

Answer Key

Unit 1: Applied Linguistics (pages 1–31)

Part 1

Pre-Listening Activities (pages 2–3)

Answers will vary.

Note-Taking Strategies (pages 4–6)

Answers will vary.

Note-Taking Strategies (page 7)

Answers will vary.

Vocabulary Power (page 8)

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

Checking Your Understanding: Main Ideas (page 9)

Some believe humans are endowed with a natural ability to acquire language.
Children are most concerned with getting their meaning across.
Mistakes are a normal part of language acquisition.

Checking Your Understanding: Details (pages 9–10)

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

Pronunciation (page 11)

Answers will vary.

Question Intonation (page 12)

1. Have you ever wondered how it is that children are able acquire a language, apply the unspoken rules to the language and by a very young age have a fairly complete mastery of their language?
2. How about adults learning a second language?
3. Are these the same processes?
4. First let me ask, how many of you have kids?
5. Now, do children have to have heard something in order to produce it?
6. What is the time reference here?
7. Present or past?
8. And how do you know that?
9. So what's deviating from the norm?
10. He added the past tense *-ed* marker to the irregular verb *bring*, right?

Identifying the Pattern (page 13)

1. Pattern 4
2. Pattern 5
3. Pattern 4
4. Pattern 2
5. Pattern 4
6. Pattern 2
7. Pattern 3
8. Pattern 5
9. Pattern 2
10. Pattern 8

Practice (page 14)

Answers will vary.

Part 2

Pre-Listening Activities (pages 15–16)

Answers will vary.

Note-Taking Strategies (page 17)

Answers will vary.

Vocabulary Power (page 18)

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

Checking Your Understanding: Main Ideas (page 19)

Many linguists believe there is an optimal age for learning a second language. Mistakes are normal part of second language acquisition. Modified interactions can promote language acquisition for adult learners.

Checking Your Understanding: Details (pages 19–20)

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

Synthesizing: Projects and Presentations (pages 21–23)

Answers will vary.

Listening (pages 23–27)

Answers will vary.

Listen for Content (page 29)

Some wording may vary.

1. Do bilingual speakers have a stronger affiliation to one language over another? What was their affiliation growing up and how do they think they will be affiliated with it in the future?
2. She collected information from a questionnaire and from interviews.
3. Most study participants believe bilingualism is a positive thing. People raised in a bilingual community or anticipate becoming more involved in one are more concerned with maintaining their first language.

Rapid Vocabulary Review (page 28)

contradictory/opposing	keep up/with the class
renowned/famous	have an effect/on you
phenomenon/an observed event	deviate/from
deviation/difference	key/ideas
astounded/surprised	due/to
hypothesis/theory	out of/favor
bombarded/overwhelmed	eye/contact
conducive/favorable	be aware/of
cognitive/thought processes	discrimination/against
negotiate/come to agreement	belong/possession

Vocabulary Log (pages 29–30)

Answers will vary.

Unit 2: Ecology (pages 32–58)

Part 1

Pre-Listening Activities (page 33)

1. golden lion tamarin
2. Asian three-striped box turtle
3. Comoro black flying fox
4. polar bear

Note-Taking Strategies (pages 34–35)

1. Key concepts and terms
 - a. logistic patterns
 - b. carrying capacity
 - c. factors that affect population growth of a species
 - i. density dependent
 - ii. density independent
 - d. interspecific competition

Note-Taking Strategies / Listening for Details (page 36)

Answers will vary.

Vocabulary Power (page 37)

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

Checking Your Understanding: Key Terms (page 38)

1. logistic pattern: where a population grows to its carrying capacity and stays there
2. carrying capacity: number of individuals an environment can sustain without significant negative impacts to the organism
3. regulation: the effect of mechanisms that return a population back to equilibrium
4. a capacity (K): the highest possible number of individuals a habitat can sustain
5. a density-dependent factor: affects the birth rate or mortality rate of a population in ways varying with the population density
6. interspecific competition: competition between two species that are both feeding off the same prey using or the same resources

Checking Your Understanding: Details (pages 39–40)

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

Part 2

Pre-Listening Activities (page 41)

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

Note-Taking Strategies: Making Use of Visuals (page 42)

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

Note-Taking Strategies: Using an Outline and Noting Ideas Visually (page 43)

Answers will vary.

