able 3 have found
4 to have adjusted 5 to have occurred 6 have helped
7 to have worked

B Answers will vary. Possible answers:

- 2 Everyone was relieved to have survived the changes.
3 Some of the changes seem to have had a negative effect.
4 A river is reported to have run through the town in the past.
5 We were sad to have seen so many people leave the town.
6 The city is thought to have disappeared under lava.

3 GRAMMAR AND VOCABULARY

A Answers will vary. Possible answers:

- 2 The move seems to have been a welcome change.
3 A drastic change might have been refreshing.
4 We were shocked to have experienced such an abrupt change.
5 Everyone was happy to have agreed on a subtle modification.
6 The residents were sad to have experienced the unforeseen events.

12.3 "And that's when it all changed!" pages 94–95

1 LISTENING

- A 1 She makes handbags.
2 She used to make handbags for herself, but she started giving them to friends as gifts.
3 She quit her job at a restaurant and has started her own business making bags.
4 Yes, she is.
B 1 F; Mila ran into Carrie this morning when she was getting coffee. 2 T 3 F; Carrie has been giving handbags to friends as gifts for a while. 4 T 5 F; Margo posted a picture of the handbag on Instagram. 6 F; Carrie freaked out when she started receiving handbag orders. 7 T 8 F; Carrie had to hire some friends to help her make the bags.

2 CRITICAL THINKING

A Answers will vary. Possible answer:

I choose to retell stories that are funny or surprising or shocking in some way. I also retell stories about interesting things that have happened to people that I know. I don't retell stories that are told to me in secret or that make people look bad.

3 SPEAKING

- A 2 tell, SR 3 way, RO 4 straight, RO 5 exact, RO 6 speak, SR 7 words, RO 8 details, SD 9 rest, SD 10 what, RO
B 1 It's much better the way she tells it. OR I can't tell it the way she does.
2 I got it straight from the horse's mouth. OR That's what she said.
3 To make a long story short
4 What were her exact words?
5 In her own words
C Answers will vary. Possible answers:
1 my friend got into an argument with a movie star at the grocery store about bringing in reusable bags instead of using paper bags
2 In her own words, the celebrity was very rude
3 it sounds like they were both at fault
4 she got into an argument with a celebrity at the supermarket

12.4 "The next think you know, ..." pages 96–97

1 READING

A Answers will vary. Possible answer:

The character can learn something that helps him/her grow and become a stronger person.

B A character goes through a character arc.

- C 1 transformation 2 Harry Potter 3 he's a normal boy 4 he's a hero 5 Lady Bird 6 she hates everything about her life 7 she accepts and appreciates what she has 8 fall 9 makes bad decisions 10 becomes less human and dies

2 CRITICAL THINKING

A Answers will vary. Possible answer:

The character Sarah Connor in *The Terminator* and *Terminator 2: Judgment Day* undergoes an important transformation. At first, she is a terrified and confused woman who is being hunted by a robot from the future. She is protected by a man from the future who has come to her present in order to keep her safe. She finds out from the man that the survival of the world depends on her staying alive. Knowing this, and having to fight for her life, she gains strength and ends up destroying the robot that came to kill her.

3 WRITING

A Answers will vary. Possible answer:

At the beginning of the film, *Lady Bird* seems to hate everything about her life. She constantly complains about and rejects her hometown and her family. She particularly complains about her mother. Her mother is difficult to please.

B Answers will vary. Possible answer:

The Terminator, a science fiction movie that includes robots, time travel, action, and romance, tells the story of a woman named Sarah Connor, played by Linda Hamilton, who is running for her life from a robot that has come from the future with the sole purpose of killing her, though she has no idea why. Eventually, she learns from a man named Kyle Reese, played by Michael Biehn, who has also come from the future, that the son she hasn't had yet is a leader who is saving humans from robots in the future and that she has to stay alive in order to have this child so that human kind is not wiped out by machines. The exciting action and the love story between Connor and Reese keeps the audience on the edge of their seats through the entire movie.

