

Unit 1: Going Underground

Reading Skill: Previewing and Predicting

p. 2

Apply

Answers will vary. Possible answers:

Word or phrase	Prediction	Accurate?
2. map of Australia	Shows that Coober Pedy is a place in Australia.	
3. The Miners Arrive	People found something to be mined from the ground.	
4. photos of dug-out homes	A dug-out is a home dug into a hill.	
5. Home is where the dirt is.	This will describe the underground houses.	

Reading Comprehension

p. 5

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

Vocabulary Activities Step I: Word Level

p. 5

A

2. houses 3. careful 4. creations 5. well-known

Vocabulary Activities Step I: Word Level

p. 6

B

- ✓ 2. The uncomfortable heat and dryness **notwithstanding**, people like living in Coober Pedy.
- ✓ 3. **Notwithstanding** the difficulty of building a dug-out, more and more miners want underground homes.
- 4. A system of roads out to the hills is under development **because** many people are planning to build underground homes there.
- 5. Tourism is flourishing in Coober Pedy, **therefore** there are many shops, cafés, and motels.
- ✓ 6. **Notwithstanding** the signs that tell them to be careful, tourists sometimes have accidents in Coober Pedy.
- ✓ 7. Their diverse backgrounds **notwithstanding**, the people of Coober Pedy work together very well.

Vocabulary Activities Step II: Sentence Level

p. 7

C

Answers will vary. Possible answers:

2. The sometimes rough behavior of the miners is predictable.
3. The weather service would predict hot, dry weather.
4. My prediction is that they will use a drill, a bulldozer, and dynamite.
5. The predicted expansion of the road system would probably not occur.

Vocabulary Activities Step II: Sentence Level

p. 7

D

Answers will vary. Possible answers:

2. The roof of a dug-out could collapse if it does not have enough structural support.
3. A harmful gas called radon naturally emerges from the soil into underground spaces.
4. People who live underground should assume that they will have water problems.
5. A builder has to be creative when designing an air-circulation system for an underground home.
6. A home with too much moisture and not enough fresh air will smell similar to a pile of wet clothes because both can become moldy.

Reading Skill: Previewing and Predicting

p. 8

Apply

Answers will vary. Possible answer:

The reading is about Philadelphia, Pennsylvania, and some problems it has with underground tunnels and sinkholes.

Reading Comprehension

p. 11

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. F | 5. F | 7. T | 9. T |
| 2. T | 4. F | 6. F | 8. T | 10. T |

Vocabulary Activities Step I: Word Level

p. 11–12

A

- | | | |
|-----------|--------------------|--------------------|
| a. unique | c. liberal, assume | e. environment |
| b. emerge | d. similar to | f. Notwithstanding |

Vocabulary Activities Step I: Word Level

p. 12

B

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

Vocabulary Activities Step I: Word Level

p. 12–13

C

1. situate
2. b to set up a home or business in a new place
 - a to search for and find something
 - c to put something into a place
3. Answers will vary.
4. moving from one place to another
 - ✓ a place where a movie is filmed
 - ✓ finding where something is
 a point of view on a political issue
 ✓ site

Vocabulary Activities Step II: Sentence Level

p. 14

D

Answers will vary. Possible assumptions:
 The person won a lottery prize.
 She trusts her friend.
 The football player won't have any problems.
 The person likes to drive fast.

Vocabulary Activities Step II: Sentence Level

p. 14

E

Answers will vary. One possible order:
 6 If someone mentions a doctor, he or she is referring to a man, not a woman.
 3 A manager always does what is best for the company's employees.
 5 It doesn't matter what your grades are, as long as you finish school.
 2 The groceries I buy have been officially inspected, so they're safe.
 4 If I tell someone a secret, he or she won't tell it to other people.
 1 Car accidents only happen to other people, not to me.

Vocabulary Activities Step II: Sentence Level

p. 15

F

Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 15

G

Answers will vary. Possible answers:

For:	Against:
Urban explorers <u>assume</u> that they cause no damage to the structures they explore. Their rule is, "Take only pictures. Leave only footprints."	You cannot <u>assume</u> that every urban explorer is harmless, because some steal from the places they enter and others spray graffiti there.
Although some underground spaces are dangerous, urban explorers can <u>predict</u> dangers such as steam explosions or live electrical wires.	No one can <u>predict</u> what is in underground spaces and tunnels, which could contain dozens of dangers, from toxic chemicals to collapsing roofs. And explorers can't <u>predict</u> the most serious ones, so they can't protect themselves from things such as steam explosions.
Any member of the general public has the right to use any abandoned <u>location</u> as long as he or she doesn't damage it.	Urban explorers do not have any right to enter a restricted <u>location</u> . This is trespassing—being in a <u>location</u> without the permission of its owner—and it is wrong.

Unit 2: The Business of Branding

Review a Skill: Previewing and Predicting p. 18

Answers will vary. Possible answers:

I think the reading will talk about how people recognize brand names and are influenced to buy the products. The pictures of a car and motorcycles are examples of well-known brands.

Reading Comprehension p. 20

- | | | | | |
|------|------|------|------|-------|
| 1. T | 3. T | 5. T | 7. T | 9. F |
| 2. T | 4. F | 6. F | 8. F | 10. T |

Reading Skill: Finding the Main Idea p. 20

Apply

Chunk 2: branding as tool for recognition, paragraphs 2 and 3

Chunk 3: brands as part of culture, paragraphs 4, 5, and 6

Chunk 4: brands and self-image, paragraphs 7 and 8

Vocabulary Activities Step I: Word Level p. 21

A

- | | | |
|--------------|----------------|-----------|
| 1. revenues | 3. harmed | 5. reward |
| 2. converted | 4. Departments | |

Vocabulary Activities Step I: Word Level p. 22

B

Answers will vary. Possible answers:

1. getting the news and weather, reading advertisements, classified ads, and human interest stories
2. talking directly to a person or leaving/receiving a message on an answering machine or voice mail system
3. communicating by writing information on a piece of paper and sending/receiving it in a stamped envelope through the mail system
4. exchanging information by writing directly with others; receiving/sending news, entertainment, and other information through printed magazines, newspapers, etc.; receiving/sending advertisements
5. getting the news and weather, reading advertisements, classified ads, and human interest stories; using email to send/receive electronic text messages, photographs, and music; attending online classes; talking directly to a person via webcam
6. exchanging information that is of interest to at least one of the speakers, which is usually about what someone has said or done

Vocabulary Activities Step I: Word Level

p. 22

C

Answers will vary. Possible answers:

1. A parent or parents subsidize their child's education by paying for school supplies and saving money for college education.
2. The government subsidizes students by providing free or low-cost meals in school and low-interest loans to college students.
3. The government subsidizes small businesses with tax credits.
4. Many employers subsidize an employee's healthcare by paying for a large portion.
5. Some employers subsidize an employee's education by paying for part of course tuition and study materials.
6. A local government subsidizes rent so that low-income people can afford rent.

