

## Unit1: A Bridge to the Future

### Writing Skill: Analyzing a Narrative Apply A

p. 4

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

### Writing Skill: Analyzing a Narrative Apply B

p. 4

July 1996: Competition for a new bridge  
1999: Construction begins  
January 1, 2000: The “Millennium”  
June 10, 2000: The bridge opens to the public  
June 12, 2000: The bridge closes  
July–September 2000: Researchers study the bridge  
May 2001–January 2002: Changes made to the bridge  
February 2002: Bridge reopens

### Writing Skill: Analyzing a Narrative Analyze A

p. 5

1. b
2. c
3. a

### Writing Skill: Analyzing a Narrative Analyze B

p. 5

Answers will vary. Possible answers:

Simple present	...the Millennium Bridge <u>is</u> special. ...it <u>is</u> an amazing work of engineering.
Simple past	The story of the Millennium Bridge <u>began</u> in 1996. The winners of the competition <u>had</u> an original design.
Present perfect	...it <u>has become</u> most famous to Londoners because of its nickname: the Wobbly Bridge. ...the Millennium Bridge <u>has become</u> a popular tourist attraction.

1. Most of the present perfect and simple present verbs are in the first and last paragraphs.
2. Most of the simple past verbs are in the middle of the narrative.
3. The writer begins the last paragraph with a present perfect verb that links the past narrative to the present day. The last sentence is in the simple present because it talks to readers about the experience they can have today in London.

### Writing Skill: Analyzing a Narrative Analyze C

p. 5

Answers will vary. Possible answers:

1. The writer uses *you* to draw the reader into the story and then remind the reader that the bridge is still important today. The middle of the story is about the bridge and the engineers, so it is not helpful to use *you*.
2. problems, controversy, unusual
3. in 1996; in 1999; soon after; continued; during London's Millennium celebrations; on June 10, 2000; then; after two days; for the next three months; in February 2002

**Vocabulary Activities STEP I: Word Level** **p. 6**  
**A**

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- |                |                  |                  |
|----------------|------------------|------------------|
| 1. controversy | 3. detect        | 5. Globally      |
| 2. occur       | 4. approximately | 6. controversial |

**Vocabulary Activities STEP I: Word Level** **pp. 6–7**  
**B**

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- |                |                |                |
|----------------|----------------|----------------|
| 1. interactive | 3. interaction | 5. interact    |
| 2. interacted  | 4. interact    | 6. interactive |

**Vocabulary Activities STEP I: Word Level** **p. 7**  
**C**

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

**Vocabulary Activities STEP II: Sentence Level** **p. 7**  
**D**

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Answers will vary. Example answers:

1. A good manager can interact well with other people.
2. A horrible accident occurred in 2006.
3. The engineers detected problems with the new bridge.
4. You must format your homework correctly.
5. The researcher tensed his whole body as he prepared to give his report.
6. The city wants to construct a new bridge across the river.

**Vocabulary Activities STEP II: Sentence Level** **p. 7**  
**E**

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Answers will vary. Possible answers:

1. The article is about the so-called “Wobbly” Bridge.
2. The bridge was due to open in the year 2000, the so-called Millennium.
3. A so-called artist made a musical exhibit using the bridge. (second definition)
4. The problem was caused by so-called “lateral vibrations.”
5. One end of the Millennium Bridge leads to the so-called “South Bank” area with many theaters and art museums.
6. The engineers understood the project better than the team of so-called experts. (second definition)