

Student's Book

Answers to Exercises

UNIT 6**p. 98**

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

p. 99

1. people live much longer
2. it provides mental exercise
3. they have to memorize various long and complex routes

p. 100, ex. 1

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|--------------------|----------------|------------------|--------------------|
| 1. determine | 2. impulse | 3. in retrospect | 4. market research |
| 5. deciding factor | 6. nutritional | 7. obesity | 8. move on |

p. 100, ex. 2

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|--------------------|--------------------|----------------|--------------|
| 1. deciding factor | 2. market research | 3. nutritional | 4. determine |
| 5. in retrospect | 6. impulse | 7. obesity | 8. move on |

p. 101, C1

Ask questions

Tell you how long it will take

Tell you where they work or study

Tell you the topic

Thank you for your time

p. 102, ex. 2

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|-------------|-------------|------------|--------------|------------|
| 1. Saturday | 2. shopping | 3. grocery | 4. household | 5. Partner |
| 6. coffee | 7. do | 8. shoes | 9. sheets | 10. \$120 |
| 11. \$76 | 12. \$25 | 13. no | 14. week | |

p. 102, ex. 3

1. I don't think I decided, I "just felt like getting out of the house."
2. I always do a Saturday shop.
3. Reasons – price / habit
4. kids clothes store (Zany's)
5. granddaughter's mother likes it
6. rational and impulse

p. 103, ex. 2

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

p. 104, ex.1

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

p. 105, C

- 1 explains the choice of lecture focus.
- 2 introduces two issues to be discussed.
- 3 justifies the argument against the mind-bucket comparison.
- 4 presents an argument against questionnaires.
- 5 compares two different ideas introduced previously.
- 6 supports an argument with evidence from research.
- 7 examines a question type that introduces new emotions.
- 8 describes a question type that gives an answer.
- 9 identifies a question type that suggests too much.
- 10 provides a conclusion combining the two issues.

p. 106, ex. 1

1. F 2. T 3. T 4. F 5. T 6. T 7. F 8. T 9. F

p. 106, E

1. Most of the students in the audience are about to start research.
2. They are aware of research expectations because they are students.
3. The students all believe in the scientific method.

p. 107, ex. 1

1. This question introduces new information the interviewee may not have known, and it introduces doubt.
2. By answering, the respondent acknowledges they know what night the murder took place.
3. This is a suggestive question – an expected answer included.

p. 107, ex. 2

1. OK
2. Loaded – introduces doubt by providing new information
3. OK
4. OK
5. Loaded – introduces doubt by providing new information
6. Loaded – introduces new information and suggests a choice

p. 107, ex. 3

1. Answers were suspicious and not clear.
2. It was not a successful interview as it ended in an angry situation.

p. 108, ex. 1

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|-----------|-----------|---------------|---------|
| 1. follow | 2. basis | 3. understood | 4. make |
| 5. doubt | 6. appear | 7. stand | 8. take |

p. 108, ex. 2

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|----------------------------|-------------------------|
| 1. if understood correctly | 2. casting doubt on |
| 3. make a note of that | 4. it would appear that |
| 5. on the basis of | 6. I take it that |
| 7. to follow up on that | 8. where you stand on |

p. 109, ex. 1

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

p. 109, ex. 2

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|--------------|-------------------|-----------------|------------------|
| 1. Ignorance | 2. consultations | 3. rational | 4. contradiction |
| 5. analogous | 6. interpretation | 7. implications | 8. equivalent |

p. 110, A

1. research about spending habits of local residents; about five minutes
2. introduces the topic and reason clearly, says “thank you”, keeps to effective questions, does not interrupt

p. 111, ex. 1

(Question heads in italics, main subject and verb underlined)

1. *Can you tell me if you bought anything unplanned?*
2. *Would you mind telling me how much money you spent on this trip?*
3. *I'd like to know when you plan to come here again.*
4. *I wonder if I could ask you a few questions?*
5. *Can you tell me why you decided to come shopping today?*
6. *Could you please explain what choices you made in terms of actual stores?*
7. *I'd like to know where you stand on the brand in the picture.*

p. 111, ex. 2

1. Did you buy anything unplanned?
2. How much money did you spend on this trip?
3. When do you plan to come here again?
4. Could I ask you a few questions?
5. Why did you decide to come shopping today?
6. What choices did you make in terms of actual stores?
7. Where do you stand on the brand in the picture?

p. 111, ex. 3

1. The reporter asked if the person had bought anything unplanned.
2. The reporter asked how much money the person had spent on the trip.
3. The reporter asked whether the person planned to come to that place again.
4. The reporter asked whether they could ask the person a few questions.
5. The reporter asked why the person had decided to coming shopping that day.
6. The reporter asked what choices the person had made in terms of actual stores.
7. The reporter asked where the person stood on the brand in the picture.

p. 111, ex. 4**Direct questions:**

Can you tell me a little more?

Can you give me more detail?

Indirect questions:

Could you identify how you feel about this change?

I would like to find out where you stand on shopping malls.

p. 112, ex. 1

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|--------------|-----------|--------------|--------------|
| 1. closed | 2. closed | 3. follow-up | 4. closed |
| 5. follow-up | 6. closed | 7. follow-up | 8. follow-up |

p. 113, ex. 2

stressed words / key words

p. 113, ex. 3

- | | |
|-----------------------------|-------------------------|
| 1. When, shop online | 2. pay by cash, by card |
| 3. visit this store | 4. Would you mind |
| 5. Could you please explain | 6. would you say you |

p. 115

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|-----------|--------------|--------------|------------------|-------------------|
| 1. impose | 2. mechanism | 3. analogous | 4. contradiction | 5. interpretation |
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