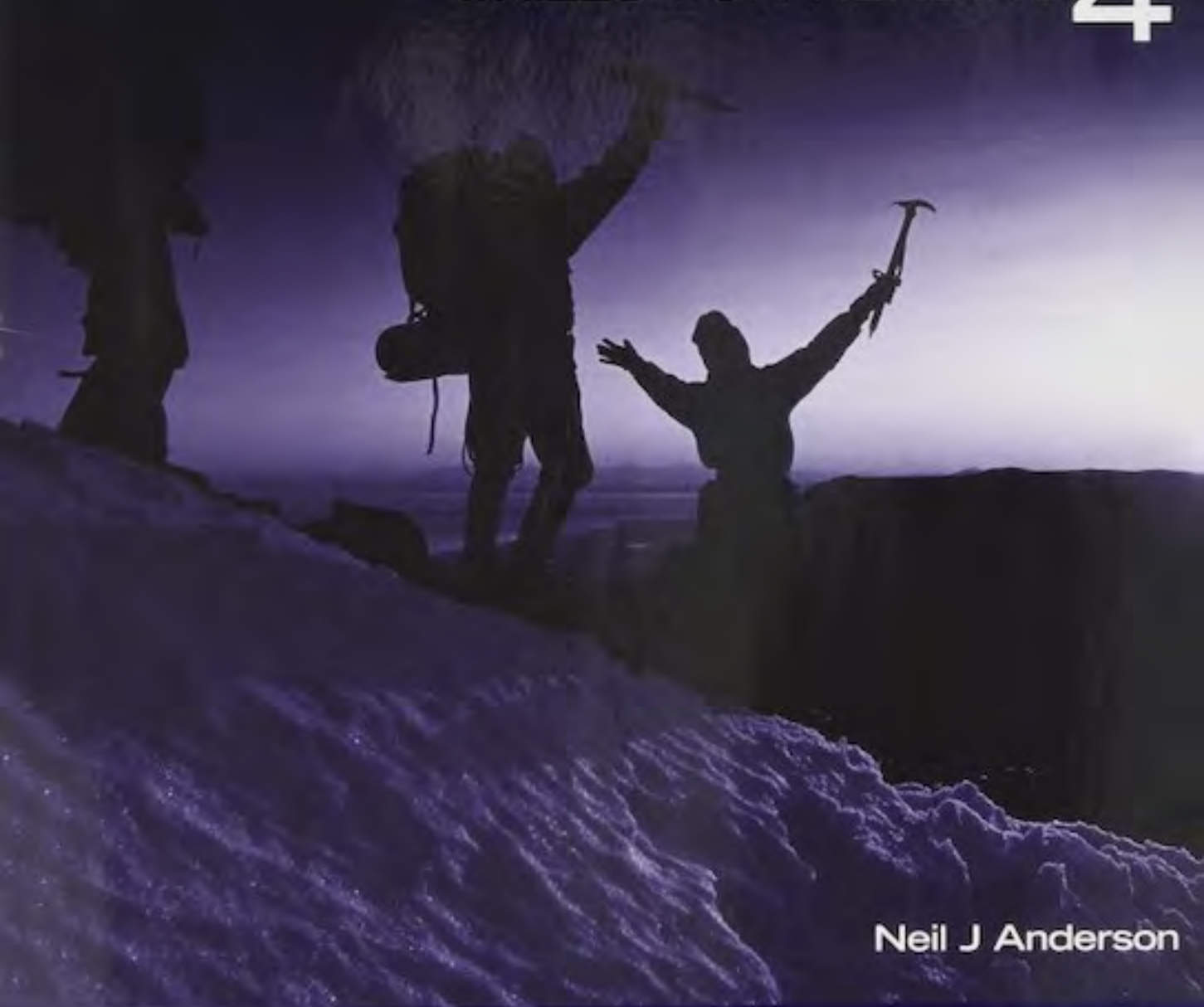


ACTIVE

SKILLS FOR READING **4**



Neil J Anderson

TEACHER'S GUIDE

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Frequently Asked Questions



Reading is such an important skill to develop. I continue to be amazed that many learners who have strong reading skills also have strong listening, speaking, and writing skills. I am confident that as you understand the ACTIVE pedagogical framework, you will get ideas of ways that you can strengthen your students' reading abilities. A textbook like ACTIVE Skills for Reading cannot possibly meet all of the needs of all learner groups around the world. But, as a teacher who understands how to use this text, you will be the greatest resource using the text and helping your students reach higher levels of reading performance.

As I have worked with teachers in various parts of the world, I have responded to several questions that have come up multiple times. Let me respond to some of those questions here. If you have additional questions, please contact your National Geographic Learning text representative and they can respond. If they do not have the answers to your questions, they will know how to reach me so that I can respond.

Best wishes as you use ACTIVE Skills for Reading, 3rd edition!

Neil J Anderson

"How have your views on reading changed since the 1st and 2nd editions?"

The ACTIVE framework for reading has stood the test of time. The six principles that have guided the development of this reading textbook have remained fairly consistent. Compare the two lists below that contrast the framework from 1995, when I first developed it, with the current one:

1995	2013
Activate prior knowledge	Activate prior knowledge
Cultivate vocabulary	Cultivate vocabulary
Test comprehension	<i>Think</i> about meaning
Increase reading rate	Increase reading <i>fluency</i>
Verify strategies	Verify strategies
Evaluate progress	Evaluate progress

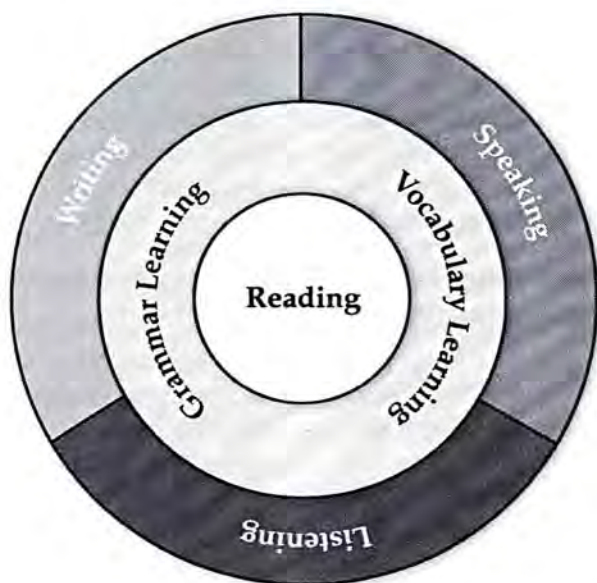
As you can see, the T in ACTIVE has changed from *testing comprehension* to encouraging the learners to *think about*

comprehension. Rather than *testing* comprehension, I want teachers to consider ways that they can *teach* comprehension skills. I believe that the first step in that process is to get readers to *think* about and monitor their own comprehension skills.

The second minor change in the framework is focusing on reading fluency. For adult second language readers who will be reading silently, I define fluency as reading at 200 words-per-minute with at least 70% comprehension. Fluency is a combination of *both* rate and comprehension. I do not think that we can talk about fluency without including both of these essential aspects of reading.

One additional thing that has changed in my view of reading across the editions of the series is the importance of the integration of

reading with other language skills. This visual helps to illustrate my thinking:



Although this does not have a direct impact on the ACTIVE framework, it does have an impact on how we view what we ask learners to do with reading. I am convinced more and more that if we can connect reading to the other language skills, learners will see how they can accomplish tasks in real life by using all of their knowledge and not just focusing on reading in isolation.

“Many students are accustomed to translating intensive reading (IR) passages in order to get a complete understanding of the passage. How can we change their mind-set from word-to-word translation and help show them it’s more important to be a fluent reader?”

In my experience, when students turn to translating all of the words in the reading passage it is because the material is too difficult for them. In selecting the correct level within the *ACTIVE Skills for Reading* series for intensive reading, you want to make sure

that students know approximately 90% of the vocabulary words. With this amount of knowledge of the vocabulary, the teacher can focus on the development of reading strategies and reading comprehension rather than individual word study.

“The ASR books include more interactive speaking and writing activities than many other reading books. How can these activities be helpful for improving reading skills?”

Reading comes alive when you have to do something with what you have read. If you have an opportunity to talk with someone about what you have read or record in writing information about what you have read, it provides an additional way to help remember what you have read. Including the other language skills with reading leads to higher levels of comprehension and enjoyment.

“How can teachers make best use of the audio CDs?”

The audio CDs can be used in a variety of ways. Shadow reading is one way. Another is to use the CD as part of a pre-reading activity. By explicitly tying listening comprehension to reading comprehension, both skills can be increased. For example, play a portion of the audio and stop. Ask the students to predict what will come next. Help them see that there are some similarities between what they do when they listen and what they do when they are reading. Have them listen to another segment and then stop the CD. Ask them to describe what they visualize in their mind as they are listening. Finally, ask them to listen carefully and identify one or two words that they do not understand. See if they can still identify the overall idea of the passage even if they do not understand those words. Then move from listening to reading. The listening activity will have prepared them for a successful reading experience.

1 The World of Work

Getting Ready

Answer Key

Quiz: Answers will vary based on personal opinions.

1, 2: Answers will vary. Students should discuss their answers with a partner.

CHAPTER 1: Not Your Typical 9-to-5 Job

Chapter Summary

Target Vocabulary: adversely, attain, cosmopolitan, heritage, horizon, ironic, literally, surreal, tenacity, tolerance

Reading Skill: Predicting

Reading Passage Summary: This passage features two interviews with people who have out-of-office jobs.

Vocabulary Skill: The Root Word *ten/tain*

Answer Key

Before You Read

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

B: Answers will vary based on personal opinions.

Reading Skill

B: Answers will vary. Actual answers:

1. W: sportsman, **S:** veterinarian; **2. W:** became a nature guide, **S:** studied Environmental Studies and Biological Sciences; **3. W:** human rights, **S:** conserving fresh water; **4. W:** sleeping in the rain forest, **S:** photographing whale sharks

Reading Comprehension

A: 1. promise (line 18); 2. eco-tourists, photography (lines 19–21); 3. nature conservation, natural heritage (lines 28–29); 4. mountains, ocean (lines 50–51); 5. fresh water (lines 56–57); 6. stared (line 67)

B: 1. W, S (lines 2, 3, 9–13, 47–48); 2. W, S (lines 7, 39); 3. S (line 42); 4. W (lines 10–11); 5. W, S (lines 16, 47–48); 6. W (line 22); 7. W (lines 24–26); 8. S (line 62)

Critical Thinking

Answers will vary. Possible answers include: 1. Their jobs may be considered exciting, enjoyable, interesting. They both are pursuing their passions.

Disadvantages include that they could be called away at very short notice. Maybe there were times during their career when they didn't make a lot of money.