Vocabulary Activities Step II: Sentence Level

p. 23

D

Answers will vary. Possible answers:

2. If you advertise, decide how branding fits in with your corporate strategy.
3. What should your product symbolize?
4. AFLAC ran a successful series of ads using a duck as its theme.
5. Teens consume styles for only a short while, so keeping them loyal to a brand is very difficult
6. The government incorrectly presumed that teens would pay attention to some anti-drug ads.

Vocabulary Activities Step I: Word Level

p. 24

E

Answers will vary. Possible answers:

1. The symbols register with the brain as united bundles of images.
2. Customers may equate the weakness of the brand with poor quality in the product.
3. License fees help NASCAR finance many of its operations.
4. A stronger brand might convert negative perceptions of the product into positive impressions, even if the product itself doesn't change.

Review a Skill: Previewing and Predicting

p. 25

I guess that certain product brands are placed, or shown in movies and television shows.

Reading Comprehension

p. 27

- | | | | | |
|------|------|------|------|-------|
| 1. T | 3. F | 5. T | 7. F | 9. F |
| 2. F | 4. T | 6. F | 8. T | 10. T |

Reading Skill: Finding Details

p. 28

Apply

- examples of product placement: Camaros, promotion during a movie
- problems advertisers have: distraction media, walking away during commercials, fast-forwarding
- the cost of product placement: \$3.7 billion, less than one-fifth of the U.S. amount, 30-second commercial
- advantages of product placement: links to superheroes, DVRs less of a threat, associating brands with good guys

Vocabulary Activities Step I: Word Level

p. 39

A

- | | | |
|-------------------|-------------|----------------|
| 1. registers with | 4. equates | 7. symbols |
| 2. convert | 5. media | 8. contradicts |
| 3. themes | 6. presumed | |

Vocabulary Activities Step I: Word Level

p. 30

B

1.
 - a. mechanical energy, heat energy
 - b. old coal-burning power plants, modern plants
 - c. Professor Davis, a supporter of a new transportation system
 - d. ice skate, roller skate.
2. Answers will vary.
3. Yes, a convertible as a noun is an automobile with a roof that can fold down and change the automobile to a vehicle with no roof.

Vocabulary Activities Step I: Word Level

p. 30–31

C

Answers will vary. Possible answers:

1. Linking a product to bad guys would contradict the branding message.
2. Viewers of the show called *The Block* thought there was too much brand placement, so they stopped watching the show. This contradicted what the product placers wanted.
3. The fact that companies spend more than \$6 billion dollars worldwide every year for product placement seems to me to contradict the idea that product placement doesn't work. No one would spend such amounts of money if it was not an effective strategy.
4. It would be bad because the message in the joke video would most certainly be contradictory to the original video's message, and this contradiction would not show the product favorably.

Vocabulary Activities Step I: Word Level

p. 31

D

Answers will vary. Encourage students to explain their reasoning.

Vocabulary Activities Step I: Word Level

p. 31

E

Answers will vary. Possible answers:

For	Against
People should not <u>presume</u> that branding is something new. Even in ancient Rome, <u>businesses had slogans</u> .	The use of branding in modern life is huge. The <u>medium</u> for advertising and image-building has multiplied many times now that home computers have become common.
People are eager to <u>consume</u> an image along with a product. Branding satisfies a need for belonging and self-definition.	For some people, brand images register too strongly. They find it difficult to <u>equate</u> their own personalities with the image a product presents.
Businesses operate in a crowded marketplace. They must have a <u>corporate</u> symbol to distinguish their products from competing products.	Products should distinguish themselves by quality, value for money, or other traits that are really part of the product. Using brand <u>images to entertain and distract people from these themes is dishonest</u> .

Unit 3: Who Are You, Really?

Reading Comprehension p. 36

- | | | | |
|------|------|------|------|
| 1. T | 3. T | 5. F | 7. F |
| 2. T | 4. F | 6. T | 8. F |

Reading Skill: Scanning p. 37

Apply

Answers will vary. Possible answers:

2. adjacent to downtown Tampa, Ybor, capital letters, 60–61
3. 2001, numbers, Super Bowl, 1–2
4. a soccer stadium, capital letters, 19–21
5. a system that analyzes facial features, heading, quotation marks, 51–55

Review a Skill: Finding the Main Idea p. 37

paragraphs 6, 3, 2

Vocabulary Activities Step I: Word Level p. 38

A

- | | | |
|--------------------|----------------|----------------|
| 1. a piece of data | 3. Undertaking | 5. Justifiably |
| 2. involving | 4. inside | 6. modifies |

Vocabulary Activities Step I: Word Level p. 38

B

Answers will vary. Most likely to be checked:

- | | |
|--|--|
| ✓ 1. a security camera | ✓ 5. a high-power flashlight |
| 2. fingerprint powder | 6. a lie detector |
| ✓ 3. a police radio | ✓ 7. a bicycle |
| 4. portable fences to keep people out of a place | ✓ 8. an electronic navigation system, like a GPS |

Vocabulary Activities Step I: Word Level p. 39

C

Answers will vary. Possible answers:

1. It involved scanning faces in a large crowd.
2. It might be there because of that person's involvement in a past crime.
3. Public places where the security of people or their possessions is involved.
4. Because it involves measuring (*metric*) part of a living (*bio-*) person.
5. The police might catch people involved in a fight, drug deal, or other crime.

Vocabulary Activities Step I: Word Level

p. 40

D

Answers will vary. Possible answers

2. The consequence of one study on FR technology was that its findings created controversy within the security industry.
3. People setting up FR systems can't anticipate changes in a person's face.
4. The software is continually being modified, but it is still confused by image changes.
5. As a consequence of long experience recognizing faces, humans are not confused by even large changes in appearance.
6. Are we really justified in spending a lot of money on FR systems when humans are available to do the job better?
7. Most technicians say that creating FR systems does not make sense when they anticipate the problems that might be involved in the process.
8. It is important to consider the consequences that a person's emotions or physical state might have on his or her reliability on an FR task.
9. Although automatic FR systems are controversial, they are still more reliable than people, so modifications should continue to be made to them so that they can be used.

p. 43

Reading Comprehension

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. T | 5. T | 7. F | 9. T |
| 2. T | 4. F | 6. T | 8. F | 10. F |

Reading Skill: Scanning

p. 44

Apply

Question	Answer	Signals and Keywords	Lines
2. What did Wendy's mother send the school?	an email pretending she was Jane's mother	Wendy, mother, school	7-11
3. What word does the abbreviation "ID" stand for?	identification	capital letters	28
4. When did Frank Abagnale make a fake pilot's ID?	in the 1960s	1960, pilot, ID, Frank Abagnale	49-52
5. If a maker sells an ID for \$100, how much profit will he/she make?	\$92	profit, dollar sign, numbers	64-67
6. What did Steven Chin Leung do in Hawaii?	He tried to get a U.S. passport.	Steven Chin Leung, Hawaii	101-103
7. What country has IDs with biometrics?	Albania	numbers, capital letters, biometrics	120-123

Vocabulary Activities Step I: Word Level **p. 45**

A

- | | | | | | | | |
|----|-------------|----|----------|----|-----------|----|-----------|
| a. | anticipate | c. | devices | e. | involving | g. | undertook |
| b. | involved in | d. | adjacent | f. | analyzes | h. | monitor |

Vocabulary Activities Step I: Word Level **p. 45**

B

Answers will vary. One possible order:

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

Vocabulary Activities Step I: Word Level **p. 46**

C

1. examine
2.
 - a. information
 - b. traffic problem
 - c. water
 - d. purchasing system
3. Answers will vary.
4. Answers will vary.