Vocabulary Power (page 44)

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

Checking Your Understanding: Details (pages 45–46)

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

Punctuation (page 47)

Okay, now let's look at **regulation** over these **longer** cycles. The **fluctuations** in (3) populations are within **bounds** and they form **regular cycles** that are (3) **oscillations** over time. They may exhibit **peaks** and lows every **ten** years. (3) Who's heard **jokes** or seen **pictures** about **lemmings jumping** over cliffs? (4) Because **lemmings** would fall off **cliffs** in **tremendous numbers**, their behavior was (4) called "**suicide marches**" to the sea. Lemmings **do** exhibit a real (3) population **cycle**, where they have a **peak** about every **three** or **four** years. (4) What are the **causes** of these **fluctuations**? Is it some density **dependence** (3) within this population, or maybe **density-dependent** factors outside this (1) population like **predators** or **food**? (2)

Sentence Stress (page 48)

Answers will vary.

Synthesizing: Projects and Presentations (pages 49–54)

Answers will vary.

Persuasive Presentation (pages 49–50)

1.
They're cheap. Cars require maintenance fees, license fees, repairs, equipment, and insurance. They don't need gasoline.
They're easy to operate.
They're good for your health. They help burn calories. They help fight against heart disease.
They're safer than cars. Cars maim thousands of people.

They're good for the environment. They keep pollutants out of the air. They are more convenient. They can be parked anywhere. There is no speed limit. Bikes are two times faster than rush hour in a large city.

2.
He begins by giving short, interesting statements that will catch the audience's attention and then presenting a challenge or suggestion: "Bicycles. They're cheap, they're easy to operate, good for your health, and of course, one of the most important things now-a-days—they don't need gasoline. ... So get out there and bike!"

3.
He connects with the audience by stating things that are of interest to them and gives specific and interesting statistics. He speaks to them rather than just delivering information. For example, he says "Here are some ways that I think I will convince you to ride your bike more." He also asks questions throughout. Examples include: Did you know that regular cyclists can sometimes experience life as if they were ten years younger? and How many of you feel short of cash some days?

4.
Answers may vary. The visuals enhance Jake's presentation because they match statistics and specifics from his presentation. They're illustrations rather than a lot of text, so Jake is still presenting and not reading from his visual aids.

Rapid Vocabulary Review (page 55)

extinction/disappearance	face/a problem
equilibrium/balance	is threatened/by
exponential growth/extreme rapid growth	make/predictions
regulation/control	supporting/details
predator/animal hunter	within/limits
erratic/irregular	depend/on
bounds/limits	make/reference to
fluctuations/movements	a species/an animal
capacity/maximum quantity	make use/of
dispersal/spreading	on your/way

Vocabulary Log (pages 56–57)

Answers will vary.

Unit 3: Psychology (pages 59–86)

Part 1

Pre-Listening Activities (pages 60–61)

Answers will vary.

Note-Taking Strategies (pages 62)

Answers will vary.

Vocabulary Power (page 63)

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

Checking Your Understanding: Main Ideas (page 64)

Most psychologists concern themselves with psychological disorders rather than psychological well-being.

Not everything we assume contributes to happiness actually does.

There are a variety of tools available for measuring happiness.

Checking Your Understanding Details (page 64–66)

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

Emphatic Stress in Speech (page 67–68)

1. The problem with our culture is that we are constantly bombarded with messages that **bigger** and **newer** are **better**, when in fact we know that more stuff and more money won't make us happier.
2. In a survey from the Pew Research Center, it was found that college graduates **are** happier than people who don't have a degree. So mom and dad aren't wasting their money you! On the other hand, **smarter** isn't necessarily better. Studies have shown that having a high IQ is not attributed to greater happiness.