2. committed, passionate

Vocabulary Comprehension

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

B: 1. tenacity; 2. tolerance; 3. literally; 4. horizon; 5. attained; 6. heritage; 7. cosmopolitan; 8. surreal; 9. ironic; 10. adversely

Vocabulary Skill

A: 1. **abstain:** verb, to deliberately not do something that you would usually do, or would enjoy;
2. **unattainable:** adjective, impossible to achieve;
3. **detain:** verb, to stop someone from going away;
4. **attain:** verb, to succeed in achieving something;
5. **retain:** verb, to keep something;
6. **container:** noun, something used to hold things;
7. **sustainable:** adjective, capable of continuing for a long time at the same level; 8. **tenant:** noun, a person who is renting someone's home or land;
9. **tenure:** noun, a period of time (often fixed) for which someone holds something (a property or a job);
10. **maintain:** verb, to make something stay the

same; **11. obtain:** verb, to get something;
12. tenacious: adjective, not giving up easily
B: 1. retain; 2. containers; 3. abstain; 4. tenant; 5. obtaining

C: Answers will vary. Students should use the correct form of the words *unattainable*, *detain*, *attain*, *sustainable*, *tenure*, *maintain*, *tenacious*.

CHAPTER 2: Job Interview Types

Chapter Summary

Target Vocabulary: clarification, complement, concise, deliberate, inconsistency, rapport, resume, sarcastic, tact, think on your feet

Reading Skill: Skimming for Content

Reading Passage Summary: This passage describes different types of job interviews and offers tips on various interview techniques.

Vocabulary Skill: Homophones

Answer Key

Before You Read

A: Answers will vary based on personal experiences and opinions.

B: 1. b; 2. a; 3. d; 4. c; 5. e

Reading Skill

A: 1. screening (lines 7–8); 2. a good idea (lines 23–24); 3. avoided (line 27); 4. good (line 34); 5. might get (lines 38–45); 6. what the interviewer suggests (line 50); 7. group (line 63); 8. stress (line 70)

Reading Comprehension

A: 1. d (lines 1–5); 2. c (entire passage); 3. a (lines 6–8); 4. b (line 17); 5. d (lines 70–72)

B: 1. skills (line 42); 2. lunch, watched (lines 46 and 49); 3. real-life situation (lines 57–58), problem-solving (line 55); 4. leadership (line 60); 5. calmly (line 69)

Critical Thinking

Answers will vary. Possible answers include:

1. telephone interview, committee interview;
2. stress interview because the candidate is put under significant pressure

Vocabulary Comprehension

A: 1. similarities; 2. plan ahead; 3. wordy; 4. crudeness; 5. clash; 6. disagreement; 7. hasty; 8. pleasant; 9. clarification; 10. overdo

B: 1. sarcastic; 2. inconsistencies; 3. rapport; 4. tact; 5. think on your feet; 6. resumed; 7. clarification; 8. deliberate; 9. complement; 10. concise

Vocabulary Skill

A: 1. complemented; 2. compliment

B: (Example sentences will vary): 1. **council:** (n) an organization which provides local government. *The council elections are due to take place tomorrow;* **counsel:** (n) advice or guidance; (v) to give

guidance, to help someone with a problem. *She said she wanted to have someone counsel her on her career choices;* 2. **lesson:** (n) something that is learned/time set aside for learning. *Geography lessons are about to begin;* **lessen:** (v) to reduce something or make it smaller. *In order to lessen the weight on the bus, they removed several suitcases.;* 3. **principal:** (n) the head of a school or college; (adj) the most important thing or person. *The principal reason I work here is for the job satisfaction it brings.* **principle:** (n) a belief or rule that has major influence on the way something is done. *Eating meat is against my principles.* 4. **led:** (v: past tense and past participle of *lead*) to be brought somewhere: *The manager led me to my new office;* **lead:** (n) a chemical element which is regarded as a heavy metal. *Lead is commonly used in the manufacturing of batteries.*

Real Life Skill

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

B: Answers will vary.

C: 1. New Zealand; 2. thousand; 3. year; 4. languages; 5. resume

What Do You Think?

Answers will vary. Possible answers include:

2. These sites can be very useful for networking, but need to be used correctly in order to target the job-hunt in a specific way. Many companies now use these sites as part of their recruiting strategies.
3. Sometimes, a person's job may come before other aspects of their lives such as family (*live to work*), whereas for others, a job is merely a means of supporting their lifestyle, including recreation and hobbies (*work to live*).

2 Computer Culture

Getting Ready

Answer key

Computer Quiz: Students should discuss their answers/ideas with a partner, and then check their answers on page 30. **Answers:** 1. b; 2. b; 3. c; 4. a; 5. b; 6. b; 7. a

CHAPTER 1: Unmasking Virus Writers and Hackers

Chapter Summary

Target Vocabulary: assert, cue, dominate, intimate, malicious, perceive, perpetrator, rationale, relinquish, replicate

Reading Skill: Understanding Inference

Reading Passage Summary: This passage describes what computer hackers and virus writers do, the effects their actions can have, and the public's changing perceptions of them.

Vocabulary Skill: The Root Word *pl*

Answer Key

Before You Read

Answers will vary. Possible answers include:

1. A hacker uses advanced computer skills to illegally get access to information that is private, or take control of a computer system.

Reading Skill

A: Answers will vary. Possible answers include:

1. The passage states that hackers do not appear to be any different from anyone else to dispel the common idea that they are anti-social, reclusive, and socially awkward; 2. The writer seems to understand their thought processes but disapproves, and probably believes that hackers are actually misguided; 3. The writer does not agree with what hackers and virus writers do.

Reading Comprehension

A: 1. c (entire passage); 2. c (lines 4–6); 3. b (lines 42–50); 4. d (lines 56–64); 5. a (entire passage)

B: 1. H, V (lines 1–9); 2. V (lines 10–11);

3. H (lines 17–19); 4. H (lines 24–26);

5. H, V (lines 23–24); 6. V (lines 26–30)

Critical Thinking

Answers will vary. Possible answers include:

1. By committing identity/electronic theft, or making illegal downloads, or damaging large corporate

or public systems; 2. The Internet gives people anonymity, and communication happens at a great physical distance, often with people you don't know, which can lead some to behave differently than they might in their regular lives.

Vocabulary Comprehension

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

B: 1. intimate; 2. dominate; 3. perceive; 4. relinquish; 5. replicate; 6. assert; 7. cue; 8. malicious; 9. rationale; 10. perpetrator

Vocabulary Skill

A: 1. **implicate:** verb, to suggest someone is involved in something (usually morally wrong or illegal); 2. **inexplicable:** adjective, impossible to explain; 3. **explicit:** adjective, something which is explained very clearly so it is understood; 4. **pleat:** noun, a fold in a piece of cloth; 5. **pliable:** adjective, able to be bent without breaking, easily manipulated; 6. **multiply:** verb, to increase by a large amount; 7. **multiplex:** noun, a large building with several cinema screens; 8. **implicit:** adjective, not stated directly, but implied.

B: 1. pleats; 2. multiplex; 3. explicitly; 4. pliable; 5. multiplied; 6. implicating; 7. inexplicable; 8. implicit

CHAPTER 2: Female Virus Writer Packs Punch

Chapter Summary

Target Vocabulary: cordial, counter, cunning, decline, groom, immaculate, mangle, play along, prodigy, vandalism

Reading Skill: Inferring Personality

Reading Passage Summary: This passage features an interview with a young female virus writer in which she reveals how she started to write viruses, and why she does it.

Vocabulary Skill: The Root Word *graph/graphy*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. "Flame" and "Shamoon" in 2012; 2. man
3. Students should share and explain their perceptions.

Reading Skill

A: Answers will vary. Possible answers include:

rebellious, aggressive, intelligent, creative, unconventional, and proud (lines 45–46), etc.

B: Answers will vary. Possible answers include:

polite (lines 26–27); creative/intelligent (lines 7–8)

Reading Comprehension

A: Answers will vary. Possible answers include:

1. the author was afraid of her, to allow Gigabyte to feel more comfortable, to gain Gigabyte's trust (1st paragraph); 2. via an email attachment (line 17); 3. The teacher thinks Gigabyte is a good young programmer but does not approve of her writing viruses (lines 23–26); 4. She may not have spent much time with her parents, and probably does not have a close relationship with them. (lines 20–21); 5. She is not motivated by feminist issues and believes other women can stand up for themselves (lines 31–44)

B: 1. six (line 8); 2. fourteen (line 14); 3. cunning and quick (lines 50–51); 4. spray painting graffiti on someone's wall (line 53); 5. new, funny, special, or original (lines 62–63).

Critical Thinking

C: Answers will vary. Possible answers include:

1. The writer seems to find Gigabyte interesting, and may admire her or even be a little intimidated by her.
2. Gigabyte believes that working for an antivirus company would be against her beliefs, perhaps because she believes that viruses are a valid form of self-expression.

Vocabulary Comprehension

A: 1. b; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. b; 9. a; 10. b

B: Answers will vary. Possible answers include:

1. Mozart, Lang-Lang, Taylor Swift, Dido; 2. a car in a road accident; 3. yes, because as a tidy person, I like to know where everything is; 4. an invitation to a social event possibly declined due to illness; 5. yes, in order to be polite and respectful; 6. being well-groomed is important, but how you look is not as important as the kind of person you are; 7. perhaps someone who lied in order to get what they wanted; 8. damaging public or private property in any way

Vocabulary Skill

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

B: 1. paragraphs; 2. choreographers; 3. bibliography; 4. biography; 5. autobiography; 6. seismographer; 7. photography; 8. monograph; 9. demographic; 10. cartography

Real Life Skill

B: 1. OS; 2. HD; 3. DVD (ROM); 4. USB; 5. RAM; 6. GB; 7. GHz; 8. TB

What Do You Think?

Answers will vary. Possible answers include:

1. Yes, because viruses cause havoc for completely innocent people and hackers violate privacy.
2. Because it's difficult to "police" the Internet without violating the privacy of millions of people, or because cyber-criminals can be extremely clever.
3. Encouragement at school could begin at younger ages, especially in terms of linking IT classes with other areas of interest for all students.

3 Travel Adventures

Getting Ready

Answer key

Travel Survey: Students should complete the survey and discuss their answers with a partner.

CHAPTER 1: Into the Heart of a Family in Casablanca

Chapter Summary

Target Vocabulary: decipher, exclaim, fervently, giggle, inquire, jaded, lapse, pristine, radiant, streak

Reading Skill: Scanning

Reading Passage Summary: This passage describes how two friends look up an acquaintance in Casablanca and end up being entertained by the wrong family.

Vocabulary Skill: Adverbs of Emotion

Answer Key

Before You Read

A: Answers will vary based on personal experiences.