Vocabulary Activities Step II: Sentence Level **p. 46–47**

D

1. Answers will vary. Encourage students to explain their reasoning.
2. Answers will vary. Likely answer: c. Because the crowds of sports fans can get violent
3. Answers will vary. Possible answers:
 - a. The consequence will be that I would have to get another ID card. This is bad because it take time and money to do this.
 - b. The consequence might be that the alarm system doesn't work. This is good because then I know it needs to be fixed.
 - c. The consequence is that store managers can see what everyone in the store is doing, employees and customers alike. This is good because that helps to prevent theft and to see that employees are working the way they should.
 - d. One consequence may be that the FR system won't be very useful, because people can change a lot over time so old photos won't be very useful. This would be bad because then the time and money put into the FR system are wasted.

Vocabulary Activities Step II: Sentence Level **p. 47**

E

Answers will vary. Possible answers:

- | | | | | | | | |
|----|---|----|---|----|---|----|---|
| 1. | Y | 3. | Y | 5. | Y | 7. | Y |
| 2. | Y | 4. | N | 6. | Y | 8. | Y |

Vocabulary Activities Step II: Sentence Level

p. 48

E

Answers will vary. Possible answers:

For	Against
The security of the public is more important than the privacy of the individual. Some loss of privacy is <u>justified</u> to keep people safe.	The government should protect all individual rights, including the right to privacy. Citizens are <u>justified</u> in not wanting to give up their rights in order to be safe.
Small weaknesses in security can have horrible <u>consequences</u> . Think of September 11. A little more watchfulness could have saved thousands of lives.	The horrible events of September 11 should not distract us from our ideals. The worst <u>consequences</u> of such terrorism would be the loss of our basic freedoms.
Technology can be powerful enough to catch the bad guys without affecting innocent people. We should <u>undertake</u> improving face-recognition <u>devices</u> to fulfill their potential.	Face-recognition <u>devices</u> will always make a lot of mistakes. It would be a waste of time to <u>undertake</u> making a system sensitive enough to all the changes that can occur in a person's appearance.

Unit 4: How Could They Do That?

Reading Comprehension p. 52

- | | | | |
|------|------|------|------|
| 1. T | 3. F | 5. T | 7. T |
| 2. T | 4. T | 6. T | 8. F |

Reading Skill: Outlining p. 53

Apply

- I. Introduction
- II. General description of the Oxford-Stratford debate
 - A. Oxfordian position
 - B. Stratfordian position
- III. Details of the Oxfordian position
 - A. Shakespeare's weak background
 - B. de Vere's strong background
 - C. Evidence from the 1556 Bible
- IV. Details of the Stratfordian position
 - A. Prominence of Shakespeare's family
 - B. Shakespeare's likely attendance at a good school
 - C. Shakespeare's prosperity and importance in London
 - D. Matching Shakespeare's plays with his life
 - E. An unlikely hoax necessary for Oxfordian position
- V. The problem of de Vere's 1604 death
 - A. Dates of plays after 1604
 - B. Oxfordian explanations
- VI. Likely future of the debate

Review a Skill: Scanning p. 53

Apply

- | | | |
|---------|---------|---------|
| 1. 1564 | 2. 1604 | 3. 1611 |
|---------|---------|---------|

Vocabulary Activities Step I: Word Level p. 54

A

- | | | | |
|---------------|-------------|-------------|--------------|
| 1. sculptor's | 2. occurred | 3. relevant | 4. protocols |
|---------------|-------------|-------------|--------------|

Vocabulary Activities Step I: Word Level p. 54

B

- ✓ 1. The writing of *Hamlet* preceded the writing of *Macbeth*.
- ✓ 2. De Vere's death preceded Shakespeare's.
3. Shakespeare's move to London followed his rise to fame.
4. The publication of de Vere's Bible preceded Shakespeare's birth.
- ✓ 5. The publication of *Hamlet* followed the death of Shakespeare's son.
6. De Vere's death followed the production of *The Tempest*.

3. Shakespeare's move to London preceded his rise to fame.
4. The publication of de Vere's Bible followed Shakespeare's birth.
6. De Vere's death preceded the production of *The Tempest*.

Vocabulary Activities Step I: Word Level

p. 55

C

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

Vocabulary Activities Step II: Sentence Level

p. 55–56

D

Answers will vary. Possible answers:

2. Within seven years of Shakespeare's death, they put together a voluminous, 36-play collection known as the *First Folio*.
3. Several unauthorized versions of each play were in circulation. What Shakespeare meant to say was debatable.
4. In making their decisions, Hemminge and Condell were able to draw on a sustained working relationship with Shakespeare.
5. Nevertheless, they did not work on every play with Shakespeare so might not have been able to tell when errors had accumulated in the foul copies of the plays.
6. The end result of their efforts was a 900-page volume entitled *Mr. William Shakespeares Comedies, Histories & Tragedies. Published according to the True Originall Copies*, published in 1623.

Vocabulary Activities Step II: Sentence Level

p. 56

E

Questions will vary. Possible questions:

2. How much time did Hemminge and Condell invest in publishing the *First Folio*?
3. How were you able to sustain the public's interest in your work?
4. What kind of education do you think is adequate for a playwright?
5. Who is the real author of the plays with your name on them?

Vocabulary Activities Step II: Sentence Level

p. 56

F

Answers will vary. Possible answers:

1. The many complex topics in the plays are indicative of a well-educated author.
2. It indicates that William Shakespeare probably went to a good school.
3. A strong correlation between 25 percent of them and passages in Shakespeare's plays gives an indication that de Vere might have written the plays.
4. The strength of the evidence is an indicator of the length of the debate. The weaker the evidence, the longer the debate.

Reading Skill: Outlining

p. 59

Apply

Answers will vary. One possible outline:

- I. *Introduction*
- II. Conrad's childhood
 - A. *Birth in Poland*
 - B. *Exile to Russia*
 - C. *Death of parents*
- III. Conrad's early language experience
- IV. *Conrad's teen years*
 - A. Dissatisfaction with school
 - B. Years as a merchant marine sailor in France
 - C. Suicide attempt
- V. *Sailing under the British flag*
 - A. *Lack of need for English when a seaman*
 - B. Need for English to pass tests for promotion
 - C. *Length of service*
- VI. *Conrad's spoken English*
- VII. Conrad's written English
- VIII. *Explanations for Conrad's literary ability in English*
 - A. A natural feel for the rhythm of English
 - B. A psychological attachment to English
- IX. *Conrad's position in English literature*

Reading Comprehension

p. 59

- | | | | |
|------|------|------|------|
| 1. T | 3. F | 5. F | 7. T |
| 2. T | 4. T | 6. F | |

Vocabulary Activities Step I: Word Level

p. 60

A

- | | |
|--------------|------------------------|
| 1. authors | 4. indicates |
| 2. precedes | 5. debate |
| 3. persisted | 6. reluctant, adequate |

Vocabulary Activities Step I: Word Level

p. 61

B

- | | | |
|---------------|-------------|-----------|
| 1. persist | 3. adequate | 5. volume |
| 2. depression | 4. indicate | 6. author |

Vocabulary Activities Step I: Word Level

p. 61

C

1. predate
2. Answers will vary.
3. preceded

Vocabulary Activities Step II: Sentence Level **p. 62**

D

Answers will vary.