3. Youth. Aren't people spending millions to become young again? There are even TV shows where people are completely made over—their **bodies**, their **faces**, their **clothes**.
4. If they didn't go there happy in the first place, they'll take their problems from **home** to **Arizona**.
5. In fact, many retirement communities don't exactly offer very **stimulating** and **intellectual** pursuits.
6. He's found that from the most **traditional** to most **modern** cultures, what has the **greatest** impact on happiness is close family relationships or other close human relationships.
7. Also, we all have good days and bad days, so are we capturing people at a **particular moment** that does not necessarily reflect their overall state of well-being?
8. You had go **way down** the list to find "taking care of my children." Many other surveys indicate that people cite children as their **greatest source** of pleasure.

Practice (page 71)

Answers will vary.

Part 2

Pre-Listening Activities (page 72)

Answers will vary.

Note-Taking Strategies (page 73)

Answers will vary.

Vocabulary Power (page 74)

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

Checking Your Understanding: Main Ideas (page 75)

It is not uncommon for people to experience physical symptoms from the stress of major life changes and events.

Many scientists recognize that matters of the mind and matters of the body no longer need to be studied separately.

Researchers are finding that there is a strong mind-body connection.

Checking Your Understanding: Details (page 75–76)

1.

Causes of Emotional Stress	Physical Symptoms Emotional Stress
getting divorced being laid off from a job dealing with the death of a loved one becoming an empty nester having money problems getting married having a baby getting a promotion moving into a new house.	high blood pressure headaches fatigue chest or back pain insomnia heart palpitations shortness of breath weakened immune system

- 2. b
- 3. c
- 4. b
- 5. b
- 6. a

Synthesizing: Projects and Presentations (pages 77–82)

Video 1

Focus on Language (page 77)

- 1. Answers may vary.
 - a. Experimental treatments are unethical. [sham, terrible idea, poor patients]
 - b. Experimental treatments are important. [seems harsh...but, did actually improve, make advances]
 - c. Experimental treatments have risks for both sides. [risks are high as well, messing with them too]
- 2. To interrupt:
 - a. Wait . . . I was trying to say . . .
 - b. Yes, that’s what I wanted to say . . .
 - c. Can I say something here?To hold the floor:
 - d. I was the one who was talking . . . I’ll let you make your point in a minute. . .
 - e. So the other point I want to make . . .
 - f. Wait, I’m talking now.
 - g. The other point I want to make is . . .

3. Possible answers include:

- a. It is appropriate because this is a small-group student discussion.
- b. It would also be appropriate in conversation (social, non-academic).
- c. It might not be heard in a formal lecture.
- d. It is not appropriate for a professional discussion.

Focus on Tone (pages 77–78)

Answers may vary.

1. The language is direct. They interrupt one another, but exhibit politeness when they give the floor back after making their point. The interrupting indicates that they are of the same “status”; in this case, students/classmates. If a professor had been there, the students probably wouldn’t have interrupted as much or with such directness. They might have sounded more polite. They have likely worked together before because they are comfortable enough to interrupt. Students don’t seem to hesitate before stating their opinions.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary. Most students will likely agree that the second woman is the more effective communicator. Her voice is “softer” both in tone and volume. Her tone is more conciliatory (she also reaches out to touch the first woman’s arm when she intends to hold the floor). The first woman takes the floor back and her tone is angry, sharp, or clipped. (Nonverbally, the first woman leans forward and her hands/arms don’t open as much, indicating she’s not as willing to hear the other opinions. The second woman sits further back and her arm gestures are wider and more open.)

Focus on Nonverbal Communication (page 78)

1. Answers may vary. Eye contact is strong. All students nod often. They let their facial expressions show emotion—even if it’s negative: frustration or disagreement, etc. Students’ posture shows comfort (arms on the table) and slight leaning forward toward other group members.
2. She disagrees. She looks down and shakes her head.
3. She sighs. She looks down. She holds her hand as a fist against her chin while she waits. She opens her mouth as if she wants to jump in. She holds up the pencil in her hand as a partial sign she’d like to participate. Her gestures and arm movements are more animated when she does get the floor.