WORKBOOK AUDIO SCRIPTS

Lesson 1.3, page 6, Exercises 1A and 1B

- Carrie** Well, that was a pretty interesting program. Turns out there's a lot I didn't know about facial recognition technology.
- Paul** I know, right? It's pretty cool. I want to try that app they were talking about – the one that can tell you how you're feeling.
- Carrie** Which one?
- Paul** You know, the one that analyzes your face and reads your emotions.
- Carrie** What do you need that for? Don't you know if you're happy or sad?
- Paul** Yeah, but it could be entertaining.
- Carrie** I can see how it might be fun, but it seems kind of silly.
- Paul** OK, the app has finished downloading. Say "cheese!"
- Carrie** Hey! I wasn't ready for that.
- Paul** Don't worry, Carrie, I'm not going to post it or anything. OK ... the app says ... you're annoyed.
- Carrie** Well, yeah, I don't like having my picture taken.
- Paul** Sorry. Hey, remember how you thought Steve was mad at you the other day? You could have taken his photo to find out for sure.
- Carrie** I guess so, but I think I'd rather just ask him. Anyway, I'm not sure how I feel about facial recognition stuff.
- Paul** Why? It's great! It helps police find criminals, and you can use it to lock and unlock your phone for extra security. It's better than a four-digit code.
- Carrie** I get where you're coming from, but there are problems with the technology. Remember – the guy on the show said you can fool it. He said that someone was able to unlock a phone by using a photo of the owner's face.
- Paul** It's a valid point, but still ...
- Carrie** And I read the other day that someone can take a picture of you, compare it with social networking profile photos, and find out who you are.
- Paul** I hadn't really thought of it like that. That's pretty scary.
- Carrie** Yes, it is. I don't want strangers knowing my name and where I live.
- Paul** Neither do I. But if it can help catch criminals, I think it's pretty useful technology. Plus, this app is pretty cool. I'm going to go across the hall and find out how Mark is feeling today.

Lesson 2.3, page 14, Exercises 1A and 1B

- Sam** Hey, Cathy, I just heard that some of the businesses in the building are going to start a soccer league. Each business is going to have its own team. They're having try-outs all week long. Do you want to do it?
- Cathy** I don't know, Sam. Maybe.
- Sam** Why not? You're great at soccer.
- Cathy** Well, you know that, and I know that, and our weekend soccer team knows that, but everyone else doesn't.
- Sam** They'll see how good you are when you start playing, though.
- Cathy** I guess so. I just dread joining sports teams with new people.
- Sam** Why?
- Cathy** Because ever since I was little, I was labelled "the smart kid." To top it off, I didn't look like an athlete – I was short and a little overweight, so I didn't really fit in with the kids who were good at sports. So, whenever I tried out for a sport, I would have to try extra hard. It was like they couldn't see I was good at sports because they just saw what they expected to see.

- Sam** I can relate to that. I was always running up against narrow-minded people, too. They would always think I couldn't be smart because I *did* look like an athlete. A couple of my teachers actually accused me of cheating when I got good grades.
- Cathy** Wow, that's awful. That reminds me of the time when I scored four goals in one soccer match. I felt so proud of myself, and then someone told me that I wasn't good at soccer. I just had a lucky day. Kids can be so mean, can't they?
- Sam** Tell me about it! They can be awful. But no one here will be like that. I really think we should both try out for the team.
- Cathy** Well, OK. If you're going to do it, too. But I can't do it today. I have so much work to do.
- Sam** Same here. I'm going to be here until 9:00 at least, and I worked all weekend. I need a vacation.
- Cathy** I know exactly what you mean. I worked all weekend, too. I need a break, so I'm going to the beach this weekend.
- Sam** What a coincidence! I'm going to the beach this weekend, too!