Reading Skill

A: 1. Miguel, Kenitra; 2. Casablanca; 3. sister/family; 4. couscous, chicken; 5. (stay for) dinner; 6. school

Reading Comprehension

- A:** 1. something good a stranger does that amazes, surprises, and even changes you (first paragraph); 2. Neither Abdelatif's sister (lines 17–18), nor any of the relatives looked like the Abdelatif they knew (lines 33–36); 3. They were kind, forgiving, and understanding, and even invited them to stay for dinner. (lines 55–56); 4. They were brought to his home by the "new" Abdelatif (lines 60–62).
- B:** 1. F, Abdelatif only gave the author his address (lines 6–7); 2. F, They planned to visit Abdelatif for one day (lines 8–10); 3. T (lines 11–12); 4. F, The family members were polite but quiet (lines 27–29); 5. F, The author translated for Miguel (lines 29–31); 6. T (lines 32–41); 7. T (lines 64–65)

Critical Thinking

- C:** Answers will vary. Possible answers include:
1. The family's warmth moved the author and made it easy to become friends with them;
 2. In this

case, due to an error, a real friendship was formed. Personal experiences will vary.

Vocabulary Comprehension

- A:** 1. h; 2. c; 3. i; 4. d; 5. j; 6. g; 7. b; 8. e; 9. f; 10. a
- B:** 1. inquire; 2. decipher; 3. streaks; 4. jaded; 5. exclaimed; 6. radiant; 7. giggling; 8. fervently; 9. lapse; 10. pristine

Vocabulary Skill

- A:** Emotions will vary, but should show understanding of the adverb. Examples:
2. **cautiously:** care/suspicion/worry/tact;
 3. **urgently:** hurriedness/urgency/impatience/panic;
 4. **solemnly:** sadness/earnestness/sincerity;
 5. **firmly:** confident/decisiveness/mind being made up;
 6. **tactfully:** caution/empathy/kindness/sympathy;
 7. **angrily:** frustration/annoyance/anger;
 8. **humbly:** modesty/embarrassment/meekness;
 9. **confidently:** surety/confidence/self-assurance;
 10. **joyously:** happiness/joy
- B:** 1. solemnly/humbly; 2. tactfully; 3. solemnly; 4. angrily/firmly/confidently; 5. cautiously/confidently; 6. angrily; 7. urgently; 8. joyously
- C:** Answers will vary.

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CHAPTER 2: Travel for Good

Chapter Summary

Target Vocabulary: capacity, conviction, eradicate, gregarious, initial, mind-set, motto, obscure, philanthropy, scale

Reading Skill: Previewing

Reading Passage Summary: This passage talks about some ways individual people are using their travel experiences to change the world in a positive and socially progressive way.

Vocabulary Skill: The Root Word *ject*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. It can change the traveler's perception of a country, and the people the traveler meets can learn about the traveler's home or travel experiences.

Reading Skill

B: Answers will vary. Possible answers include:

1. The passage is probably about the educational aspects of travel, or people doing good as they travel; 2. This passage might be found in a magazine or on an online travel site.

C: Answers will vary. Actual answers: connecting with people, raising awareness of social issues, people doing positive things while traveling

Reading Comprehension

A: 1. c (lines 18–20); 2. b (lines 34–35); 3. a (lines 29–52); 4. a (lines 59–61); 5. b (lines 75–76)

B: 1. M, R&T, P (lines 13–15, 47–50, 68–70); 2. M (lines 25–28); 3. R&T, P (lines 30 and 54); 4. M, R&T, P (lines 10–11, 33–34, 71); 5. M, R&T (lines 15–18, 39–40)

Critical Thinking

C: Answers will vary. Possible answers include:

1. Some global problems include hunger and malnutrition, a lack of medicine for easy-to-cure illnesses, human-trafficking, and environmental issues. 2. There could be dangers and risks involved for the travelers.

Vocabulary Comprehension

A: 1. a; 2. b; 3. a; 4. a; 5. b; 6. b; 7. a; 8. a; 9. a; 10. b

B: Answers will vary. Possible answers include

1. cancer due to the disease being prevalent;
2. never say never; 5. human rights; 6. college students are older and, usually, have a more mature mind-set; 8. Andrew Carnegie, who viewed the cause of world peace as important; 9. yes, because it's affecting the climate and sea levels.

Vocabulary Skill

A: 2. **eject:** verb, to make something come out of a machine or to remove a person from somewhere; 3. **trajectory:** noun, the direction in which an object/event/process develops; 4. **subject to:** adjective, dependent on something; 5. **dejected:** adjective, feeling without hope or enthusiasm; 6. **interject:** verb, to interrupt; 7. **project:** noun/verb, (noun) a planned piece of work/(verb), to plan or forecast; 8. **objection:** noun, a statement of disagreement

B: 1. eject; 2. subject to; 3. projected; 4. abject; 5. interject; 6. dejected; 7. trajectory; 8. objections

C: Answers will vary. Possible answers include: reject, inject, conjecture

Real Life Skill

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

B: 1. armchair; 2. budget; 3. family; 4. business; 5. adventure; 6. luxury

What Do You Think?

Answers will vary. Possible answers include:

3. He probably meant that one should take the time to savor each experience while traveling, planned and unplanned.

4 Haunted by the Past

Getting Ready

Answer Key

Answers will vary based on personal opinions.

CHAPTER 1: The Vanishing Hitchhiker

Chapter Summary

Target Vocabulary: astonish, build, chilling, disconcerting, engrossed, fear the worst, imprint, puzzled, unsuspecting, vanish

Reading Skill: Skimming for Main Ideas

Reading Passage Summary: This passage provides several examples of odd and frightening stories of ghosts resembling living people that stop cars for rides, trying to 'return' home on the anniversary of their deaths.

Vocabulary Skill: The Root Word *mort*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. *The Legend of Sleepy Hollow*, *The Sixth Sense*, *Insidious*; 2. Students may say they feel frightened and excited, knowing they are reading or seeing something which is compelling and may or may not be true; 3. It makes a change from everyday life, and there can be a thrill in experiencing the fear and tension of a scary story.

Reading Skill

A: 1. b; 2. e; 3. c; 4. a; 5. d

Reading Comprehension

A: 1. a (lines 2–5); 2. b (lines 17–18);

3. d (lines 34–36); 4. b (lines 60–61)

B: 1. G (line 28), R (line 35); 2. S (line 48); 3. B (line 22), G (line 30), R (line 41), S (line 51), Gr (lines 59–60);

4. G (lines 29–30), Gr (lines 55–57); 5. G (line 32), R (lines 35–36); 6. G (lines 30–32), Gr (lines 61–64)

Critical Thinking

Answers will vary. Possible answers include:

1. Perhaps Resurrection Mary as she had the added element of being trapped in the cemetery.

2. Most cultures have some form of ghost stories, and many have vanishing stories, but perhaps not all have vanishing hitchhiking ghosts. Hitchhiker stories are likely to be common where there are isolated roads, and cars are the main form of transportation.

Vocabulary Comprehension

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

B: 1. build; 2. engrossed; 3. unsuspecting; 4. puzzled; 5. imprint; 6. astonished; 7. disconcerting; 8. chilling; 9. vanish; 10. feared the worst

Vocabulary Skill

A: 1. immortal (adj/n); 2. morbid (adj); 3. morgue (n); 4. mortified (adj); 5. murder (v/n); 6. mortgage (v/n); 7. post-mortem (n/adj); 8. amortize (v); 9. mortuary (n/adj); 10. mortality (n); 11. moribund (adj)

B: 1. mortality; 2. morbid; 3. morgue; 4. murder; 5. mortuary; 6. immortal

CHAPTER 2: The Bell Witch

Chapter Summary

Target Vocabulary: indifferent, nerve-racking, prevailing, recount, rouse, summoned, swear, taunting, tormented, vengeance

Reading Skill: Identifying Meaning from Context

Reading Passage Summary: This passage describes accounts of a famous 19th century ghost story that took place in Tennessee in the U.S.

Vocabulary Skill: The Root Word *pos/pon*

Answer Key

Before You Read

A: 1, 2. Answers will vary. 3. The movie *The Blair Witch Project* can be described as a type of scary folklore, a fictional story told as if it were true.

Reading Skill

A: 1. adjective; 2. (noun phrase) article/determiner, adjective, noun; 3. verb; 4. verb

B: 1. extremely disturbing/distressing, anxiety-causing (also implies a very high pitch); 2. a fruitless/purposeless pursuit; 3. pulled hard; 4. pushed or jabbed

Reading Comprehension

A: 1. Because, apparently, it really happened (lines 5–8); 2. She believed that Bell cheated her in a land purchase (lines 10–13); 3. she sang and made a lot of noise, threw furniture and dishes at John and Betsy Bell, and pulled at and poked them (lines 19–26); 4. His wagon stopped without explanation and he heard a voice from the bushes (lines 32–40); 5. The witch said she had poisoned John Bell (lines 43–46, 51–54)

B: 1. T (lines 9–10); 2. F, no one saw her (line 19); 3. F, she was friendly to Mrs Bell (lines 18–19); 4. T (lines 29–32); 5. T (lines 43–46); 6. T (line 53); 7. F, he was her teacher (lines 56–57).

Critical Thinking

C: Answers will vary. Possible answers include:
1. People may have been more ready to believe in ghosts because they were possibly more superstitious then, plus there was less scientific evidence available at the time; 2. Possibly, depending on the layout of the house and Powell's access to it.

Vocabulary Comprehension

A: 1. a; 2. b; 3. a; 4. a; 5. b; 6. a; 7. b; 8. b; 9. a; 10. b

B: Answers will vary. Possible answers include:

1. To feel very badly about something wrong or unkind that you did or said; 2. As there is overwhelming evidence that this is a serious issue, many people would consider it irresponsible to feel indifferent about global warming. 3. Students should bear in mind that agreeing would mean endorsing harm to others. 4. Students may have heard Dr Martin Luther King's speech "I Have a Dream." 5. When getting married or giving evidence in court. 6. Perhaps taking an exam such as a driving test.

Vocabulary Skill

A: 2. *compose*: verb, to put together with care;
3. *component*: noun, a part of something;
4. *disposable*: adjective, able to be thrown away;
5. *postpone*: verb, to delay or put off until later;
6. *oppose*: verb, to be against something or someone; 7. *propose*: verb, to suggest a course of action, put forth an idea (like marriage);
8. *position*, noun, a place to put something/verb, to put something somewhere; 9. *transpose*: verb, to move from one position to another, to change keys in music; 10. *deposit*: verb, to put something away/noun, a token sum of money put down for buying an expensive item, or money put in a bank
B: 1. deposited; 2. deposition; 3. composed;
4. postpone; 5. transposed; 6. position

Real Life Skill

A: 1. b; 2. f; 3. d; 4. e; 5. a; 6. c
B: 1. anecdotes; 2. report; 3. gossip;
4. proverb; 5. account; 6. fables

What Do You Think?

Answers will vary. Possible answers include: 1. Some phenomena might include psychic powers, UFOs, or

feelings such as instinct or *deja vu* (the feeling that you've done or experience something before);
2. Students may have seen television programs showing these activities which are probably motivated by a curiosity about the unknown; **3.** It has been

suggested that some spirits may want to make contact with their loved ones. In some cultures, it is considered common for spirits to make contact with the living. In others, such contact is usually of a sinister nature.

5 A Good Read

Getting Ready

Answer Key

Survey answers will vary. Students should discuss their answers with a partner.