Summary (page 78)

1. Answers may vary. Two seem to strongly agree with the final speaker as indicated by nodding and short phrases of agreement such as “that’s true.” The first woman doesn’t seem to agree as strongly. She doesn’t smile and is quieter both verbally and nonverbally than the others.
2. Answers will vary.

Rapid Vocabulary Review (page 83)

ailment/illness	come to/mind
aspiration/life goals	daily/needs
the sunbelt/southern U.S. states	pastimes/hobbies
altruism/unselfishness	strive/for
empty nester/without children at home	convey/a meaning
hypochondriac/believes is sick but isn't	is attributed/to
insomnia/sleeplessness	source of/a problem
susceptible/at risk	a diary/writing
quantifiable/measurable	have/an impact
irrefutable/unquestionable	an adverse/effect

Vocabulary Log (pages 84–85)

Answers will vary.

Unit 4: Geology (pages 87–115)

Part 1

Pre-Listening Activities (pages 88–90)

Answers will vary.

Note-Taking Strategies (pages 90–91)

Answers will vary.

Vocabulary Power (page 92)

1. e
2. c
3. f
4. g
5. d
6. h
7. a
8. b

Checking Your Understanding: Visual Aids (page 93) (Teacher reads.)

So, most of the time, tsunamis are caused by earthquakes that are generated in a subduction zone—that's an area where an oceanic plate is being forced down into the mantle by plate tectonic forces—as you can see here in Figure A, the mantle is just below the crust of the earth. As you can imagine, there is enormous friction generated between what we call the subducting plate, the one that slides under, and the overriding plate, the one that remains

on the top. This friction prevents the two plates from moving at a slow and steady rate. Uh, instead, the two plates become stuck, or blocked, which is also shown here in Figure A.

As this blocked plate descends into the mantle, there's a slow distortion of the overriding plate. See here, in Figure B, how the surface of the ocean floor pushes up? See this bump? The result is an accumulation of energy. We call this accumulated seismic energy. Think of it as the energy stored in a compressed spring. This energy can accumulate in the overriding plate over a long period of time—sometimes decades or even centuries.

When energy accumulated in the overriding plate is, is greater than the force that has been holding these two plates together, the overriding plate snaps back into an unrestrained position. This sudden motion gives an enormous shove to the overlying water and is the cause of the tsunami, as shown here in Figure C. The wave created by this force begins to travel out from the epicenter of the earthquake, as shown in Figure D. Water travels out across the ocean as well as landward, flooding the shoreline. The distances these waves can travel is really mind-boggling. Again, this is because tsunamis are solitary waves that—as opposed to regular waves—don't break and therefore hold their energy over a very long distance. Take, for example, the 1960 Chilean tsunami. It actually traveled as far as Onagawa, Japan. And so you think a tsunami is a huge single wave? Actually, uh, they are, what we call “wave trains,” a sequence of multiple waves. Look at this tidal gauge record starting at the time of the, the earthquake in Chile. You can see on this graph in Figure E, the normal rise and fall of the ocean surface, ah, caused by tides, at the beginning, but then see how the shoreline in Japan was hit repeatedly by large waves. This is just like what happened in the 2004 tsunami. It originated in Indonesia, but caused extensive damage to fishing villages on the Somali coast at the other end of the Indian Ocean.

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

Checking Your Understanding: Details (pages 94–95)

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

Word Stress and Reduced Vowels (page 96)

o O	O o	O o o	o O o	o o O	o o O o	o O o o
Maldives Seychelles	Kenya Thailand	India	Malaysia Sri Lanka	Bangladesh	Indonesia Madagascar Tanzania	South Africa

Part 2

Pre-Listening Activities (page 98)

Answers will vary.