Lesson 3.3, page 22, Exercises 1A and 1B

- Zach** Hey, Serena, you had a meeting with your boss yesterday, right?
- Serena** Yeah, I wanted to ask for a raise and a promotion.
- Zach** How did it go?
- Serena** Oh, Zach, it was a total disaster!
- Zach** I'm sure it just felt that way. What happened?
- Serena** Well, first I was fifteen minutes late for the meeting because another meeting ran long. She hates it when people are late for meetings.
- Zach** I'll bet she didn't even notice. Anyway, she probably knew that you were in another meeting.
- Serena** Maybe, but when I finally did get to her office, I realized that I'd forgotten something that I wanted to show her. I'd summarized all of the projects that I'd done over the past year – you know, the goal of the project, how I worked to achieve the goal, the final outcome – all that stuff. I'd left it at home! I just couldn't believe this was happening!
- Zach** Oh, no! Everybody forgets things now and then. But you probably remembered a lot just from putting that together. So, you could have just told her about all of those projects.
- Serena** Well, that's what I did, but you haven't heard the worst part yet. I was so flustered that I knocked her phone off of her desk and the screen cracked! I mean, it was already cracked, but I cracked it more.
- Zach** Oh no! You poor thing. I'm sure she wasn't too mad about that. It's not like it wasn't already damaged.
- Serena** She was pretty gracious about it, but still ...
- Zach** So, did you ask for a raise and a promotion?
- Serena** Yes, I did. She said she'd get back to me next week.
- ## Lesson 3.3, page 22, Exercise 2A
- Mona** Hi, honey, how did your meeting with your boss go?
- Serena** Not great.
- Mona** Why, what happened?
- Serena** First, I was a little late. Then I forgot something that I wanted to show my boss. Then I knocked her phone off her desk and made the crack on her screen bigger. I wish that I'd stayed in bed today.
- Mona** I think you're blowing it out of proportion. You might not get your promotion and raise this time, but you'll have other chances. Try again in a few months.
- Serena** OK, Mom.

Lesson 4.3, page 30, Exercises 1A and 1B

Samantha We're continuing on the topic of eye health this week and today's guest is Dr. Ryan Chang. Welcome to the show, Dr. Chang.

Dr. Chang Thanks, Samantha. Please, call me Ryan.

Samantha OK, Ryan. So last week, we learned that looking at screens won't necessarily damage our eyes. But can you tell us what activities *can* be harmful to our eyes?

Dr. Chang That's a great question, Samantha. There are several very common activities and habits that can be damaging to the eyes. Probably the easiest to overlook is going outside without eye protection in the form of a good pair of sunglasses. Going without eye protection now and then won't hurt your eyes, but exposing your eyes to the sun on a regular basis can have a major impact on eye health. It can lead to certain eye diseases, cancer, or general damage to your vision.

Samantha So it must be really important to wear sunglasses in the summertime.

Dr. Chang Well, yes, but wearing eye protection in the summer is not enough. It really comes down to protecting your eyes from the sun at any time of year. In fact, you may be more at risk in the winter if you live in a place where it snows. Sunlight can reflect off of snow and double the damaging rays that enter your eyes.

Samantha I see. So, does it matter what kind of sunglasses you wear?

Dr. Chang The key to protecting your eyes effectively is making sure that your sunglasses offer UV protection. Not all sunglasses do, so make sure you check before you buy a pair of sunglasses. Look for a sticker that says "100% UV protection."

Lesson 4.3, page 30, Exercise 1C

Samantha That's very helpful advice. What are some other things that can damage our eyes?

Dr. Chang Well, a common habit that you might not realize is harmful is rubbing your eyes. It's tough not to rub your eyes if allergies are making them itch, but it's important to leave them alone.

Samantha Why is rubbing your eyes harmful? Is it because you can scratch the surface of your eyes?

Dr. Chang That's definitely one reason. If your eye is itchy because something is stuck in it, rubbing your eye can cause scratches and further irritation. However, there's considerably more to it than just scratching your eyes. For example, your hands come into contact with germs all day, so rubbing your eyes with your fingers can cause eye infections.

Samantha That makes sense.

Dr. Chang If you rub your eyes a lot, you could actually wear down your corneas—those are the outer layers of your eyes. If this happens, you'll damage your vision and might even need surgery. And if you already have certain eye conditions like glaucoma or myopia, rubbing your eyes can make them much worse, and perhaps cause you to lose your vision permanently.

Samantha That's scary. I'm never going to rub my eyes again!