Vocabulary Activities Step II: Sentence Level **p. 63**

E

Answers will vary.

Vocabulary Activities Step II: Sentence Level **p. 64**

F

For	Against
A writer's basic view of the world is <u>indicated</u> by his or her experiences. Of course this affects the writer's approach.	The same experience can affect different writers differently. We should be <u>reluctant</u> to guess at its influence. If our guesses are wrong, we may misunderstand the work.
Writers often base the characters in their works on real people. Unless we know who these people are and what relationships they had to the author, we can't fully understand the <u>text</u> .	A literary character is never exactly like a real person. If you <u>persist</u> in thinking about real people when you read, it will keep you from seeing the character as the author has developed it.
You can only know whether an author's handling of a topic is <u>adequate</u> by evaluating his or her experience. For example, Herman Melville's writing about whales in <i>Moby Dick</i> seems more reliable once you know that Melville used to work on ships.	Reliability doesn't necessarily depend on experience. A good author can write about something well without ever experiencing it. For example, an author can easily write about <u>depression</u> without having it.

Unit 5: Weather Warnings

Reading Comprehension p. 68

A

- | | | | | | | | | | |
|----|---|----|---|----|---|----|---|-----|---|
| 1. | F | 3. | T | 5. | F | 7. | F | 9. | F |
| 2. | F | 4. | T | 6. | T | 8. | T | 10. | T |

Reading Skill: Reading Charts and Graphs p. 69

Apply

1. January
2. July
3. June
4. January & February
5. January & February, and May & July
6. February & December
7. In general, average precipitation increases as average temperature increases
8. Answers will vary.

Review a Skill: Outlining p. 69

Apply

Answers will vary. Possible answers:

- I. *A sample case*
 - A. Witness statement
 - B. Weather expert refutes witness
- II. *What forensic meteorology is*
 - A. Backcasts
- III. *Weather records*
 - A. Records kept over centuries
 - B. Kinds of information recorded
- IV. *The value of an expert*
 - A. Presents and interprets data
- V. *Qualifications*
 - A. No special training
 - B. Professional title as credential

Vocabulary Activities Step I: Word Level p. 70

A

- | | | | | | | | |
|----|----------|----|----------|----|-----------|----|-----------|
| 1. | extremes | 3. | strategy | 5. | reinforce | 7. | indicate |
| 2. | routes | 4. | orient | 6. | engaging | 8. | energized |

Vocabulary Activities Step I: Word Level **p. 70**

B

Answers will vary.

Vocabulary Activities Step I: Word Level **p. 71**

C

Answers will vary. Have students explain why the strategies are useful and what difficulties they present.

Vocabulary Activities Step II: Sentence Level **p. 71**

D

Answers will vary. Possible answers:

2. Because the sound energy would not have reached her ears.
3. Their denial of his claim energized him to take some action.
4. The energy from the falling hail is directed from above, not from the sides, and would affect the roof but not the tires.
5. Any energetic and entrepreneurial science student can become one.
6. A meteorologist should understand the energy of different weather phenomena.

Vocabulary Activities Step II: Sentence Level **p. 72**

E

Answers will vary. Possible answers:

2. phenomena in space
3. Lightning storms exhibited them.
4. through assistance from the National Science Foundation
5. They are examining them in sections.
6. TGFs are tropical phenomena, and Canada is not in the tropics.

Before You Read **p. 72**

1. Answers will vary.
2. Answers will vary.
3. (1) Canada, (2) Greenland, (3) Iceland, (4) Norway, (5) Germany, (6) Ukraine, (7) Cyprus, (8) Russia

Reading Comprehension **p. 75–76**

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. F | 5. T | 7. F | 9. F |
| 2. T | 4. F | 6. T | 8. F | 10. T |

Reading Skill: Reading Charts and Graphs **p. 77**

Apply A

1. The shrubland biome has the widest range of temperatures. Rainforest has the smallest range.
2. The desert and tundra biomes are the driest.
3. The desert and shrubland biomes occur between specific latitudes.
4. Answers will vary.

Reading Skill: Reading Charts and Graphs p. 77

Apply B

Answers will vary.

Vocabulary Activities Step I: Word Level p. 77

A

- | | | |
|----------------|---------------|---------------|
| 1. disoriented | 3. phenomenon | 5. exhibit |
| 2. energy | 4. section | 6. reinforces |

Vocabulary Activities Step I: Word Level p. 78

B

- | | | |
|-------------|--------------|-------------|
| 1. previous | 3. reinforce | 5. core |
| 2. exhibit | 4. route | 6. interval |

Vocabulary Activities Step I: Word Level p. 78

C

1. direct
2.
 - a. informational meeting
 - b. confused
 - c. point in the right direction
 - d. suitable
3. Answers will vary.
4. Answers will vary.

Vocabulary Activities Step II: Sentence Level p. 79

D

Answers will vary. Possible answers:

- | | |
|-----------------------------------|--|
| ✓ 1. a children's storybook | ✓ 5. city streets |
| ✓ 2. directions to a business | ✓ 6. a friend's story about her vacation |
| 3. a painting | ✓ 7. the arrangement of items in a grocery store |
| ✓ 4. the way you study for a test | 8. music |

1. Children like to have a clear beginning, middle, and end to stories.
2. Directions to a destination have to be clear, or the person may not find it.
3. A painting, especially an abstract one, does not have to have a clear interpretation. That is for the people looking at the painting to decide.
4. It is a good idea to study in an organized way so that you review all the important material on the test.
5. It is helpful for city streets to have some kind of clear pattern for people who are not from that place to figure out.
6. A story won't make much sense if the friend tells it out of sequence.
7. You can find what you want in a grocery store if it is organized logically.
8. Like art, music does not have to have coherence. The order of the notes can be whatever the writer wants.

Vocabulary Activities Step II: Sentence Level

p. 79–80

E

Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 80

F

Responses and discussions will vary.

Unit 6: Brain Food

Reading Comprehension

p. 84

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

Reading Skill: Summarizing

p. 85

Apply A

Answers will vary. Likely to be checked:

- ✓ a balance of fats fish psychological therapy
- ✓ brain cells ✓ IQ and depression ✓ saturated and unsaturated
- canola oil obesity the United States
- DHA ✓ omega-3s the University of Pittsburgh

Reading Skill: Summarizing

p. 85

Apply B

Dietary Fat

Saturated		Unsaturated	
Effects:	Sources:	Effects:	Sources:
heart disease	meat	brain performance	vegetable oils
some cancers	butter	cell growth	nuts
depression	cheese	focus	avocados

Reading Skill: Summarizing

p. 85

p. 85

Apply C

Summaries will vary.