Vocabulary that Shows Emotion (page 99)

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

Note-Taking Strategies (page 101)

Answers will vary.

Vocabulary Power (page 102)

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

Checking Your Understanding: Details (pages 103–4)

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

Synthesizing: Projects and Presentations (pages 105–11)

Video 2

Focus on Language (page 105)

1. Answers may vary.
 - a. Do you have any questions on the upcoming exam?
 - b. Ok, so, any questions?
 - c. I'm sorry, what?
 - d. Okay?
 - e. Okay, so everyone is all set for Wednesday, right?
2.
 - a. Is the exam going to be in this building?
 - b. Is today's lecture on the exam?
 - c. Is today's lecture on the exam? (repeated)
 - d. If I understood, you. . . is that right?
 - e. Do you have any extra worksheets?
3. He asks because the instructor had given conflicting information and he needed clarification about the material that would be on the exam. The professor asks the student to repeat the question. Students may dispute whether she asked because she didn't hear or understand or if she was hedging because she realized she had given incorrect information before.
4. Asking questions and repeating information
5. The instructor uses *uh*, *ok*, *um*, *you know*, and *oh*. Other answers will vary, but may include: hesitation devices help avoid long, awkward pauses, but can be difficult to follow. On occasion, they can make a person seem nervous.
6. Answers will vary. In this case *check out* means "look at" and *all set* means "ready" or "prepared." Some students don't like it when instructors use more casual language. Some dislike it because they consider it informal. Others don't care for it because it's challenging.

Focus on Tone (page 106)

1. Not all the questions are meant to be answered. Note the intonation of the very first question and how the instructor keeps talking rather than pausing.
2. A student uses it to interrupt politely. The instructor uses it to clarify a question. The instructor uses it again to apologize for giving conflicting information.

Focus on Nonverbal Communication (page 106)

1. The instructor nods his head which nonverbally conveys that today's lecture will be on the exam.
2. The instructor's nonverbal nodding is contradictory because the words that follow indicate the lecture will not be on the exam.
3. Answers will vary.

Summary (page 107)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Rapid Vocabulary Review (page 112)

misnomer/unsuitable name	is dependent/on
propagate/spread	waves can/travel
accumulation/gathering	in/particular
ill-fated/unlucky	tend/to
wrenching/disturbing	a slow/pace
impending/approaching	extreme/pressure
magnitude/size	dire/consequences
rupture/crack	within/minutes
alignment/arrangement	is akin/to
topography/geography	daunting/a problem

Vocabulary Log (pages 113–14)

Answers will vary.

Unit 5: Intercultural Communication (pages 116–42)

Part 1

Pre-Listening Activities (pages 117–18)

Answers will vary.

Note-Taking Strategies (page 118)

Answers will vary.

Vocabulary Power (page 119)

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

Checking Your Understanding: Main Ideas (page 120)

The field of intercultural communication includes studies from many different fields.

Knowing about intercultural communication can inform people from many fields of study.

Culture is comprised of many factors and is influenced by many things.

Listening for Attitude (pages 120–21) (Teacher reads.)

Now, as you know, while I teach here in Minnesota every summer, I live and work in Sweden a good part of the year, so I consider myself to be part of two cultures. I can remember having a frustrating conversation with an older American at just the time my daughter and I were applying for Swedish citizenship. He asked me what I thought about allowing so many foreigners into the United States. I replied rather flippantly that I thought borders should be open. He was retired at the time. He hadn't worked in quite a while. Yet he complained about all the jobs *they* were taking from *us*. I asked him how he came to be born in the United States, and he said his father had immigrated in order to find better opportunity for his family. I tried to reason with a man in his 70s that when *they* come today, *they* are perhaps looking for the same. It was a pointless argument because neither of us convinced the other or even understood the other better. Yet this same conversation goes on in many countries today, including the United States and Sweden. Could I have somehow better tapped into his perspective without watering down my own? In other words, how could I have communicated more effectively? What theories presented last week could be used to explain what was happening in this conversation on various levels? Situations such as this will become clearer as we discuss both practice and theory in this class.