Dr. Chang Good! But for your listeners who aren't scared by the thought of damaged vision and eye surgery, maybe this will get them to stop rubbing their eyes: it can affect your looks!

Samantha Really? How?

Dr. Chang Eye rubbing can cause blood vessels around your eyes to break, leading to red, bloodshot eyes and dark shadows under your eyes.

Samantha No one wants that!

Dr. Chang No, definitely not. The issue is pretty straightforward, really. The truth of the matter is you should touch your eyes as little as possible.

Lesson 5.3, page 38, Exercises 1A and 1B

Leah Hi, everyone. Thanks for coming to this meeting today. As you may have noticed, other departments in this company have started allowing people to work from home a few days a week. I thought that this might hurt productivity, but as it turns out, it has had the opposite effect. As a result of working remotely, employees in those departments have increased their productivity by thirty percent. In addition, employees seem to be happier thanks to the fact that they no longer have to commute every day. For these reasons, I'd like to introduce the possibility of working remotely in our department. In the past twelve months, productivity in this department has steadily decreased. Due to our decreasing productivity over the past year, I really think that we need to make a change in our department, but I'd like to hear your thoughts on the matter ... Jack, what do you think?

Jack Well, Leah, I think it's a great idea. Even though we have short walls separating our work stations, I can hear everything that goes on around me during the work day. As a result of this, I have a difficult time concentrating. Owing to the fact that I can't concentrate during the work day, I often have to stay after hours to finish my work. Working from home sounds like a great solution to my problem.

Leah Thanks, Jack. That's a very good point. Fatima, do you want to add to that?

Fatima Yes, thanks. I agree with Jack. I would be able to concentrate better at home. Also, I live more than thirty minutes away from the office. I often have to leave work to pick my children up from school or take them to doctor's appointments. As a result of this, I end up spending a lot of time driving back and forth from my home to the office. If I worked from home, I think I would spend less time on the road and more time working.

Leah That's another great point. Thanks, Fatima. Does anyone else have anything to add? Go ahead, Martin.

Martin I live over half an hour from the office, too, but what happens when we need to have a meeting? We've tried having video meetings before, but due to our Internet connection problems, they don't always work.

Leah Yes, I was wondering about that, too, but if we go forward with this plan, we're going to work on improving that.

Lesson 6.3, page 46, Exercises 1A and 1B

Matthew I'm your host Matthew Long, and today we're talking about the Maker Movement. My guest today is Lila Marcus, jewelry designer and ceramics artist. Welcome to the show, Lila.

Lila Thanks. I'm glad to be here.

Matthew So, Lila, what exactly is the Maker Movement?

Lila Well, first let's talk about what a maker is. A maker is simply someone who makes things. A maker can make clothes, furniture, jewelry, even clothes for your pets. Makers can make anything, really. What makers have in common is that they create handmade goods. Of course, makers use tools, but it's their craft and the time they take to produce things that are significant.

Matthew I see. And is there really a movement toward handmade crafts?

Lila Yes, there is. The movement has actually been going on for a few years now. It wasn't immediately obvious that so many people were interested in making things, but now you can see it on social media and all over the Internet. People post images of things they've made and there are countless DIY websites that teach you how to make things yourself. More and more people are learning how to make things instead of buying them. Some of these people are even starting their own small businesses to sell the things that they create, and they're surprisingly successful.

Matthew Why do you think it's such a growing movement?

Lila Well, in my opinion, it's a reaction to the past few decades during which people sort of forgot how to make things. Everyone got so busy that they didn't have time to learn how to sew their own clothes, fix their own cars, or even roast a chicken! In the good old days, people did know how to do all of those things. If my grandmother needed a new dress, for example, she simply made one.

Matthew That's exactly right. My grandparents could do all sorts of things that I can't do.

Lila So, now, people are slowing down and re-learning all of those skills. A friend of mine is totally obsessed with making things. She makes all her own clothes now and has even learned how to make shoes!

Matthew Wow, that's impressive.