Review a Skill: Scanning

1. saturated and unsaturated
2. less than 20%
3. Italy and Greece

Vocabulary Activities Step I: Word Level

p. 86

A

1. caused 3. convert 5. sponsor 7. wrote
 2. complete 4. finally 6. sections

Vocabulary Activities Step I: Word Level

p. 87

B

Answers will vary.

Vocabulary Activities Step I: Word Level

p. 87

C

Answers will vary. Possible answers:

1. watching TV
- ✓ 2. hanging out with friends meeting time, place, transportation
3. reading for pleasure
4. playing video games
- ✓ 5. going to the movies movie schedule, meeting time, transportation
6. studying
7. using the Internet
- ✓ 8. playing team sports access to place and equipment, schedules

Vocabulary Activities Step II: Sentence Level

p. 88

D

Answers will vary. Possible answers:

2. d. I can't meet at that time because I have a commitment.
3. c. She is totally committed to her daughter.
4. i. His leaving early shows a lack of commitment to the team.
5. f. The government has honored a commitment to allocate more money for the school lunches program.
6. a. He went to prison for committing crimes.
7. b. She thinks she can come tomorrow, but she won't commit herself until she talks to her sister.
8. e. They would love to take a vacation, but they have a lot of other commitments.
9. g. He's not really sick. He's just trying to get out of a commitment.

Vocabulary Activities Step II: Sentence Level

p. 89

E

Answers will vary. Possible answers:

2. Studies have shown that antioxidants affect older adults mentally by helping us to retain memory skills and other cognitive functions.
3. Antioxidants react with free radicals and reduce their ability to damage bodily tissue.
4. The overall effect of free radicals is to promote the deterioration in body tissues that we associate with aging.
5. One of the most disturbing aspects of aging is how it affects the brain, as our reactions slow, we lose memory. and our senses dull.
6. Some older people have improved their prospects of staying mentally sharp by eating foods high in antioxidants.
7. The cognitive abilities of older people who take antioxidants in pill form, however, seem to be unaffected by the supplements.

Reading Comprehension

p. 92

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. F | 3. F | 5. F | 7. F |
| 2. T | 4. T | 6. T | 8. T |

Reading Skill: Summarizing p. 93

Apply A and B

Answers will vary.

Vocabulary Activities Step I: Word Level p. 93

A

- | | | |
|------------|-------------|-------------|
| 1. period | 3. journal | 5. discrete |
| 2. compile | 4. allocate | 6. promote |

Vocabulary Activities Step I: Word Level p. 94

B

- | | | |
|-------------|-----------------|---------------------|
| a. affect | d. reacted | g. promote, overall |
| b. compiled | e. prospect | h. mental |
| c. paradigm | f. coordination | |

Vocabulary Activities Step I: Word Level p. 94

C

Answers will vary.

Vocabulary Activities Step I: Word Level p. 95

D

- | | |
|---------------------------------|-------------------------|
| 1. organize | |
| 2. a. the operations of schools | c. the hand and the eye |
| b. the colors of outfits | d. sport programs |
| 3. Answers will vary. | |
| 4. Answers will vary. | |

Vocabulary Activities Step II: Sentence Level p. 95–96

E

Answers will vary. Possible answers:

- A person's life can be divided into a few discrete time periods: infancy, childhood, adolescence, adulthood, and old age.
- A college career usually goes through series of discrete levels: freshman, sophomore, junior, senior.
- In some workplaces, the highly varied jobs are seen as discrete from each other, whereas in other workplaces they are seen as part of a larger whole.
- The Minnesota Starvation Experiment was broken into three discrete stages: adequate diet, semi-starvation, and recovery.
- The people in my life promote my health and well-being in discrete ways, such as exercising with me and showing concern for and helping me.

Vocabulary Activities Step II: Sentence Level p. 96

F

Answers will vary.

Unit 7: Roving Continents

Reading Comprehension p. 101

- | | | | | |
|------|------|------|------|-------|
| 1. T | 3. T | 5. T | 7. F | 9. T |
| 2. F | 4. F | 6. T | 8. T | 10. T |

Reading Skill: Making Inferences p. 101–102

Apply

Answers will vary. Possible answers:

- | | | | |
|------|------|----------|----------|
| 1. b | 2. c | 3. a & b | 4. a & c |
|------|------|----------|----------|

Vocabulary Activities Step I: Word Level p. 102

A

- | | | | |
|---------------|-------------|--------------|-----------|
| 1. fluctuated | 3. improved | 5. restraint | 7. evolve |
| 2. accurate | 4. truth | 6. rigidly | |

Vocabulary Activities Step I: Word Level p. 103

B

Answers will vary. Possible answers:

- | | |
|---|--------------------------------------|
| 1. several divisions, individual soldiers | 4. railway lines, highways, airports |
| 2. lawn/trees, track, playground | 5. several highly skilled players |
| 3. many of the countries in Europe | 6. several blocks, individual homes |

Vocabulary Activities Step I: Word Level p. 103

C

Answers will vary.

Vocabulary Activities Step II: Sentence Level p. 103

D

Answers will vary. Possible answers:

1. They have transformed from one continent into seven.
2. It led to a transformation from catastrophist theory to uniformitarian theory.
3. Antarctica was transformed from a mild place where plants could grow into a cold, barren place.
4. It was transformative, turning a theory that seemed physically impossible into one that seemed the most probable.
5. Earth's continents will probably undergo a transformation into one supercontinent again.

Vocabulary Activities Step I: Word Level

p. 104

E

Answers will vary. Possible answers:

2. Geologists are trying to use plate tectonics to estimate how Earth's surface will evolve over the next 250 million years
3. Dr. Christopher Scotese envisions the evolution of a new supercontinent, which he calls *Pangaea Ultima*.
4. Many geologists predict that the Mediterranean Sea will be displaced by a new mountain range as Africa collides with Europe.
5. After Australia and Antarctica collide with *Afrasia*, only a small area will be left to accommodate the Indian Ocean.
6. As South America moves north, it will displace the Caribbean islands.
7. Scotese predicts that the movement of the Americas will eventually reverse, so that they will start heading east toward *Afrasia* and displace the Atlantic Ocean.
8. Other geologists predict no restraint on westward movement by the Americas, causing the Pacific Ocean to eventually disappear.
9. When making predictions about the next 250 million years, one must be prepared to accommodate many surprises.

Reading Comprehension

p. 107

- | | | | | |
|------|------|------|------|-------|
| 1. T | 3. T | 5. F | 7. T | 9. F |
| 2. F | 4. T | 6. T | 8. T | 10. F |

Reading Skill: Making Inferences

p. 108

Apply

- | | | |
|---------------|-------------|---------------|
| 1. uninformed | 3. accurate | 5. inevitable |
| 2. perceptive | 4. useful | |

Vocabulary Activities Step I: Word Level

p. 109

A

- | | | | |
|-----------------|--------------------|--------------|---------------|
| a. evolving | c. an intermediate | e. restrain | g. aided |
| b. accommodated | d. displacement | f. community | h. fluctuated |

Vocabulary Activities Step I: Word Level

p. 109

B

Answers will vary.