Identifying Stress on Multi-Syllabic Words with Suffixes (pages 122–24)

We will make use of frameworks and theories from the social sciences, interpretative, ethnographic, critical, perceptual, and communication approaches to intercultural communication. Now, each of these approaches has its roots in different disciplines such as psychology, anthropology, sociology, sociolinguistics, and communication, making intercultural communication a very interdisciplinary field of study.

ethnographic

anthropology

communication

psychology

sociolinguistics

sociology

o o o O o	o o o o O o	o o O o o	o o O o	o O o o
characteristics communication orientation	sociolinguistics	anthropology commonalities generalities sociology	conversation ethnographic immigration	psychology

Base Forms	Word with Suffixes
ethn <u>o</u> graphy	ethn <u>o</u> graphic
s <u>o</u> cial	soci <u>o</u> logy
soci <u>o</u> linguist	soci <u>o</u> linguistics
<u>c</u> ommon	comm <u>o</u> nalities
con <u>o</u> verse	con <u>o</u> versation
ind <u>i</u> vidual	ind <u>i</u> vidualistic
<u>o</u> rient	ori <u>o</u> ntation
<u>g</u> eneral	gen <u>o</u> ralities
ch <u>a</u> racter	ch <u>a</u> racteristics

RULE: Stress the syllable before these suffixes: *-ogy, -ion, -ity, -ic, -ical, -ian, -ial, and -ous.*

Part 2

Pre-Listening Activities (page 125)

Answers will vary.

Note-Taking Strategies (page 126)

Answers will vary.

Vocabulary Power (page 127)

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

Checking Your Understanding: Main Ideas (page 128)

1. c
2. a, c
3. a, b, and c

Checking Your Understanding: Details (pages 129–30)

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

Synthesizing: Projects and Presentations (pages 131–38)

Video 3

Focus on Language (page 134)

1. a. I like that.
b. That's a good point.
c. Yeah.
d. That's an interesting way to look at it. I like that.
2. a. I don't agree at all.
b. I'm not sure I can agree with you.
c. It might be true, but I don't know if I agree.
d. Agree or not, it's definitely part of the issue.
3. Possible answers include: I was gonna say that, like . . . , more like . . . , all that kind of stuff, as for whether or not, at all, as a whole, I mean . . . Possible answers include: these phrases are better fit for a student discussion and wouldn't be as appropriate if a professor were involved.

Focus on Tone (page 135)

1. Use 1: Her tone of voice clearly indicates that she disagrees. Her tone is sarcastic (or disbelieving), she pauses before the word, and her speed slows as she enunciates each syllable in the word. Use 2: This tone is more noncommittal and doesn't clearly indicate whether they agree or disagree. Use 3: He agrees. His pitch rises. He "sounds" happy. Answers will vary, but students tend to think that *interesting* is a word that is true without being insulting and without agreeing or disagreeing if delivered in an appropriate tone of voice.
2. His opinion is strong. He speaks with in a steady speed and with firmness. He stresses the content words that enforce his point: *definitely, extreme, more.*
3. Answers will vary.

Focus on Nonverbal Communication (page 135)

1. Nodding, smiling,
2. Eye rolling and/or looking at someone other than the speaker, leaning back and facial expression (frown, grimace)
3. He lifts and slightly shakes his fist.
4. Answers will vary.

Summary (page 136)

1. Essentially, they agree to disagree. They agree that this is an issue even though they have differing opinions.
2. Answers will vary. Possible answers include: It changed, but only a little. The new member was also a student so they treated him as an equal. But, he didn't jump in quickly and was the last to offer any input. Nonverbally he appeared comfortable. The woman who had trouble jumping in during the first group discussion spoke earlier and in more detail during this exchange. Is this in part due to someone being newer than her?