CHAPTER 1: What Exactly IS a Short Story?

Chapter Summary

Target Vocabulary: anecdote, arbitrary, exquisite, facet, insight, precision, presume, profound, reinforce, sparse

Reading Skill: Recognizing Simile and Metaphor

Reading Passage Summary: In this passage, a teacher discusses the defining features of a short story.

Vocabulary Skill: The Root Word *scribe*

Answer Key

Before You Read

A: 1, 2. Answers will vary. 3. Possible answer: A novel is much longer and has a more complex theme and plot and, usually, more characters than a short story.

Reading Skill

A: 1. metaphor, (reading/the idea of) a short story;
2. simile, an illumination

B: Simile: like trying to squeeze a mural into the frame of a miniature (line 17), it likens the size of a mural to the size and complexity of a novel

Reading Comprehension

A: 1. a (line 1); 2. d (lines 49–52);
3. b (lines 59–67); 4. a (lines 68–70)

B: 1. that the definition of a short story is thought to be unclear and open to debate (entire passage); 2. they display a sensitivity to language and are precise (lines 25–31); 3. they are nice but tend to leave the reader with an unsatisfied feeling (lines 34–35);
4. great writers are better than others at using language in a very precise way (lines 34–35)

Critical Thinking

1, 2. Answers will vary. Students should support their opinions with reasons and/or examples.

Vocabulary Comprehension

A: 1. b; 2. b; 3. b; 4. a; 5. b; 6. a; 7. b; 8. b; 9. a; 10. a

B: 1. reinforce; 2. anecdotes; 3. profound; 4. precise, arbitrary; 5. insight; 6. facets; 7. sparse; 8. exquisite; 9. presumed

Vocabulary Skill

A: 1. *subscribe*: verb, to pay for a certain number of issues, usually of a magazine or newspaper;
2. *manuscript*: noun, an author's text before it is published; 3. *postscript*: noun, an afterthought at the end of a document; 4. *scribble*: verb, to draw or write meaningless things or to write quickly in a messy way/noun, the result of writing quickly in a messy way; 5. *prescription*: noun, a doctor's order for medication; 6. *describe*: verb, to explain or tell what something or someone is like; 7. *superscript*: noun, something written above characters or letters on a line/adjective, written above a line of characters or letters; 8. *inscription*: noun, writing carved into stone; 9. *transcribe*: verb, to transfer information from one form to another; 10. *conscript*: verb, to force someone to do military service/noun, a soldier enrolled against his/her wishes

B: 1. scribbled; 2. inscription; 3. postscript;
4. subscribe; 5. manuscript; 6. described;
7. prescription

C: Answers will vary.

CHAPTER 2: An Interview with J.K. Rowling

Chapter Summary

Target Vocabulary: amuse, basis, diagram, divorce, exaggerate, infant, in terms of, plot, set out, settle on

Reading Skill: Scanning

Reading Passage Summary: In an interview, J.K. Rowling describes her writing of the Harry Potter books.

Vocabulary Skill: Phrasal Verbs

Answer Key

Before You Read

A: 1. F; 2. F; 3. T; 4. F; 5. F; 6. T; 7. F; 8. T/F (her first draft is pen and paper; she edits on the computer)

B: Students compare their answers and share information about Rowling and Harry Potter.

Reading Skill

A: 1. d (lines 65–66); 2. c (lines 45–46);
3. a (lines 37–42); 4. b (lines 6–7)

Reading Comprehension

A: 1. d (lines 1–4); 2. a (lines 10–11); 3. d (lines 18–21);
4. c (lines 26–31); 5. d (lines 60–66)

B: 1. her mother died (lines 35–36); 2. basketball (lines 45–46); 3. scariness (lines 55–59); 4. drafts by hand (longhand), drafts using pen and paper (lines 59–61)

Critical Thinking

C: Answers will vary. Possible answers include:

1. Most people agree that the Harry Potter books have a good balance of scariness and clever entertainment, which makes them appeal to both children and adults;
2. Different people have different preferences; no one formula is likely to appeal to every reader.

Vocabulary Comprehension

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

B: 1. amuse; 2. settled on; 3. basis; 4. in terms of;
5. diagrams; 6. plot; 7. infant; 8. exaggerated;
9. divorced; 10. set out

Vocabulary Skill

A: 1. *come up with*: to find, discover, think of or produce something; 2. *creep in*: to develop slowly, especially in a negative way; 3. *turned out*: to end up to be, to be discovered to be; 4. *think it over*: to consider something more deeply before making a decision; 5. *make up*: to fabricate or lie; 6. add up: to have a larger effect when put together.

B: 1. go without; 2. hold on; 3. drop by; 4. get along, put up with; 5. wear off, looking forward;
6. passed up

Real Life Skill

B: 1. simile; 2. alliteration; 3. onomatopoeia;
4. simile; 5. metaphor; 6. onomatopoeia;
7. assonance; 8. metaphor

What Do You Think?

Answers will vary based on personal opinions and preferences.

6 A New Generation of Thinking

Getting Ready

Answer key

Answers will vary. Possible answers include:

1. Intelligence is the ability to learn, understand, and use information. 2. Rather than "more" intelligence, playing a sport or a musical instrument may require

a different type of intelligence than working in a science lab or learning how to walk again after a stroke or accident.

CHAPTER 1: Emotional Intelligence

Chapter Summary

Target Vocabulary: across the board, astute, empathy, endowed, impulse, prone to, rational, restraint, stability, track down

Reading Skill: Skimming

Reading Passage Summary: This passage describes the findings of psychologist, Daniel Goleman, who believes that emotional stability is more important than IQ in determining an individual's success in life.

Vocabulary Skill: The Root Word *tend*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. An IQ test stands for an Intelligence Quotient test. It measures how you process information and understand ideas, as well as how you store and retrieve information. It is given as a standardized test with various sections including comprehension, problem-solving, and reasoning; your score at the end of the test indicates your IQ level. 2. EQ is the ability to deal with one's own emotions as well as the emotions of others. 3. Both are equally important for different reasons, for example, IQ may have a bearing on the type of job you do, whereas EQ is a valuable aspect of personal development.

Reading Skill

A: Answers will vary. Actual answers: 1. a (lines 4–8); 2. c (lines 16–18); 3. b (line 44); 4. a (lines 58–61)

Reading Comprehension

A: 1. Goleman claims this impulse control study shows how our level of emotional stability as children impacts our lives going forward. (lines 24–27);

2. Those who resisted eating the marshmallow were more socially competent, more confident, and better able to handle stress (lines 28–39); 3. The "bad news" found by the Vermont study showed that the emotional stability of children is declining overall. (lines 55–58); 4. Women seem to have been raised to be more emotionally astute (lines 66–69).

B: 1. F, the experiment was on children then teenagers (lines 12 and 25); 2. F, one-third (lines 22–23); 3. T (lines 46–49); 4. F, in their teenage years (lines 58–61); 5. T (lines 66–69); 6. F, less of a success (lines 70–73)

Critical Thinking

Answers will vary. Possible answers include: 1. Some people find it difficult to resist temptation, while others are accustomed to waiting for rewards. (If students are not familiar with marshmallows, suggest another kind of candy.); 2. Possibly by exposing people to stress in a group situation or testing their perseverance on a task when faced with many challenges, as well as by teaching strategies for coping with stress and developing restraint.

Vocabulary Comprehension

A: 1. b; 2. a; 3. a; 4. a; 5. b; 6. b; 7. a; 8. a; 9. b; 10. b

B: Answers will vary. Possible answers include:

1. jobs which are not temporary; 2. yes, thanks to the Internet, greater ease of movement, and tracking technologies like GPS; 3. stay away from crowds, get flu shots, take vitamins; 4. while on a diet, or in deciding to not to join in gossip.

Vocabulary Skill

A: 1. tendency (n); 2. pretend (v/adj); 3. tension (n); 4. contend (v); 5. intensify (v); 6. extension (n); 7. distend (v); 8. tender (adj/v)

B: 1. contend; 2. tendency; 3. extensive; 4. tender; 5. tension; 6. distend; 7. intensify; 8. pretend

CHAPTER 2: Left Brains, Right Brains, and Board Games

Chapter Summary

Target Vocabulary: allude to, conceive, criteria, dynamics, fine-tune, forefront, gifted, hypothesis, in conjunction with, novelty

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage describes the creation of *Cranium*, a board game that engages the whole brain through a wide variety of activities based on Gardner's theory of multiple intelligences.

Vocabulary Skill: The Root Word *cap*

Answer Key

Before You Read

A: Answers will vary. Common board games include chess, checkers, backgammon, and commercial games such as Monopoly, Trivial Pursuit, Scrabble, and Pictionary.

B: Answers will vary. Possible answers include: **good vocabulary:** Scrabble; **good memory:** Pictionary / Trivial Pursuit; **ability to think ahead:** chess, checkers, backgammon, Go; **lots of patience:** chess, backgammon, Go

Reading Skill

A: Paragraph 4. S, M (lines 16–19);

Paragraph 6. S, M (lines 31–32);

Paragraph 7. S, M (lines 37–40)

Reading Comprehension

A: 1. c (lines 13–15, 19–21); 2. d (lines 9–15); 3. b (lines 54–56); 4. d (entire passage)

B: 1. Data Head; 2. Star Performer;
3. Creative Cat; 4. Word Worm (lines 51–53)

Critical Thinking

Answers will vary. Possible answers include: 1. the idea is that the sides of the brain have different functions, the left being more associated with logic, rationale, and analysis, and the right, with creativity and intuition; 2. Yes; with the increased incidence of Alzheimer's and Parkinson's diseases, more attention is now paid to keeping the brain healthy as seen, in the surge in popularity of puzzles like Sudoku.

Vocabulary Comprehension

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

B: 1. criteria; 2. novelty; 3. forefront; 4. fine-tuning;
5. dynamics; 6. conceive; 7. in conjunction with;
8. hypothesis; 9. gifted; 10. alluded to

Vocabulary Skill

A: 1. *accept*: verb, to take willingly; 2. *intercept*: verb, to stop or catch something or someone while it/he is still in motion; 3. *recipient*: noun, someone who receives something; 4. *anticipate*: verb, to look forward to (when you expect something to happen); 5. *captivate*: verb, to charm or capture the attention and admiration of people; 6. *receive*: verb, to get or take something; 7. *capacity*: noun, ability to contain, hold, or absorb; 8. *captor*: noun, someone who takes someone else by force and confines them

B: 1. capacity; 2. anticipate; 3. accepted; 4. intercept;
5. captivated; 6. receive; 7. captors; 8. recipients

Real Life Skill

B: Answers will vary. Possible answers include:

1. Students who consider themselves part of the Verbal/Linguistic group will have a natural aptitude for language learning; Musical types are good at listening which is very useful in language learning; those in the Interpersonal group might be more likely to be quicker learners in general; Interpersonal types are strong communicators. 2. Logical/Mathematical may suit computer programming, Bodily/Kinesthetic could be a dance or fitness instructor, Musical may suit being a performer or music teacher.