Vocabulary Activities Step I: Word Level

p. 110

C

Answers will vary. Possible answers:

2. child . . . adolescent . . . teenager . . . adult
3. college graduate . . . teaching job . . . graduate work . . . professor
4. office assistant . . . office manager . . . head manager . . . company vice president . . . company president
5. blueprint for a house . . . construction . . . wiring, plumbing, painting . . . a livable residence

6. running one mile a day . . . increasing distance run every week . . . running 26 miles in a day . . . running a marathon
7. not knowing about something . . . doing research . . . consulting with experts . . . doing hands-on practice . . . becoming an expert at it
8. buying a camera . . . learning how to use the camera . . . taking practice movies . . . uploading the movie to a computer . . . showing your movie to an audience
9. reading a recipe . . . gathering the necessary ingredients . . . getting the necessary utensils and pans . . . combining all of the ingredients . . . using the preferred method of preparation . . . setting the table . . . serving dinner to family or friends

Vocabulary Activities Step I: Word Level

p. 110

D

1. suit
2. a. the family c. the party's demands
b. Jim's disability d. the press
3. Answers will vary.
4. Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 111

E

Answers will vary. Possible answers:

1. This may only be a temporary fluctuation in the Earth's average temperatures. For now, it might be beneficial to areas that are cold but are able to grow crops and raise livestock. However, this warming is transforming cold habitats whose occupants are having a hard time surviving. An example is the polar bear in North America.
2. Events like this may aid areas of the world that are normally dry and could benefit from the wet and cool weather. But events like this are also similar to a nuclear explosion and probably transformed the Mt. Pinatubo surrounding area by causing death and destruction in populated areas.
3. The new volcanic island named Surtsey that evolved off the southwest coast of Iceland from 1963 to 1967 might have been beneficial as a new harbor to accommodate ships. But populations on the nearest coast in Iceland may have been displaced by the activity.
4. I don't think that the expansion of the Sahara Desert can be beneficial to anyone or anything. On the contrary, if it is not reversed or at least restrained, the area will always be desolate.
5. The passing of a streak of vaporized asteroid transformed the forest area into a cleared area that people could perhaps cultivate or build on. But the random destruction of 80 million trees, which injured people a great distance away, must have been similar to a nuclear blast.
6. The integration of northeast Asia and what is now Alaska up until to 7,000 years ago accommodated the movement of humans so that all of North America and South America eventually became populated. That fact was not beneficial to the wildlife that had also crossed over to those continents. Their survival instincts had to evolve, or they would perish.

Vocabulary Activities Step II: Sentence Level

p. 112

F

For	Against
<p>There are many similarities among currently separate landmasses that suggest that they were <u>integrated</u> in the past: similar fossils, similar mineral deposits, and similar geologic features.</p>	<p>Landmasses are similar because they are all part of the same planet. They are the result of <u>random</u> movement and do not prove they were part of a supercontinent.</p>
<p>Precise measurements have established that some pieces of Earth’s crust were <u>displaced</u> from where they were 30 years ago.</p>	<p>Land moves all the time—sometimes in a <u>restrained</u> way, sometimes quite fast—in such events as earthquakes and landslides.</p>
<p>The theory of plate tectonics is scientific. It allows us to gather evidence, make predictions based on that evidence, and then test our predictions. It has done an excellent job of <u>accommodating</u> observations experts have carefully recorded.</p>	<p>There are many traditional explanations of how the world took shape, and none of them mentions moving plates. Plate tectonics ignores wisdom that is thousands of years old. Many in the scientific <u>community</u> overestimate their abilities if they think truth has suddenly been discovered in the last 50 years.</p>

Unit 8: Clicks and Cliques

Reading Comprehension p. 116

- | | | | |
|------|------|------|------|
| 1. F | 3. F | 5. F | 7. T |
| 2. T | 4. T | 6. F | 8. F |

Reading Skill: Highlighting and Annotating p. 117

Apply

- | | |
|--|------------------------------------|
| 1. University of Evansville in Indiana | 5. Orkut, or QQ |
| 2. Ohio | 6. acting like someone you are not |
| 3. more than 750 million | 7. Tim McGraw & Faith Hill |
| 4. Brazil and India | 8. Sarah B. Westfall |

Review a Skill: Finding the Main Idea p. 117

Answers will vary. Possible answers:

- Freshmen who are part of the millennial generation worry about roommate assignments in college dorms because many haven't shared a room before.
- Today students are using social-networking sites to learn about their future roommates' interests and personalities.
- Colleges in the U.S. put a lot of thought into roommate assignments for freshmen because they would rather solve problems before they occur.
- A person's online information doesn't tell the whole story. It is only through interaction that people can get to know one another.

Vocabulary Activities Step I: Word Level p. 118

A

- | | | |
|------------|------------|-----------------|
| 1. display | 3. dear | 5. questionable |
| 2. source | 4. dialect | |

Vocabulary Activities Step I: Word Level p. 118

B

- | | | |
|------------|------------|---------------------|
| 1. hate | 3. sadness | 5. aggression |
| 2. old age | 4. failure | 6. unpredictability |

Vocabulary Activities Step I: Word Level p. 118–119

C

Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 119

D

Answers will vary. Possible answers:

2. Part of the problem is that some freshmen expect that a roommate is guaranteed to become their friend.
3. Inevitably, two new students, with no other friends available, will look to each other for support.
4. After a few weeks on campus, however, each roommate's group of friends and acquaintances will diversify.
5. A problem can develop if one of the roommates is socially passive, unwilling to go out and seek new friends.
6. If a college orientation program is honest about the inevitability of roommate separation, there will be less anxiety.
7. Freshmen who are socially successful can give some social assistance to their roommates who are the converse.
8. One roommate cannot be expected to guarantee a friendship with the other, since college students ought to have social skills of their own.

Vocabulary Activities Step II: Sentence Level

p. 120

E

Answers will vary. Possible answers:

1. They are unsure how to react to behavior that deviates from what they are familiar with.
2. Telling lies in a social network profile is not completely deviant behavior. Many people do it.
3. It would be a real deviation from the norm for a college to let freshmen choose their own roommates.
4. The student and his or her parents would certainly warn the college that the roommate might be a deviant.
5. The style of Sarah's website deviated from what Brandi liked.

Reading Skill: Highlighting and Annotating

p. 121 & 124

Apply

Answers will vary.

Reading Comprehension

p. 124

- | | | | |
|------|------|------|------|
| 1. T | 3. F | 5. T | 7. F |
| 2. F | 4. T | 6. T | 8. T |

Vocabulary Activities Step I: Word Level

p. 124–125

A

- | | | |
|---------------|---------------|---------------|
| a. inevitable | d. gender | g. guaranteed |
| b. so-called | e. instituted | h. intervene |
| c. domain | f. deviate | |

Vocabulary Activities Step I: Word Level p. 126

B

Answers will vary.

Vocabulary Activities Step I: Word Level p. 126

C

- | | | |
|--------------|--------------|---------------|
| 1. arbitrary | 3. intervene | 5. inevitable |
| 2. deviate | 4. converse | |

Vocabulary Activities Step I: Word Level p. 126

D

1. variegated
2. a. opinion c. range of products
 b. cultures of students d. set of investments
3. Answers will vary.
4. Answers will vary.