Lesson 6.3, page 46, Exercise 1C

- 1 A maker is simply someone who makes things.
- 2 Makers can make anything, really.
- 3 The movement has actually been going on for a few years now.
- 4 Everyone got so busy that they didn't have time to learn how to sew their own clothes, fix their own cars, or even roast a chicken!
- 5 In the good old days, people did know how to do all of those things.
- 6 A friend of mine is totally obsessed with making things.

Lesson 7.3, page 54, Exercises 1A, 1B, and 1C

Max So how was your family reunion in Germany, Elsa?

Elsa It was great! I have to admit, I was really nervous before my mom and I got there, but I had an amazing time.

Max Why were you so nervous?

Elsa It's difficult to say why exactly. I guess it's because I was afraid I'd be tongue-tied trying to talk to all those new people, or because my German might not be good enough.

Max I think I can understand that. Were you able to communicate with everyone OK?

Elsa To tell you the truth, I'm pretty sure some of what I was saying sounded like gibberish. But everyone was pretty patient with me.

Max It can't have been easy trying to speak German all day long. So, who did you meet?

Elsa I met so many people – aunts, uncles, cousins ... I even met a great aunt and uncle. To be perfectly honest, I can't remember most of their names! There were over a hundred people there, and I think I met every single one of them!

Max It must have been pretty overwhelming. That's a lot of people! It can't have been easy keeping everyone straight.

Elsa No kidding! I was doing pretty well at first, but by the twentieth person, my brain was fried.

Max Where did you stay?

Elsa We stayed at my mom's sister's house in a tiny little village. The house has been in their family for two hundred years!

Max Wow! How was that? Was it awkward staying with family members that you hadn't met before?

Elsa I anticipated feeling uncomfortable, but as it turned out, that was the best part! She has two daughters, Magda and Dagmar. They're close to my age and we really hit it off. They're going to come and stay with us for a few weeks next summer. I also really loved their house. It's hard to describe, but I really felt at home there. It's the house my mother grew up in, but she hadn't been there since before I was born. I guess I felt comfortable there because she did, if you know what I mean.

Lesson 8.3, page 62, Exercises 1A and 1B

Tina Wow, you're home late, Yuri. Have you been at work all this time?

Yuri Yes, my whole day went off the rails. I wasted so much time on interruptions all day, and I wasn't able to finish everything during work hours.

Tina What kinds of interruptions were you dealing with?

Yuri People were coming into my office to ask me questions or just to chat. But I also kept interrupting myself – I kept checking my email, checking my phone for text messages, and looking things up online.

Tina I have that problem, too. That's why I'm thinking about getting a headset so I don't lose focus when I'm working.

Yuri How can a headset help you stay focused?

Tina There are these headsets that enable users to notice when they're distracted. What the headsets offer is a way to monitor your brainwaves to see if you're concentrating or losing focus. When you start to lose focus, the headsets alert you – they each have a different way of telling you. When you're alerted, you're supposed to take note of what distracted you and then get back to whatever you were working on. After a while, you apparently realize when you're about to distract yourself, and you can stop yourself before it happens.

Yuri I see. So, the headsets train you to avoid distractions.

Tina Exactly. That's the whole point of the headsets. The one I like the best comes with an app. The app's main aim is to keep a record of the users' concentration patterns so it can measure improvement and offer suggestions to help with concentration.

Yuri What kinds of suggestions does the app give?

Tina Well, for example, it can tell you what times of day you concentrate best, and which times you're most easily distracted.

Yuri Oh, OK. You can use that information to decide when you should work and when you should do something else, like exercise.

Tina Right. You can also set the app to play music whenever you're distracted. Apparently, certain types of music can help you to get focused again after an interruption. No other device or app on the market offers as many features as this one does.

Yuri Hmm. This is fascinating, Tina. Tell me more!

Lesson 8.3, page 62, Exercise 1C

- 1 There are these headsets that enable users to notice when they're distracted.
- 2 What the headsets offer is a way to monitor your brainwaves to see if you're concentrating or losing focus.
- 3 That's the whole point of the headsets.
- 4 The app's main aim is to keep a record of the users' concentration patterns so it can measure improvement and offer suggestions to help with concentration.
- 5 No other device or app on the market offers as many features as this one does.