What Do You Think?

Answers will vary. Possible answers include: 1. It is now accepted that there's more than one type of intelligence, and people typically possess more than one type. For example, it's not unusual for people with strong logical/mathematical abilities to also be very musical. 3. As people have different learning styles due to their different intelligences, they can be encouraged to become more self-aware when they engage in mentally-stimulating activities such as doing puzzles or playing computer games and board games like Scrabble.

7 It's Dinner Time!

Getting Ready

Answer key

1. From top to bottom, left to right: fats and oils; sugars, including chocolate and candy; dairy products (milk, cheese, yoghurt) and protein such as meat and fish; fresh produce, fruits and vegetables; carbohydrates such as potatoes, bread, cookies, noodles, grains, and cereals. It is shaped like a pyramid to reflect the ratio in

which each food group should be consumed; 3. Answers will vary. Possible answers include: The most common diet guidelines and advice includes eating a healthy, balanced diet, monitoring portion control, cooking healthy, home-made meals from scratch rather than eating processed foods, and drinking plenty of water.

CHAPTER 1: The Mediterranean Diet

Chapter Summary

Target Vocabulary: adhere to, bulk, correlate, intake, rule out, sparingly, staple, therapeutic, validate, yield

Reading Skill: Identifying Meaning from Context

Reading Passage Summary: This passage discusses how research shows that the traditional diet of the Mediterranean region helps to prevent heart disease and cancer, and raises life expectancy.

Vocabulary Skill: Numerical Root Words *mono*, *dec*, *cent*, and *mill*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Studies show that an unhealthy diet not only affects our physical well-being with diseases like diabetes, heart disease, and obesity, but certain unhealthy foods can also affect our mood and contribute to conditions such as hyperactivity and depression; 3. Besides the Mediterranean, students may mention Japan, which has one of the highest life expectancies in the world, often attributed to their healthy diet of fish, vegetables, tofu, etc.

Reading Skill

A: 1. verb; 2. noun; 3. verb

B: 1. circle: *principles*; *adhere to* means to believe in and follow, stick to; 2. circle: *of*; *staple* is an important item, usually a food, that forms a key and basic part of something, like of a given diet; 3. circle: *abundant*; *yield* means to produce, generate, or provide, often as a result of work done.

Reading Comprehension

A: 1. b (lines 30–31); 2. d (lines 14–17);

3. b (lines 28–31)

B: 1. Studies show that people who eat a Mediterranean diet have better health and live longer (lines 18–26); 2. The location and warm, sunny climate means fresh fish, fresh fruit and vegetables are readily available (lines 14–17); 3. studies done by Dr Ancel Keys (the Seven Countries study) (lines 20–23), the World Health Organization (lines 36–39), and Dr Walter Willett (lines 45–46); 4. they do not exercise much, genetic differences have been ruled out as advantages can disappear when people move away (lines 35–43); 5. it produces “good cholesterol” (lines 54–55)

Critical Thinking

Answers will vary. Possible answers include:

1. The Mediterranean Diet sounds great, in principle, but depending on geography, fresh fish and other unprocessed food items may not be easy to get;

2. The main difference is that the Mediterranean Diet is 35% fats (mostly olive oil). Meat intake is limited.

Vocabulary Comprehension

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

B: 1. adhere to; 2. therapeutic; 3. correlation;

4. validated; 5. rule out; 6. yield; 7. bulk;

8. sparingly; 9. intake; 10. staple

Vocabulary Skill

A: 1. 1; 2. 4; 3. 10; 4. 100; 5. 2; 6. 1000; 7. 3

B: 1. monopoly, duplicate; 2. duet; 3. centenarians;

4. decathlon; 5. millipedes; 6. decades;

7. monotonous; 8. trilogy

C: Answers will vary. Possible answers include:

monochrome, quad-speed, decimal, centennial,

dual, millenary, tricycle

CHAPTER 2: Genetically Modified Food

Chapter Summary

Target Vocabulary: alert, ambiguity, attribute to, eliminate, generate, mandatory, progressive, proponent, revolve around, texture

Reading Skill: Arguing For and Against a Topic

Reading Passage Summary: This passage discusses the controversies that surround genetically modified foods, explaining the advantages and significant concerns about these processes.

Vocabulary Skill: The Root Word *-sist*

Answer Key

Before You Read

A: Answers will vary with individuals and cultures.

2. Genetically modified food comes from crops whose genes have been scientifically altered.

B: 1. d; 2. a; 3. e; 4. c; 5. b

Reading Skill

A: Reasons for GM: enhances the quality and nutritional value if done safely; benefits agriculture, medicine, and the environment; allows plants to ripen on the vine; plants can resist insects better, eliminating the need for pesticides, introduces new characteristics to plants; **Reasons against GM:** concerns about safety and harm to human health; long-term effects not known; researchers have not been cautious enough; concerns about reducing biodiversity; impact on the food chain.

Reading Comprehension

A: 1. d (entire passage); 2. d (lines 26–32); 3. a (lines 53–57); 4. a (lines 59–67)

B: 1. T (line 12); 2. T (lines 18–21); 3. T (lines 23–25); 4. F, GM foods might be harmful to people's health (lines 37–38); 5. T (lines 38–45); 6. F, Europe, not America, was badly affected by mad cow disease (lines 53–55); 7. F, rules are not clear. (lines 60–67)

Critical Thinking

Answers will vary. 1. Students can be asked about negative health effects from GM foods and any evidence for them; 2. The expression *playing God* is used to describe someone acting as if they are in total control of something, especially a natural process.

Vocabulary Comprehension

A: 1. eliminate; 2. distract from; 3. resist; 4. surface; 5. opponent; 6. take offense to; 7. voluntary; 8. progressive; 9. threaten; 10. security

B: 1. generated; 2. ambiguity; 3. mandatory;

4. eliminate; 5. revolves around; 6. progressive;

7. texture; 8. Proponents; 9. attributed to; 10. alerted

Vocabulary Skill

A: 1. *insist*: verb, to demand, show strong opinion about something; 2. *consistently*: adverb, in a reliable way without variation; 3. *substitute*: verb, to replace something or someone/noun or adjective, a replacement; 4. *persist*: verb, to continue steadily in the same manner despite obstacles; 5. *statue*: noun, a three-dimensional image of a person, animal, or thing made from metal, stone, or wood; 6. *institute*: verb, to initiate or start something/ noun, an organization, especially one for education or research; 7. *superstition*: noun, belief in magic or the supernatural; 8. *desist*: verb, to stop doing something; 9. *constitute*: verb, to make up or be composed of

B: 1. superstition; 2. statue; 3. insisted; 4. desist; 5. substitute; 6. institute

C: Answers will vary. Sentences should contain the words *consistently*, *persist*, and *constitute*.

Real Life Skill

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

B: 1. Anna said, "Let's go. I don't want to miss the last bus." 2. Many new forms of communication were introduced during the 20th century: fax, email, and cell phones. 3. She put on the dress, then looked at herself in a full-length mirror. 4. If the person uses the cooking area, he/she should clean it up. 5. Good nutrition is important for athletes; it's also vital for the rest of us. 6. The Amazon rain forest (the largest rain forest in the world) has thousands of different species of plants and animals. 7. The bouquet had an assortment of flowers – for example, roses, tulips, and orchids.

What Do You Think?

A: Answers will vary. Possible answers include:

1. Cancer, heart disease, and diabetes are common in many countries. **2.** It's common for people to become more conscious of how food affects health as they age and begin to experience health issues

or age-related problems. **3.** This expression means that your body reflects what you feed it: if you eat too many foods that are bad for you, you will likely be overweight and have a variety of health problems, but if you eat a healthy, balanced diet, you'll likely have fewer health issues.

8 Beyond Planet Earth

Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. Students may have seen stars and the moon, or possibly a planet. 2. Solar means relating to, coming from, or determined by the sun. Scientists currently believe that there are eight planets and three dwarf planets in our solar system. The dwarf planets

are Ceres, Pluto, and Eris. (The status of other bodies in the Kuiper belt, such as Sedna, is still being debated.) Other objects in the solar system include the sun (a star), moons, comets, asteroids, and meteoroids. 3. **Top row, left to right:** h; b; e; **Bottom row, left to right:** d; a; c; f; g

CHAPTER 1: Solar Storms

Chapter Summary

Target Vocabulary: catastrophic, deploy, disrupt, divert, entangle, hurtle, mere, spectacular, squash, surge

Reading Skill: Understanding Inference

Reading Passage Summary: This passage discusses the discovery, history, and possible risks of solar storms, and what scientists are learning about these fascinating but potentially dangerous events.

Vocabulary Skill: The Root Word *rupt*

Answer Key

Before You Read

A: Answers will vary. Actual answers are: 1. billion; 2. days; 3. hydrogen; 4. 2000; 5. 1,000,000; 6. billion

Reading Skill

A: 1. S (line 1); 2. I (lines 12–14); 3. S (lines 4–6); 4. I (lines 6–11); 5. S (lines 11–12); 6. I (lines 12–13)

Reading Comprehension

A: 1. He discovered a solar superstorm (line 15); 2. They become entangled with the plasma and form loops which erupt when they cross (lines 30–35); 3. Those flying Arctic routes, because they rely on shortwave radio communications which are affected by space weather (lines 50–55); 4. They can be used to monitor solar winds and eruptions to help predict a solar storm's potential strength (lines 60–74).

B: 1. T (lines 15, 30–35); 2. F, communication was disrupted (lines 16–18); 3. T (line 26); 4. F, plasma is a *fourth state of matter*, neither solid, liquid, nor gas (lines 28–29); 5. T (lines 17, 30–31); 6. F, can affect power grids (lines 21–22, 58–62); 7. T (lines 67–69)

Critical Thinking

Answers will vary. Possible answers include:

1. Some people believe that money would better be spent on more immediate problems, considering that a major solar storm is unlikely; 2. People would have to resort to more rudimentary forms of power, transportation, and communication.

Vocabulary Comprehension

A: 1. b; 2. a; 3. b; 4. b; 5. a; 6. a; 7. b; 8. b; 9. a; 10. a

B: Answers will vary. Possible answers include: 1. talking when you should be listening; 2. road construction, heavy traffic, accidents; 3. a natural wonder of the world, or a fireworks display; 4. possibly with missiles; 5. perhaps to protect another, weaker country and/or in the interest of human rights abuses; 6. not necessarily, but there will certainly be challenges

Vocabulary Skill

A: 1. adjective, abrupt; 2. adjective, incorruptible; 3. verb, interrupt; 4. adjective, bankrupt; 5. noun/verb, rupture; 6. adjective/verb, corrupt; 7. verb, erupt; 8. noun, disruption;
B: 1. disruption; 2. interrupted; 3. bankruptcy; 4. corruption; 5. rupture; 6. abrupt; 7. eruption; 8. incorruptible

CHAPTER 2: Star Struck

Chapter Summary

Target Vocabulary: bleak, congregate, fling, impediment, prospect, reside, revelation, span, startling, voracious

Reading Skill: Scanning

Reading Passage Summary: The article describes the galaxies, stars, and black holes in our solar system.