Vocabulary Activities Step II: Sentence Level p. 127

E

Answers will vary. Possible answers:

2. Eating and drinking during class deviates from most school policies, so there is usually a rule about not doing this. It should not be a guaranteed right because it can be a source of disruption and also make a mess.
3. Wearing an extreme amount of make-up can be disruptive in a class, so this should not be a guaranteed right.
4. I'm sure this goes against school policies and should not be a guaranteed right. There is a place and time for discussion between students and principal, and the front of the school and shouting in public does not seem like the proper place.
5. Texting during class is against the rules because it interferes with students' concentration, and it can also be a way to cheat during tests. It should not be a guaranteed right.
6. Wearing dirty, wrinkled clothes probably isn't unusual. It might have social consequences since other students might not approve of it, but I don't think it is a reason for the student to get into trouble.

Vocabulary Activities Step II: Sentence Level p. 127

F

Discussions and reports will vary.

Vocabulary Activities Step II: Sentence Level

p. 127–128

G

For	Against
Students are able to better develop their special skills if they spend time with people who share their interests. For example, a student interested in literature needs to be around others who can discuss books and present <u>converse</u> viewpoints.	Hanging out in groups much like themselves narrows high school students' perspectives. They should <u>maximize</u> exposure to new people and ideas and not restrict themselves.
During the teen years, students need the security of a group of friends. They are moving away from the protected environment of home and should be <u>guaranteed</u> a safe, comfortable refuge.	<u>Passively</u> blending in too much with others discourages students from being individuals. Teenagers who could be leaders fail to step up, preferring not to call attention to themselves.
Students <u>inevitably</u> form social groups. Rather than wasting time trying to tell students who they can socialize with, parents and the school should give these groups constructive things to do.	Teenagers appreciate adult <u>intervention</u> when it comes to choosing friends. When adults assert their experience, teens may act annoyed. In the long run, however, they will appreciate the help adults give.

Unit 9: True and False

Review a Skill: Previewing and Predicting

p. 130

Apply

Answers will vary. Possible answer:

I think it is about news and how it is essential to check that information is true before the public reads about it.

Reading Comprehension

p. 132

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. T | 5. F | 7. F | 9. T |
| 2. T | 4. F | 6. T | 8. T | 10. T |

Reading Skill: Understanding Sequences

p. 133

Apply

Answers will vary. Possible answers:

The Voricks

- The Voricks buy the house and the alleged “terrorist” moves elsewhere.
- A news commentator says on TV that a terrorist lives at the Voricks’ address.
- People harass the Voricks.

The New Yorker

- The magazine is known for excellent fact-checking.
- The quality of fact-checking at the magazine declines.
- The fact-checking department once again becomes famously thorough.

The Newsweek story

- A single source tells the magazine about misbehavior by soldiers.
- Newsweek* publishes a story about it.
- Riots over the report kill more than a dozen people.
- No one can be found to confirm the story.

Vocabulary Activities Step I: Word Level

p. 134

A

- | | | |
|------------|----------------|------------------|
| 1. clearly | 4. unethically | 7. showed up for |
| 2. expert | 5. hopes | 8. accept |
| 3. admit | 6. amended | |

Vocabulary Activities Step I: Word Level

p. 134

B

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

Vocabulary Activities Step I: Word Level

p. 135

C

- | | |
|--|---------------------------------------|
| ✓ 1. The crying of a baby | ✓ 5. A possible solution to a problem |
| ✓ 2. A person's age | ✓ 6. The colors of a rainbow |
| 3. the age of planet Earth | ✓ 7. Electricity |
| ✓ 4. Someone else's emotions (fear, joy, etc.) | 8. infection by a bacterium or virus |

Vocabulary Activities Step II: Sentence Level

p. 135

D

Answers will vary. Possible answers:

2. The driver said he was ignorant of a change in the speed limit, but he still got a ticket.
3. The police officer told him that ignorance of the law was no excuse for breaking the law.
4. While the reporter was in Malawi, she embarrassed herself several times because she was ignorant of local customs.
5. The editor dropped the story because she thought the reporter had deliberately ignored some information.
6. The editor said that ignoring a problem will not make it go away.

Vocabulary Activities Step II: Sentence Level

p. 136

E

Answers will vary. Possible answers:

1. A Washington Post reporter submitted a story about a child drug addict.
2. Janet Cooke, the reporter, was granted a Pulitzer Prize for the story.
3. Washington's mayor assigned dozens of people to look for the child.
4. It soon became apparent that the boy did not exist.
5. Successive investigations found several untruths in the story and in other statements Cooke made about herself.
6. Shortly after the prize was given, the *Post* had to submit to the obvious and apologize for the fake story.
7. Cooke quit and gave back the prize, but she assigned blame to her editors.
8. Katherine Graham's successor in the *Post*'s top spot, her son Dan, put procedures in place to more closely screen reporters who want to work for the paper.

Reading Comprehension

p. 139

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. F | 5. T | 7. T | 9. T |
| 2. T | 4. T | 6. F | 8. F | 10. T |

Reading Skill: Understanding Sequences

p. 139

Apply A

Answers will vary. Possible answers (in order):
 photographer taking pictures
 photographer altering pictures
 photographer selling them to news service
 news service distributing photos
 errors discovered in photos
 news service stopping distribution of photos

Reading Skill: Understanding Sequences

p. 139

Apply B

Answers will vary. Possible answer:
 President Franklin Roosevelt had contracted polio before he became president in 1933. He had to use a wheelchair in public every day of his 12-year presidency, but during that time, most editors of newspapers and magazines never published photographs of him in a wheelchair. So the public always had the impression of a strong president. Another case of the public being allowed to see only certain things in a photograph involved U.S. president Ronald Reagan when he visited Germany's Bitburg cemetery in 1985. First, the photographers were told to shoot pictures from certain places only. Then Reagan stood in such a way that he and graves of Nazi soldiers were not captured together. So the president was not linked in any way to Germany's Nazi past.

Vocabulary Activities Step I: Word Level

p. 140

A

- | | | |
|--------------|---------------------------|---------------|
| a. emphasize | d. perceived | g. eliminated |
| b. amend | e. successor | h. inserted |
| c. restrict | f. an apparently, ignores | |

Vocabulary Activities Step I: Word Level

p. 141

B

Answers will vary.