Lesson 9.3, page 70, Exercises 1A and 1B

Interviewer Good evening. I'm here with two candidates for the upcoming mayoral election, Karen Green and Michael Lee. Welcome, Ms. Green, Mr. Lee.

Karen Thank you, I'm happy to be here.

Michael Thank you for having me.

Interviewer I'd like to start this interview by talking about the water pollution problem in Barton. The current level of pollution in our drinking water is critically high. *Residents* of the city of Barton want clean water. Their *fear* of drinking contaminated water has driven them to rely on bottled water for drinking and cooking. Neither of you has brought up the topic during your campaigns. Wouldn't you agree that this is an issue that deserves attention? Studies show that Barton has the most polluted water in the state.

Karen Well, that's certainly an interesting claim, but I'd like to see some facts to back that up.

Interviewer Several *studies* illustrating Barton's growing water pollution problem have been published in the local newspaper, Ms. Green. You must have seen them.

Karen I may or may not have, but I'm sorry, I can't confirm that at the moment.

Interviewer Well, I have several of the articles here. Here you go. Based on these study results, isn't it fair to say that the situation is critical?

Karen Well, I haven't had a chance to review these results carefully. I'll have to get back to you on that.

Interviewer How about you, Mr. Lee? Don't you think it's time to start talking about the water problem here in Barton?

Michael I'm glad you brought it up. Yes, I do think it's an important issue, and if I'm elected mayor, I will find a solution to the problem.

Interviewer How exactly are you proposing to do that, Mr. Lee?

Michael First of all, I have consulted with experts to start discussing the issue. These *experts* in water pollution and safety will be able to help me design a plan to clean up our water supply. If I am elected mayor, a *committee* consisting of some of these experts, local engineers, and city employees will take action to make sure that our residents have clean water to drink.

Interviewer Thank you, Mr. Lee, for your answer. Ms. Green, do you have anything you would like to add on this very important issue?

Karen I'm afraid I can't comment on the issue at the moment. I have to do some additional research.

Interviewer All right, well let's move onto the next issue, then....

Lesson 9.3, page 70, Exercise 1C

- 1 *Residents* of the city of Barton want clean water.
- 2 Their *fear* of drinking contaminated water has driven them to rely on bottled water for drinking and cooking.
- 3 Several *studies* illustrating Barton's growing water pollution problem have been published in the local newspaper, Ms. Green.
- 4 These *experts* in water pollution and safety will be able to help me design a plan to clean up our water supply.
- 5 If I am elected mayor, a *committee* consisting of some of these experts, local engineers, and city employees will take action to make sure that our residents have clean water to drink.

Lesson 10.3, page 78, Exercises 1A and 1B

Max What are you doing with that jar, Carla? Why is there garbage in it?

Carla I'm trying to reduce the amount of garbage I produce. This is all the garbage that I've produced in the last month.

Max But there are just a few produce stickers in there. Is that really all your garbage for the month?

Carla Yep. I'm going to try to limit myself to one jar-full of garbage for the whole year, so I reduce my plastic waste.

Max That seems impossible.

Carla You might think so, but actually it's easier than you would think. I've just stopped buying packaged foods. I buy a lot of fruits and vegetables and I buy milk in recyclable glass bottles. Plastic is a real problem for the environment.

Max I know that, but I just don't see why anything so radical is necessary. Why don't you just recycle your plastic?

Carla It's not as simple as that. It all comes down to using less plastic. A lot of the plastic that we put in the recycling bin doesn't actually get recycled. It goes into a landfill, and a lot of it ends up in the ocean where it does a lot of harm to marine life.

Max I've heard about that. There's actually a giant island of plastic in the ocean. Still, it seems like you're going too far. That's all I'm saying.

Carla Well, I'm really excited about challenging myself to produce less garbage. You should try it, too.

Max I don't think I could do it. All my energy drinks come in plastic bottles, and you know I drink at least one of those a day. How did you even come up with this idea?

Carla This woman named Lauren Singer has actually managed to fit four years' worth of garbage in one jar.