Vocabulary Skill: The Root Word vac

Answer Key

Before You Read

A: (in order from largest to smallest):

1. the Universe; 2. the Milky Way; 3. the Sun;
4. Jupiter; 5. Earth; 6. the Moon

B: Answers will vary based on students' opinions.

Reading Skill

- A:** 1. brighter (lines 1–2); 2. bigger (lines 8–9);
3. less (lines 18–20); 4. swallows (lines 30–31);
5. center (lines 46–48); 6. slightly (lines 69–70)

Reading Comprehension

- A:** 1. b (entire passage); 2. c (lines 13–15); 3. b (lines 46–50); 4. d (lines 62–68); 5. d (entire passage)
- B:** 1. a disk, mostly made up of hydrogen gas (and beyond that, dark matter and lesser galaxies (lines 3–7); 2. The star shoots out its raw materials, but heavy elements are impeded by gas, dust, and the Milky Way's gravitational field. These materials then enrich star-forming gas clouds (lines 13–17); 3. In the same way we can't see all of ourselves without a mirror, our knowledge of the Milky Way is limited because we exist within it (lines 17–20); 4. It began developing soon after the universe came into being. (lines 69–71)

Critical Thinking

Answers will vary. Possible answers include: 1. There is still a great deal of mystery regarding space, and people are motivated to learn more about it, partly from general curiosity but also because we could discover some useful and/or beneficial information.

Vocabulary Comprehension

- A:** 1. intersect; 2. bright; 3. advantage; 4. move;
5. lie; 6. pull; 7. admission; 8. break; 9. startling;
10. voracious

- B:** 1. congregate; 2. impediments; 3. prospects;
4. revelation; 5. spans; 6. bleak; 7. startling;
8. voracious; 9. resides; 10. flung/flings

Vocabulary Skill

- A:** 1. *void*: noun, an empty space/adjective, empty;
2. *devoid*: adjective, lacking, free from; 3. *evacuate*:
verb, to move people from an area of danger, to
leave empty; 4. *vacant*: adjective, unoccupied;
5. *vanish*: verb, to disappear; 6. *avoid*: verb, to keep
away from; 7. *vacation*: noun, holiday/verb, to go on
holiday; 8. *vacuous*: adjective, mindless or empty
- B:** 1. evacuate; 2. vacuous; 3. void; 4. devoid;
5. avoid; 6. vacation; 7. vacant; 8. vanishes
- C:** Answers will vary.

Real Life Skill

- A: (from top to bottom)** 1. review; 2. read; 3. question;
4. survey; 5. recite
- B:** Answers will vary. Students should practice using
the SQ3R method as though they were preparing
for an exam.

What do you think?

Answers will vary. Possible answers include: 1. Stephen Hawking believes that humans are destroying their habitats on Earth and running out of nonrenewable resources necessary for survival. However, one way to avoid this is to be more careful about conserving Earth's resources.

9 Unearthing the Past

Getting Ready

Answer Key

1. (clockwise from top left): Egyptian pyramids; Angkor Wat, Cambodia; The Colosseum, Rome; The Great Wall of China.

2, 3. Answers will vary. Students should provide reasons to support their responses.

CHAPTER 1: The Search for Cleopatra

Chapter Summary

Target Vocabulary: depiction, diminish, enthrall, fragment, humiliation, pivotal, quarter, sacred, sensation, submerge

Reading Skill: Identifying Fact Versus Opinion

Reading Passage Summary: This passage discusses the popular fascination with Cleopatra, the famous queen of Egypt, as well as developments in the archeological search for her tomb.

Vocabulary Skill: The Prefix *ob-*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. She is famed for her love story, for her power, and for her great beauty;
2. on cosmetic products and some fashion items;
3. Over time, portraits and sculptures of her may have been destroyed or lost.

Reading Skill

A: 1. F (lines 1–2); 2. F (lines 12–13); 3. O (lines 15–16); 4. O (lines 19–20); 5. O (lines 35–38); 6. F (lines 50–51); 7. O (lines 65–66); 8. O (lines 67–72)

Reading Comprehension

A: 1. c (entire passage); 2. d (lines 35–56); 3. c (lines 57–64);

B: 1. T (lines 3–4); 2. F, to avoid the humiliation of defeat, she killed herself before she was captured (lines 11–16); 3. F, earthquakes, tsunamis, rising seas, and the recycling of building stones, not necessarily the Romans (lines 21–23); 4. F, establishing that Taposiris Magna as the place to search (lines 21–24); 5. T (lines 45–49); 6. F, a large cemetery was discovered outside the temple walls (lines 52–54); 7. T (lines 67–69)

Critical Thinking

Answers will vary. Possible answers include: **1.** Much of the appeal seems to lie in the mystery. When the mystery is solved, the reality may prove to be less interesting than ideas that people have about Cleopatra. **2.** Mystery still surrounds characters like Amelia Earhart, Jack the Ripper, and The Man in the Iron Mask.

Vocabulary Comprehension

A: 1. b; 2. a; 3. b; 4. a; 5. b; 6. b; 7. b; 8. a; 9. a; 10. b

B: Answers will vary. Students should support their opinions with reasons and/or examples.

Vocabulary Skill

A: *opponent*: noun, a person who takes the opposite side in a fight, game, or contest; **2. obstruct**: verb, to form a barrier or block the way; **3. obscure**: adjective, not well known or easy to understand/verb, to hide; **4. objectionable**: adjective, shocking, causing offense; **5. oppression**: noun, cruel and unjust treatment; **6. obligation**: noun, required by law or custom; **7. obnoxious**: adjective, very unpleasant or annoying, offensive;

8. *oppose*: verb, to go against or disagree;
9. *obtrusive*: adjective, very noticeable, intruding,
thrusting forward; 10. *obviously*: adverb, clearly
or easily seen or understood

B: 1. objectionable; 2. opponent, obviously; 3. opposed;
4. obstructing; 5. obtrusive; 6. obligation;
7. obnoxious, objectionable; 8. oppression;
9. obscure

CHAPTER 2: Where Inca Kings Lie

Chapter Summary

Target Vocabulary: capitalize on, drought, dynasty, fate, flee, flourish, insight, lethal, obliterate, subdue

Reading Skill: Identifying Meaning from Context

Reading Passage Summary: This passage provides a brief history of the Inca empire and ongoing archaeological efforts to learn more about it.

Vocabulary Skill: The Root Word *mit*

Answer Key

Before You Read

A: 1, 3. Answers will vary; 2. Machu Picchu

Reading Skill

A: 1. to accomplish something as quickly as possible because the opportunity to do it at an earlier time was not available (line 16); 2. to add previously unknown information to something that makes it clearer (line 17); 3. to be assertive and defend one's rights or beliefs (lines 28–29); 4. a king who is only appointed because he can be controlled by a more powerful individual or group (line 62)

Reading Comprehension

A: 1. c (lines 1–8); 2. c (lines 55–58);
3. d (lines 69–78); 4. b (lines 69–71)

B: 1. the Incas did not keep written records and Inca portraits have been lost. Many Inca structures have also been destroyed (lines 9–17); 2. They united to survive, then later moved to higher ground and started terrace farming crops (lines 25–34); 3. They created highways and cultivated 70 different crops (lines 44–50); 4. They suffered military defeat/were defeated by Spanish invaders (lines 54–68)

Critical Thinking

Answers will vary. Possible answers include:

1. Archaeologists should work with care and respect people's remains, but the explorations should

continue because their discoveries can yield important information; 2. The Ottoman Empire, Ancient Greece, The Khmer of Cambodia

Vocabulary Comprehension

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

B: 1. have flourished/flourish; 2. fate; 3. obliterated;
4. dynasty; 5. capitalized on; 6. drought; 7. lethal;
8. insight; 9. subdue; 10. flee

Vocabulary Skill

A: 1. verb, transmit; 2. noun, emission; 3. verb, omit;
4. noun, missile; 5. noun, admission; 6. noun, intermission; 7. verb, submit; 8. verb/noun, permit

B: 1. submit; 2. emissions; 3. transmit; 4. permitted;
5. missiles; 6. omit; 7. admission; 8. intermission

Real Life Skill

B: The most likely words are *barrier*, *hindrance*, or *impediment*.

D: *Expeditious* is rather formal but correct. Other possibilities are *fast*, *fleet*, *quick*, *rapid*, and *speedy*.

E: Sentences will vary.

What do you think?

Answers will vary. Possible answers include: 1. There may not be enough material found to draw correct conclusions about how people lived; many found objects can be misleading; archaeology can be costly and time-consuming.

UNIT 10 Language and Life

Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. Mandarin Chinese, Spanish, English, Hindi, Arabic, Russian; 2. There are now fewer languages as many smaller communities are breaking up and emigrating due to globalization, industrialization,

and/or conflict. The growth of more dominant languages are also making some more obscure languages redundant, and thus less likely to be transmitted to the next generation.

CHAPTER 1: The Exodus of Languages

Chapter Summary

Target Vocabulary: colloquial, converge, divergence, dwindle, encompass, intelligible, on the brink of, resurgence, suppression

Reading Skill: Identifying Cause and Effect

Reading Passage Summary: This passage describes indigenous languages used by small groups of people that have become endangered and may become extinct, and how some people are trying to save them.

Vocabulary Skill: The Suffix -al

Answer Key

Before You Read

A: 1. Answers will vary. Possible answers include:

1. movement of people to cities and countries where their own language is not spoken or needed, the language not being taught in schools, older generations dying out, or the language is suppressed by a ruling power; 2. when a language dies, part of a culture dies and some degree of knowledge is lost forever; 3. Perhaps in some ways. For example, some languages do not use *left* and *right* to describe where things are, instead they only use *north*, *south*, *east*, or *west*.

Reading Skill

A: 1. C, E; 2. E, C

B: Students should use linking words to show the cause and effect relationships of the sentences in A.

C: 1. C, E since (lines 2–3); 2. E, C as (lines 7–9); 3. E, C after (lines 23–25); 4. E, C a result of (lines 53–56) 5. C, E because (lines 35–36)

Reading Comprehension

A: Answers will vary. Possible answers include: 1. It demonstrates how being understood far from home

affects our experiences, and shows how languages diverge as people migrate (lines 1–6); 2. a world perspective or view is lost (lines 15–21); 3. the Inuit have many words for “snow,” and in the Algonquin languages the first person is “you,” not “I” (lines 22–29); 4. shifts to dominant languages, population loss from natural disasters, war and famine, and cultural suppression (lines 7–14, 32–36); 5. creation of catalogs of language components and “language nests” (lines 45–58)

B: 1. T (excerpt lines 2–3); 2. F, converging (lines 5–7); 3. F, one-third of 6,500 (lines 11–12); 4. T (lines 17–18); 5. T (lines 53–56); 6. T (line 41); 7. F, the Internet is a means of preserving language (lines 49–50)

Critical Thinking

Answers will vary. Possible answers include:

1. advantage: clearer communication, disadvantage: loss of cultural diversity; 2. to set up community-based events which expose people to the language, for example, coffee mornings or poetry readings, and to include aspects of the language in local media.