Vocabulary Activities Step I: Word Level

p. 141

C

- | | | |
|--------------|-------------|-----------|
| 1. purchase | 3. grant | 5. submit |
| 2. eliminate | 4. perceive | 6. amend |

Vocabulary Activities Step I: Word Level

p. 141

D

1. Meaning 1: offer
Meaning 2: defer
2. Meaning 1: a and b
Meaning 2: c and d
3. Answers will vary.
4. Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 142–143

E

Answers will vary. Possible answers:

1.
 - a. to not offend a frequent advertiser and risk losing revenue
 - b. The emphasis changed from a negative review of the restaurant to a positive review.
 - c. No, the decision was not justified. If service or the food was bad at the restaurant, customers have a right to know. / Yes, the decision was justified. The restaurant was probably just having a bad night, and advertising brings in a lot of money.
2.
 - a. to find out who wanted the house to burn down and stop him or her
 - b. The emphasis changed from a “real” news story about a fire to the story being a falsified story intended to catch a suspect
 - c. No, the decision was not justified because the story was false, and the press should never print anything that is not true. / Yes, it was justified in order to prevent the house fire and to find out who wanted to set a fire.
3.
 - a. to support the idea that Earth’ climate is not experiencing global warming
 - b. The emphasis changed from indications that the climate is heating up to indications that this warming is not necessarily related to climate change.
 - c. No, the decision was not justified because nobody should make changes to what other people have written. / Yes, it was justified because there might be other reasons for the change in weather, and it should be clear that there is no complete certainty.

Vocabulary Activities Step II: Sentence Level

p. 143

F

Discussions and reports will vary.

Vocabulary Activities Step II: Sentence Level

p. 143

G

For	Against
If a photographer sees that a photograph does not <u>emphasize</u> what was actually happening, he or she has an obligation to <u>eliminate</u> anything that distorts reality.	A photograph should speak for itself. People other than the photographer may be able to <u>perceive</u> things in a photograph that the photographer missed.
Digital alterations should not be <u>restricted</u> . People concerned about accuracy can compare altered and unaltered versions.	Although several versions of a digital photo can coexist, the only one that matters is the one that is published, because the first <u>submission</u> to the public creates a lasting impression.
No one wants to forbid the use of flashes or special lenses, but people feel no <u>reluctance</u> to tell a photographer how to use a computer.	Photo software can do things never imagined for other methods of photo manipulation, like <u>inserting</u> or <u>eliminating</u> details from the image.

Unit 10: Bites and Stings

Reading Comprehension

p. 148

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. T | 5. F | 7. F | 9. T |
| 2. F | 4. F | 6. T | 8. T | 10. F |

Reading Skill: Recording Processes with Flow Charts

p. 149

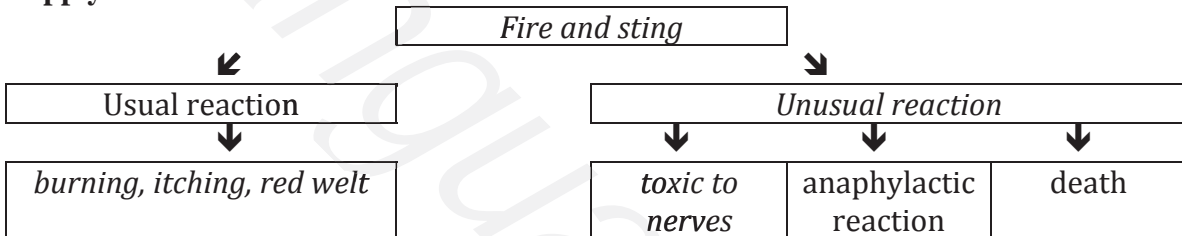
Apply A



Reading Skill: Recording Processes with Flow Charts

p. 149

Apply B



Reading Skill: Recording Processes with Flow Charts

p. 149

Apply C

Answers will vary.

Review a Skill: Outlining

p. 149

Answers will vary. Possible answers:

- I. Introduction (Paragraph 1)
- II. How and when red fire ants entered and spread in the U.S. (Paragraphs 2 and 3)
- III. What happens when a fire ant bites (Paragraphs 4 and 5)
- IV. Serious and deadly reaction in people (Paragraphs 6 and 7)
- V. Geographical range of fire ants (Paragraphs 9 and 10)

Vocabulary Activities Step I: Word Level

p. 150

A

- | | | |
|---------------|--------------|---------------|
| 1. appendages | 4. desirable | 7. Especially |
| 2. no | 5. local | |
| 3. virtual | 6. argue | |

Vocabulary Activities Step I: Word Level

p. 151

B

Answers will vary.

Vocabulary Activities Step II: Sentence Level

p. 151

C

Answers will vary. Possible answers:

2. Scientists estimate there are over eighty thousand species of ants.
3. An estimated 30 percent to 60 percent will get stung.
4. He has underestimated the length of time for the treatment.
5. I would say that the state official is overestimating the threat posed by the ants.
6. No. In my estimation, living in Arizona would be dangerous for that person.

Vocabulary Activities Step I: Word Level

p. 152

D

Answers will vary. Possible answers:

2. The bites of non-venomous insects can initiate more serious illnesses than the bites of venomous ones.
3. Venomous insects make up only a minimal proportion of all the insects on Earth.
4. The bite of a non-venomous insect is not sufficiently dangerous to cause a problem.
5. The insect is sometimes just a neutral carrier of the microorganism that is truly harmful.
6. About 40 percent of the people on Earth live in circumstances where they could be bitten by disease-carrying mosquitoes.
7. Venoms can usually be neutralized, but vector-borne diseases cannot be.
8. Governments and non-profits have launched serious anti-malarial initiatives.
9. Still, it is unlikely that any human effort would be sufficient to make a big dent in the threat that malaria presents.

Reading Comprehension

p. 155

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. T | 5. T | 7. F | 9. T |
| 2. T | 4. F | 6. F | 8. F | 10. F |

Reading Skill: Recording Processes with Flow Charts

p. 155

Apply

Flow charts will vary.

Vocabulary Activities Step I: Word Level

p. 156

A

- | | | |
|---------------|-------------|-------------|
| 1. append | 3. estimate | 5. initiate |
| 2. sufficient | 4. external | |

Vocabulary Activities Step I: Word Level

p. 156–157

B

- | | | |
|---------------|-------------------------------|--------------|
| a. chemicals | d. circumstantial, percentage | g. regime |
| b. sufficient | e. minimal | h. initiates |
| c. neutral | f. in contact with | |

Vocabulary Activities Step II: Sentence Level

p. 159

G

For	Against
<p>DDT is a <u>chemical</u> that gets into the water supply, into fish populations, and other cross-border resources and therefore <u>threatens</u> the entire world.</p>	<p>Before the U.S. banned DDT in the 1960s, it was sprayed over entire farms. Of course it spread through the environment. Now, DDT is used <u>minimally</u> as a spray for the walls of homes in mosquito-infested areas.</p>
<p>Big chemical companies are no longer able to sell DDT in rich countries. They are eager to sell it instead to poor countries, regardless of the damage it might cause. <u>Only a worldwide ban can sufficiently</u> protect relatively powerless citizens from this toxin.</p>	<p>The <u>circumstances</u> of developing nations would improve if malaria rates were reduced. A ban on DDT would remove almost the only affordable tool these countries have for becoming healthier and more productive.</p>
<p>Widespread use of DDT has <u>neutralized</u> its efficiency. By stopping the spread of DDT use—and restricting it to true emergencies—we can protect the usefulness of this pesticide.</p>	<p>DDT does not have to kill mosquitoes to provide protection from malaria. It is also a powerful repellent, effective even with mosquitoes resistant to it. It greatly reduces the chances that a human will come in <u>contact</u> with a mosquito indoors.</p>