Max Four years? No way! I don't believe it.

Carla It's true. Just try it for a month. I'll help you. If you can't fit your garbage in a jar, you might at least cut down on your garbage. I mean, it's not that difficult and it really makes you think about what you're buying. I'm also eating a lot better because I'm not buying junk food like chips and cookies that come in plastic bags.

Max OK, I'll try it. But I'm not making any promises.

Carla Great!

Lesson 11.3, page 86, Exercises 1A and 1B

Professor So let's discuss food and color. Imagine your favorite food. Is it cake? Chicken? Apples? Pizza? What color is it? Does the color make the food look delicious? Now imagine that that food is blue. Does it still look tasty? Probably not. That's because colors can affect how appetizing a food looks. Blue, in particular, makes food look unappetizing. In fact, there are no naturally blue foods. Yes, you have a question?

Student 1 Yes, thanks. What about blueberries? Aren't they blue?

Professor That's a good question. Despite their name, blueberries are actually purple. Speaking of fruit, imagine if strawberries were blue. They wouldn't be as appetizing, would they? Now, red strawberries, that's a different story. Strawberries are red, and their color is one of the things that makes them look tasty. What do you think of when you see a red strawberry?

Student 2 I think of sweetness and ripeness.

Professor Right, and that's one of the reasons that red is appetizing.

Student 2 So can looking at the color red make you eat more?

Professor Well, the short answer is *yes*. Studies have shown that the color red can actually increase a person's appetite.

Student 1 I was just wondering. Does that mean that you can lose weight by looking at colors?

Professor I'm not sure I understand. Could you rephrase the question, please?

Student 1 Sure. I mean if you want to lose weight by eating less, could you do that by looking at the color blue before you eat?

Professor I see what you mean. Well, I've never really thought about it like that, but now that you ask, I suppose that you could suppress your appetite by simply looking at the color blue for a while.

Student 2 Can any other colors affect your appetite?

Professor I'm glad you asked that. Other colors don't necessarily affect your appetite, but they can evoke feelings that affect your perception of the food. For example, green generally represents health, so eating green foods might make you feel like you're doing something good for your body.

Student 2 What about yellow or orange?

Professor Yellow is associated with happiness, so eating bright yellow foods might make you feel happy. And as for orange, it is believed that that color can convey feelings of satisfaction and energy.

Student 1 Do any of these ideas affect the way companies package their foods?

Professor I'm afraid that's not really my area, but let's look into that for our next class.

Lesson 12.3, page 94, Exercises 1A and 1B

Mila Hey, Luke, have you seen Carrie lately?

Luke No, I haven't. I've called her a few times, but she never has time to talk. It seems like she's always busy these days.

Mila I know, but I ran into her this morning when I was getting coffee and found out why she's been so busy. She's started her own business!

Luke Really? Doing what?

Mila She's making handbags, and she's doing really well.

Luke Well, I've seen her handbags. They're really nice. She used to just make them for herself, but she started making them for her friends a while ago to give as gifts. I didn't know she wanted to sell them. How did she decide to do that?

Mila Well, I don't remember all the details, but I guess her brother asked Carrie to make a handbag that he could give to his friend Margo for her birthday. His friend is a famous Instagram model. To make a long story short, Margo posted a photo of the bag and people really liked it. A bunch of her followers contacted Carrie to order handbags, and the rest, as they say, is history.

Luke Wow, Mila, that's amazing. Did she freak out?

Mila Yeah, that's what she said. She said she completely freaked out and didn't know what was happening. Suddenly, she was getting all these messages on Instagram from people she didn't know.

Luke That's crazy! Do you know how many people ordered handbags from her?

Mila Well, when I spoke to her, she had over five hundred orders!

Luke Over five hundred! She must be working day and night!

Mila Yeah, actually, those were her exact words, *I've been working day and night!* She actually had to quit her job at the restaurant and hire some friends to help her make handbags.

Luke Her life has completely changed overnight. She must be exhausted, but excited, too.

Mila I can't speak for her, but she seemed really excited when I saw her. Suddenly she has a whole new career path doing something she loves.