Vocabulary Comprehension

- A:** 1. agreement; 2. separate; 3. literary; 4. reject;
5. incomprehensible; 6. elimination; 7. dwindle;
8. reduction; 9. hanging on; 10. depletion
- B:** 1. resilience; 2. suppress; 3. converge;
4. encompasses/encompassed; 5. dwindling, on the
brink of; 6. resurgence; 7. intelligible; 8. colloquial;
9. divergence

Vocabulary Skill

- A:** 1. emotional, psychological; 2. geographical,
historical; 3. traditional, cultural; 4. natural, tropical;
5. brutal; 6. biological
- B:** Answers will vary.
- C:** Answers will vary. Possible answers include:
conditional, original, critical, aboriginal,
controversial, regional

CHAPTER 2: Life with the Tarahumaras

Chapter Summary

Target Vocabulary: acquire, arduous, degrees, descend on, elusive, embark on, gesture, maneuver, mastery, notion

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage describes the work of linguist James Copeland, who has made a lifetime project of studying the Tarahumara people of northern Mexico, especially their language.

Vocabulary Skill: The Root Words *lit* and *lex*

Answer Key

Before You Read

A: Answers will vary. Students should support their answers with examples and reasons.

Reading Skill

A: Paragraph 4: M, S; Paragraph 7: S, M, S;
Paragraph 8: S, S, M

Reading Comprehension

A: 1. d (lines 10–12); 2. a (lines 13–17);

3. d (lines 42–43); 4. c (lines 49–50)

B: 1. F, they live in isolation (lines 1–2); 2. F, three or four times a year (lines 6–8); 3. T (lines 11–12);
4. T (lines 25–30); 5. F, goods they cannot easily get, not money (lines 62–66); 6. F, in the summer only (lines 60–62)

Critical Thinking

Answers will vary. Possible answers include:

1. Possibly not, considering their way of life has continued this long. Remaining as they are maintains variety in the world. 2. An idea common to our modern society and different from the Tarahumaras' is the belief that wealth or material things improve our lives.

Vocabulary Comprehension

A: 1. b; 2. a; 3. b; 4. a; 5. b; 6. a; 7. b; 8. a; 9. a; 10. b

B: Answers will vary based on personal experience.

Vocabulary Skill

A: 1. adj, legible; 2. n, lexicon; 3. n, lecturn;

4. n, lexicographer; 5. n, literature; 6. adj, literary

B: Answers will vary. Possible answers include:

2. some prestigious awards include the Pulitzer Prize and National Book Award (in the United States), the Man Booker Prize (in the British Commonwealth and Ireland), and the Nobel Prize in Literature; 5. comprehend

Real Life Skill

B: the words actually are: 1. especially; 2. question; 3. already; 4. beautiful; 5. claim; 6. examination; 7. geography; 8. doctor

What do you think?

Answers will vary. Possible answers include: 2. Some languages require elaborate agreement of article and noun, declined according to case. Other languages make greater use of the subjunctive than English does. Some languages are very tonal, and others have complicated writing systems. 3. It is likely that fewer languages will exist in 100 years; global economics is probably the most important factor in language dominance, so the key languages in the future might include Mandarin Chinese and English.

11 Wildlife Conservation

Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. urbanization taking over natural habitats, or habitat loss due to climate change, hunting or over-fishing and poaching, mining, new predators, pollution. 2. most of these threats are directly or indirectly due to human activities; 3. lobbying local

and regional policy-makers, stop using products that contribute to these threats, writing to the newspapers, making donations to wildlife charities and conservation or breeding programs, raising awareness of such issues.

CHAPTER 1: The Race to Rescue Koalas

Chapter Summary

Target Vocabulary: afflict, coexist, deftly, ferocious, grasp, inhabit, plight, plummet, remnant, vibrant

Reading Skill: Understanding Inference

Reading Passage Summary: This passage discusses why the koala bear in Australia is in crisis due to disease, hunting, and urbanization, and introduces some people who are working to protect the species.

Vocabulary Skill: The Root Words *viv/gen/nat*

Answer Key

Before You Read

A: 1. Australia; 2. night; 3. eucalyptus tree; 4. joey;

5. have a pouch to carry their young

B: Answers will vary. Possible answers include:

1. it is a unique animal indigenous to Australia (and it is cute); 2. loss of natural habitat due to increased human population and urbanization, industrial development in the form of mining, and disease

Reading Skill

A: 1. Centuries ago koalas were hunted for their fur.

Now they are seen as a beloved animal, yet it is possible that some do not believe the koala crisis is important since their numbers are still declining; 2. According to Hanger, the government has not done anything meaningful to stop the decline.

Reading Comprehension

A: 1. d (lines 1–2, 11–12); 2. c (lines 35–38);

3. c (lines 49–53); 4. d (lines 54–70)

B: 1. T (lines 2–3); 2. F, injured koalas are taken to Australia Zoo Wildlife Hospital (lines 10–11);

3. T (lines 21–27); 4. F, urbanization and disease (lines 23–27); 5. F, at her home, not at her clinic

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(lines 54–55); 6. F, Tee Vee is an adult female with a baby (lines 51–70)

Critical Thinking

Answers will vary. Possible answers include:

1. protecting and providing access to habitats and food, supporting the development of green corridors, respecting speed limits when driving, pressuring local governments to enforce stricter laws to protect wildlife; 2. all animal species are precious and should have equal rights

Vocabulary Comprehension

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

B: 1. plight; 2. remnants; 3. coexisted; 4. ferocious; 5. vibrant; 6. plummet; 7. deftly; 8. grasp; 9. afflicted; 10. inhabited

Vocabulary Skill

A: 1. v, naturalized; 2. v, revive; 3. n, nationality;

4. adj, biodegradable; 5. adj, vivacious;

6. adj, supernatural; 7. n, genealogy;

8. adj, congenital; 9. n, vitality; 10. adj, symbiotic

B: 1. nationality; 2. symbiotic; 3. revive; 4. genealogy;

5. naturalized; 6. congenital; 7. supernatural;

8. vivacious; 9. biodegradable; 10. vitality

CHAPTER 2: Rhino Wars

Chapter Summary

Target Vocabulary: alleged, amass, comply, efficacy, inconclusive, let alone, recruit, ruthless, triumph, trophy

Reading Skill: Scanning for Names and Numbers

Reading Passage Summary: This passage describes how rhinoceres are in danger of extinction due to demand for their horn, primarily in Southeast Asia, and discusses measures being taken to tackle the problem.

Vocabulary Skill: The Prefix *non-*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Rhinos are large animals. They have a reputation for being quite 'bad tempered,' they are also endangered.
2. Asia, Africa, they prefer hot climates and live where there is access to water;
3. They are the same basic shape but they differ in size and color, and their horns vary slightly.

Reading Skill

- A and B:** 1. number, \$33 to \$133 a gram (line 7);
2. name, Javan (line 17); 3. name, Cat Tien Park (line 17); 4. date, 2010 (lines 20–21)

Reading Comprehension

- A:** 1. b (entire passage); 2. b (lines 9–11); 3. b (lines 22–25); 4. c (lines 48–54); 5. b (lines 55–61)
- B:** 1. gold (lines 7–8); 2. conservationists, governments or China, Yemen (lines 12–16); 3. reduce fever (line 41); 4. believes in it (lines 52–54); 5. no rhinos need to die (lines 55–56)/ the price of rhino horns will fall/poaching will stop (lines 62–69)

Critical Thinking

Answers will vary. Possible answers include:

1. Yes, because these tests would likely prove that rhino horn has no medicinal benefits and demand for it would fall;
2. Hume's idea is good and might help to some extent, but better monitoring on game reserves and more severe penalties for poaching need to happen too.

Vocabulary Comprehension

- A:** 1. recruits; 2. amassed; 3. trophies; 4. triumph;
5. ruthless; 6. comply; 7. efficacy; 8. alleged;
9. let alone; 10. inconclusive

B: Answers will vary.

Vocabulary Skill

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

B: 1. nonfiction; 2. nonpayment; 3. nonconformist;
4. nonstop; 5. nondiscriminatory; 6. nonverbal;
7. nonprofit; 8. nonfatal

C: Answers will vary. Students should use the words *nonviolent* and *nonflammable*.

Real Life Skill

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

B: 1. mice; 2. geese; 3. fish;
4. oxen; 5. puppies; 6. wolves

C: 1. cows, oxen (cattle), sheep, (wild) horses;
2. birds, seagulls, sheep; 3. dolphins, whales;
4. wolves; 5. bats

What do you think?

Answers will vary. Possible answers include:

2. The public may be responsible, but change can be brought about by governments as well as the United Nations, charities, and NGOs. 3. Pros: seeing and learning about exotic or endangered animals may motivate people to protect them, plus many zoos also have breeding programs for endangered species. Cons: Animals in captivity suffer from stress, boredom, and confinement. Intergenerational bonds are broken when individuals animals are traded or sold to other zoos. Surplus animals are sold to other zoos, but also to circuses or even for slaughter.

UNIT 12 Global Beats

Getting Ready

Answer Key

Answers will vary. Students should support their answers with examples.

CHAPTER 1: Brazil: A Musical Melting Pot

Chapter Summary

Target Vocabulary: infectious, prevalent, momentum, mournful, nostalgic, potent, prolific, quintessential, refined, tumultuous

Reading: Identifying Meaning from Context

Reading Passage Summary: This passage discusses Brazil's rich and varied musical heritage.

Vocabulary Skill: The Prefix *ad-*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. largest country in Latin America, tropical climate, famous for its beaches, football players, and Carnaval;
2. a mixture of traditional music from Africa, the Caribbean, and indigenous cultures.