Rapid Vocabulary Review (page 139)

dynamism/vitality	build/awareness
disciplines/areas of study	is comprised/of
frameworks/models	state of/mind
interpretative/explanatory	is/highly/regarded
ethnographic/related to cultural studies	field of/study
interdisciplinary/across fields of study	on a daily/basis
flippantly/dismissively	get a whiff/of
tapped into/understood	based/on
abstract/theoretical	an exception to/a rule
arbitrary/random	in/agreement

Vocabulary Log (pages 140–41)

Answers will vary.

Unit 6: Economics (pages 143–74)

Part 1

Pre-Listening Activities (page 144)

Answers will vary.

Note-Taking Strategies (page 145)

Answers will vary.

Vocabulary Power (page 146)

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

Checking Your Understanding: Main Ideas (page 147)

Microfinancing is a movement intended to bring the rural poor out of poverty on their own.

It has been a common belief that the poor cannot repay loans.

Microfinancing has spread to developing countries around the world.

Checking Your Understanding: Details (pages 147–49)

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

Taking Notes on Statistics (page 149)

1. 20% vs. 56%
2. 97%
3. 25–50% higher
4. up to 20%
5. 8%
6. 5%
7. 0%
8. more than seven million
9. 97%

Part 2

Pre-Listening Activities (page 152)

Answers will vary.

Note-Taking Strategies (page 153)

Answers will vary.

Vocabulary Power (page 154)

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

Checking Your Understanding: Details (pages 155–56)

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

Practice (page 159)

Answers will vary.

Synthesizing: Projects and Presentations (pages 160–64)

Answers will vary.

Video 4

Focus on Language (page 165)

1. This phrasing is softer and usually better received than *I want*. Later, he uses stronger language. At that time, it's okay because he's already agreed to take on more work. He may think that because he's agreed to do the extra research and everyone agreed, they won't mind him being more selective with his country choices.
2.
 - a. *What if . . .*
 - b. *What about . . .*
 - c. *Does anyone have a preference . . .*
 - d. *Why don't we . . .*
 - e. *How are we going to . . .*
3. He asks first if anyone has a preference or if they should draw country names. Everyone is agreeable, but then he says he wants two specific countries, inferring that he really doesn't want to draw.

Focus on Tone (page 165)

1. Although her words are strong, she says them with a tone of friendliness and people can tell she is joking. The other group members respond with laughter and smiles. Her second comment is well-received because she's using the same friendly tone, and she's showing her willingness to do her share of the work.
2. Possible answer: His tone isn't as obvious as it could be, but because of his words and nonverbal communication, his message is conveyed adequately.

Focus on Nonverbal Communication (page 166)

1. He points at each person when he says their name and then points back toward his chest when accepting responsibility for the poster task. He also makes eye contact with the person whose name he is mentioning.
2. Answers will vary.

Summary (page 166)

1. They each like their task. This is indicated by language such as *I love that stuff, like that kind of stuff, sure, and that's the fun part*.
2. There is no clear leader. Each takes a turn summarizing, eliciting opinions, and offering ideas. This works for this group. Tasks result in fair distribution, no one holds the floor too much, and they seem to be like each other (verbal—easies group, seems fair; nonverbal—smiling, nodding).
3. Answers will vary.

Reading (page 167)

1. 2005
2. Uganda
3. between \$25 and \$100
4. Matthew and Jessica Flannery
5. personal, high-engagement means of taking steps to eradicate poverty in developing countries by lending money directly to small businesses

Rapid Vocabulary Review (page 171)

microcredit/small loan

exploitation/mistreatment

catalyst/mechanism

collateral/guarantee

equity/assets

cottage industry/small production

joint liability/shared responsibility

remunerate/pay

entrepreneurial/industrious

empowerment/enablement

pursue/an endeavor

face/an obstacle

emerge/from

spread/to

an appropriate/amount

exorbitant/prices

sustain/a project

a positive/outcome

the vast/majority

in/turn

Vocabulary Log (pages 172–73)

Answers will vary.