Reading Skill

A: 1. adjective; 2. noun; 3. adjective; 4. noun

B: 1. circle: political times, *tumultuous* means uncertain or confusing; 2. circle: government, restrictive, in prison or exile, *repression* means the use of force to control a person or a group; 3. circle: an enormous amount of music was created, *prolific* means producing a great deal of something; 4. circle: combined with, embraced virtually anything and everything, *melting pot* means a broad mix of ideas, beliefs, people, etc. in one place

Reading Comprehension

A: 1. b (entire passage); 2. c (lines 25–30);

3. b (lines 37–40); 4. d (lines 55–57)

B: (from top to bottom): 2 (lines 25–30); 3 (line 54);

4 (lines 44–47); 5 (lines 58–59); 1 (line 5);

6 (lines 61–62)

Critical Thinking

Answers will vary. Possible answers include:

1. the music has an infectious quality and is very distinctive due to its being influenced by many different

traditions; 2. traditional Irish, rock & roll, disco, waltz, swing, hip-hop, the rhythm of different kinds of music lends itself to different kinds of dance

Vocabulary Comprehension

A: 1. fragile; 2. ambiguous; 3. prevalent; 4. minor;

5. refined; 6. blockage; 7. tumultuous;

8. fun-loving; 9. unusual; 10. infectious

B: 1. infectious; 2. tumultuous; 3. quintessential;

4. refined; 5. momentum; 6. potent; 7. nostalgic;

8. prolific; 9. mournful; 10. prevalent

Vocabulary Skill

A: 1. *adjoining*: adjective, next to, connected to;

2. *adhere*: verb, to stick to a surface; 3. *admit*: verb, to claim responsibility for; 4. *adverse*: adjective, hostile or unfavorable; 5. *adverb*: noun, a word that modifies a verb, adjective, or another adverb;

6. *assimilate*: verb, to take in or to become part of a group or culture; 7. *assertive*: adjective, a bold, confident manner; 8. *assistant*: noun or adjective, a person who helps another person, usually at work;

9. *ascertain*: verb, to find out or discover something, or to make sure of something; 10. *ascribe*: verb, to attribute or give something as a reason

B: 1. ascribe; 2. adverse; 3. ascertain; 4. adverb;

5. assimilate; 6. assistant; 7. admitted; 8. adhere;

9. assertive; 10. adjoining

CHAPTER 2: Hip-Hop Planet

Chapter Summary

Target Vocabulary: bewildering, cringe, defiant, empowering, enigma, improvise, legacy, manifest, permeate, whiz

Reading Skill: Identifying Main Ideas Within Paragraphs

Reading Passage Summary: This passage provides a history of hip-hop with a personal slant.

Vocabulary Skill: Phrasal Verbs with *up* and *out*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Popular hip-hop artists include Usher, Kanye West, Jay-Z, Eminem, OutKast, The Black Eyed Peas, Missy Elliot, Nicki Minaj, Flo Rida, Lil'Wayne;
3. fashion, DJing, street art can be described as hip-hop, and are often considered part of the genre

Reading Skill

A: 3; 2; 6; 1; 4; 9; 8

Reading Comprehension

- A:** 1. F, the writer heard their record (lines 1–8); 2. T (line 14); 3. T (lines 22–24); 4. F, were playing music in Harlem and the Bronx (lines 25–45); 5. F, the MC raps over the music, not DJ (lines 39–45); 6. T (lines 44–45); 7. F, the legacy of slavery (lines 56–58)
- B:** 1. The Beatles (lines 12–14); 2. the Bronx (lines 32–34); 3. Lovebug Starski, keep time (lines 37–38); 4. scratch, break (lines 41–42); 5. spoken-word, dance, drum, and song/word and music (lines 46–48); 6. [in part,] violence (lines 53–54)

Critical Thinking

Answers will vary. Possible answers include: 1. We might guess that the author is male and in his 40s, assuming he was in his late teens or early 20s when he first heard rap played at a party. He is probably at least slightly wealthy since he appears to be widely traveled. He could be Asian or Caucasian since he states that “hip-hop culture is not mine.”

Vocabulary Comprehension

- A:** 1. e; 2. f; 3. b; 4. h; 5. a; 6. g; 7. d; 8. i; 9. c; 10. j
- B:** 1. cringes; 2. manifest; 3. empowering;
4. permeated; 5. improvise; 6. defiant; 7. enigma, legacy; 8. bewildered; 9. whiz

Vocabulary Skill

- A:** 1. **Up:** cheer, hurry, save, think; **Both:** take, draw, pull, tear, hang, burn, set, keep, let, give, cut, throw;
Out: point, ask
- B:** 1. thought up/set up; 2. set out; 3. hang out;
4. pointed out; 5. drew up; 6. took out/set out/pulled out; 7. tore out/cut out; 8. cut out/tore out; 9. saved up; 10. take out; 11. cheer up; 12. tear up/throw out

Real Life Skill

- B:** 1. **strings:** cello, violin, double bass, harp; **brass:** French horn, trumpet, tuba, trombone; **woodwind:** clarinet, oboe; **percussion:** cymbals, drum, piano.
Note: Although the piano is technically a string instrument, it is played by striking the keys—hence often placed under the percussion group.
- C:** Answers will vary. Possible answers include:
1. People like and dislike certain instruments because of their tone, very high or low pitched sounds are difficult for some people to listen to;
3. The tin (or penny) whistle is considered quite easy to play, while instruments such as the oboe require special skills, such as *embouchure* or way of holding the double reed in the mouth. Oboe players even have to learn to make their own reeds!

What do you think?

Answers will vary. Possible answers include:
1. Young children typically enjoy music of all kinds, and developing an appreciation of traditional music can contribute to a sense of identity if the music is part of their heritage;
2. Yes, it's likely. It is a form of music that is constantly evolving, which tends to ensure longevity.
3. Most cultures enjoy music of some kind. It is an important aspect of any culture because it provides a platform for expression, release, and entertainment.

Fluency Strategy: Muscle Reading

Students should use the nine steps of the muscle reading strategy to process the reading and answer the questions that follow.

Outline (answer key): 1. same company; 2. seekers, recruiters; 3. Here are a few tips, profiles regularly, useful content, full name, public, decision makers, referrals, networks, introduction, professional; 4. interview, homework; 5. happy

FLUENCY READING: *Getting That Job Using Social Media*

Answer Key

Reading Comprehension

1. c (entire passage); 2. b (lines 5–8); 3. b (lines 18–28); 4. a (lines 33–36); 5. d (lines 44–46); 6. c (entire passage, line 47); 7. c (lines 53–55)

SELF-CHECK: *Muscle Reading Strategy*

Personal Responses to Reading Strategy

Answers will vary. The questions are meant to encourage reflection on the reading process.

REVIEW READING 1: *White Hat and Black Hat Hackers*

Answer Key

Reading Comprehension

1. a (entire passage); 2. c (lines 8–18); 3. b (lines 7 and 24–25); 4. a (lines 31–37); 5. b (lines 40–44); 6. c (lines 45–50); 7. d (line 51); 8. b (lines 58–65)

REVIEW READING 2: *A Kenyan Safari*

Answer Key

Reading Comprehension

1. b (entire passage); 2. c (lines 2–4); 3. a (lines 9–13); 4. c (lines 14–19); 5. d (lines 25–28); 6. c (lines 48–51); 7. d (lines 52–54); 8. c (lines 58–62)

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Fluency Strategy: SQ5R

Students should use the stages of the SQ5R strategy (Survey, Question, Read, Respond, Record, Recite, Review) to process the reading.

Question: Students' questions will vary. Possible questions include: Who is the intended audience for this passage? What is the author's purpose in writing these reviews? Where might someone see these reviews?

FLUENCY READING: *Ghost Hunter's Bookstore***Answer Key**

Respond: 1. c (entire passage); 2. a (lines 4–7); 3. c (line 5); 4. b (lines 13–16); 5. a (lines 18–19); 6. d (lines 23–27); 7. a (lines 8–12)

Record: 1. Graveyard; 2. Fever; 3. finding your first ghost; 4. advice and anecdotes; 5. old houses and buildings; 6. common mistakes; 7. Technology; 8. ghostly voices; 9. serious ghost hunters; 10. temperature; 11. field meters

SELF-CHECK: SQ5R Strategy**Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process.

REVIEW READING 3: *So, You Want to Be a Fiction Writer?***Answer Key****Reading Comprehension**

1. b (entire passage, lines 1–2); 2. b (lines 4–5); 3. a (lines 14–19); 4. c (lines 20–25); 5. c (lines 26–30); 6. d (lines 35–36); 7. d (lines 39–40); 8. c (lines 52–53)

REVIEW READING 4: *The Theory of Multiple Intelligences***Answer Key****Reading Comprehension**

1. b (entire passage); 2. b (lines 10–11); 3. b (lines 13–19); 4. a (lines 21–22); 5. c (lines 27–29); 6. d (lines 34–36); 7. c (lines 53–59); 8. b (lines 62–63)

Fluency Strategy: PARCER

Students should use the six stages of the strategy to process the reading (Preview, Ask, Read, Check, Evaluate, Relate).

Ask: Questions will vary. Possible questions include: **1.** What are the effects of trans fats? What specific cancers they have been linked to?; **2.** What other dangers are there? Why were some fast-food places slow to remove them from their recipes?; **3.** Why is California a trendsetter in the area of trans fats?

FLUENCY READING: *Trans Fats in Trouble***Answer Key****Reading Comprehension**

1. b (entire passage); 2. d (lines 5–8); 3. c (lines 10–18); 4. a (lines 24–26); 5. c (lines 42–43); 6. b (lines 50–51); 7. c (lines 53–54, entire passage)

SELF-CHECK: *PARCER Strategy***Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process.

REVIEW READING 5: *Changes in the Solar System***Answer Key****Reading Comprehension**

1. c (entire passage); 2. a (lines 6–8); 3. b (lines 10–14); 4. d (lines 14–19); 5. c (lines 21–22); 6. a (line 38); 7. d (lines 46–57 and 61–62); 8. b (lines 59–61)

REVIEW READING 6: *Archaeological Methods and Techniques***Answer Key****Reading Comprehension**

1. d (entire passage); 2. d (lines 5–16); 3. c (lines 21–22); 4. b (lines 34–36); 5. c (lines 41–49); 6. a (lines 55–56); 7. c (lines 64–66); 8. a (lines 67–71)

Fluency Strategy: Reading ACTIVELY

Students should follow the six steps of the ACTIVE reading strategy to process the reading. (Activate prior knowledge; Cultivate vocabulary; Think about meaning; Increase reading fluency; Verify strategies; and Evaluate progress.)

Activate Prior Knowledge A: Students grasp that the passage is about cultures that have managed to revive dying or endangered languages. **B:** Possible threats to language survival include: assimilation with another language, where speakers of one language become bilingual and stop using their original (or heritage) language, and the death of many speakers of a language that only exists within a small community (sometimes through war or disease).

FLUENCY READING: *Language Survivors***Answer Key**

Evaluate Progress: 1. a (entire passage, lines 22–23 and 38–39); 2. b (lines 2–3); 3. c (lines 5–7); 4. d (lines 11–15); 5. b (inferred from lines 20–22); 6. d (lines 26–28); 7. a (lines 32–35)

SELF-CHECK: *Review of Reading Strategies***Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process. Students have an opportunity to consider all the reading skills and strategies presented in Book 4.

REVIEW READING 7: *Living on the Edge***Answer Key****Reading Comprehension**

1. c (entire passage); 2. a (lines 11–14); 3. b (lines 18–19) 4. c (lines 29–38); 5. c (lines 58–60); 6. a (lines 18–21); 7. b (entire passage); 8. a (entire passage)

REVIEW READING 8: *Music and Advertising***Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 9–11); 3. d (lines 1–7, 12–15, 19–25, inferred from entire passage); 4. b (lines 19–25); 5. a (lines 27–28); 6. c (lines 30–34); 7. d (lines 47–48); 8. a (lines 54–61)