

Unit 1: Riding through History

Reading Skill: Previewing **p. 2**

Apply

1. the history of bicycles
2. The pictures show different kinds of bicycles. The captions in the timeline give information about the history of the bicycle.
3. Checked:

when the bicycle was invented	who invented the bicycle	
a description of the first bicycle	how people reacted to the	
changes in the bicycle over time	invention	

Reading Comprehension **p. 5**

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

Vocabulary Activities Step I: Word Level **p. 5-6**

A

- | | | |
|------------|--------------|-------------------|
| 1. changed | 5. person | 9. natural |
| 2. planned | 6. structure | 10. hurt, lessen |
| 3. abroad | 7. great | 11. replace |
| 4. next | 8. payment | 12. main, purpose |

Vocabulary Activities Step I: Word Level **p. 6**

B

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

Vocabulary Activities Step I: Word Level **p. 6**

C

Answers will vary. Possible answers:

- | | | |
|------------------|-------------------|---------------------------|
| snow skiing | horseback riding | mountain climbing |
| race-car driving | motorcycle racing | other: (student's choice) |

Vocabulary Activities Step I: Word Level **p. 6-7**

D

2. d. An architect's primary job is designing buildings.
3. c. A taxi driver's primary job is driving people from place to place for a fee.
4. g. An international airline pilot's primary job is flying airplanes overseas.
5. f. A doctor's primary job is helping individuals who are injured or sick.
6. b. A substitute teacher's primary job is teaching the classes of a teacher who is absent.
7. e. A janitor's primary job is cleaning and taking care of buildings.

Tailors, architects, doctors, and substitute teachers do their jobs primarily during the day. Taxi drivers, international airline pilots, and janitors might also work at night.

Vocabulary Activities Step II: Sentence Level p. 7

E

Answers will vary. Possible answers:

2. The jet engine revolutionized air travel.
The jet engine was a revolutionary idea in air travel.
3. Alfred Nobel created a revolution with a new substance he called “dynamite.”
Alfred Nobel created a revolutionary substance that he called “dynamite.”
4. X-rays were a revolution in medical science.
The discovery of X-rays revolutionized medical science.

Vocabulary Activities Step II: Sentence Level p. 8

F

2. Substitute an **r** for the **l** to make *steer*.
3. Substitute an **r** for the **m** to make *tire*.
4. Substitute an **a** for the **o** to make *brake*.
5. Substitute an **r** for the **h** to make *ride*.
6. Substitute a **d** for the **t** to make *pedal*.

Vocabulary Activities Step II: Sentence Level p. 8

G

- | | |
|-----------------------------|----------------------------|
| 1. subsequently substituted | 3. subsequent, substituted |
| 2. subsequent substitution | |

Reading Skill: Previewing p. 9

Apply

Answers will vary. Possible answers:

1. It will be about something called a Segway. The word future suggests the article will be about a modern way to travel. This article will be about a recent invention, whereas the previous reading was about a historical invention.
2. Yes, the picture helps explain it.
3. Checked:

Where are Segways used?	Where is the engine?
Who will ride Segways?	How much do they cost?
How are they like bicycles?	What are they used for?

Reading Comprehension p. 12

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

Vocabulary Activities Step I: Word Level

p. 12–13

A

- | | | |
|----------------|----------------|--------------------|
| 1. had a job | 5. substituted | 9. minimize |
| 2. an inherent | 6. subsequent | 10. framework |
| 3. alter | 7. injured | 11. individual |
| 4. designed | 8. primary | 12. revolutionized |

Vocabulary Activities Step I: Word Level

p. 13

B

- | | |
|----------------------|------------------------|
| 2. injure, action | 6. primary, antonym |
| 3. minimize, antonym | 7. individual, example |
| 4. overseas, synonym | 8. subsequent, antonym |
| 5. fee, action | |

Vocabulary Activities Step I: Word Level

p. 14

C

- B Hollow steel tubes substituted for solid tubes to minimize the weight.
- S Lean forward and watch this revolutionary vehicle go!
- B Individuals can alter their speed by just turning the pedals.
- S Used overseas to patrol the Beijing Olympics.
- S Avoid injuries. For a small fee, learn to ride on an indoor track.
- S Inherently easy to drive. Primary power is from batteries.
- B You thought high-wheelers were great? Try the subsequent design!

Vocabulary Activities Step I: Word Level

p. 14

D

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

Vocabulary Activities Step I: Word Level

p. 14

E

- | | | |
|----------------------------|---|---------------------------------|
| A the speed of the bicycle | | the size of the wheels |
| the color of the framework | A | the direction the bicycle turns |
| A the height of the seat | A | the speed that the wheels turn |
| the design of the bicycle | A | the mirrors on the handlebars |

Vocabulary Activities Step II: Sentence Level

p. 15

F

Answers will vary. Possible answers:

- Each boy works individually to make his own car.
- First each boy designs his car on paper.
- He wants to individualize his car so it will be special.
- He can show his individuality in many ways. Some boys design their cars to look like a snake or a hot dog, for example.

5. To build the car, the designer traces his design on a block of wood and carves out the shape. Then he attaches the wheels and paints his car.
6. On the day of the race, the Boy Scouts roll their cars down a sloped board individually. The fastest car down the board wins a prize.
7. The judges give individual prizes for the funniest car, the scariest car, and other categories.
8. Every car is a winner. The contest is designed to show every boy's individuality.

Vocabulary Activities Step II: Sentence Level

p. 16

G

Answers will vary. Possible answers:

2. Farmers substituted animals for tractors to pull their plows.
3. Airplanes made traveling overseas easier and faster.
4. Jet airplanes minimized the time of flights.
5. No one walks anymore. People travel primarily on wheels.
6. The first airplane had a framework of wood covered by cloth.
7. Segways rely on the inherent ability of riders to maintain their balance.
8. Early trains were powered by steam. Subsequent alterations were made in their designs so they could be powered by diesel engines.

Unit 2: Fighting Diseases

Review a Skill: Previewing **p. 18**

Answers will vary. Possible answer:

The subtitles and images tell me that the article is about mosquitoes, malaria, and how to keep both away. I expect to learn about ways to prevent malaria.

Reading Comprehension **p. 20–21**

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

Reading Skill: Finding the Main Idea **p. 21**

Apply

Malaria is a serious health problem.

Paragraph 2: a

Paragraph 7: b

Paragraph 4: b

Vocabulary Activities Step I: Word Level **p. 22**

A

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

Vocabulary Activities Step I: Word Level **p. 22**

B

2. d. The Minister of Health is responsible for hospitals and healthcare practitioners.
3. b. The Minister of Labor is responsible for working conditions in factories.
4. e. The Minister of Agriculture is responsible for farm products.
5. c. The Minister of Transportation is responsible for airlines and trains.

The Minister of Finance is in charge of the Ministry of Finance.

The Minister of Health is in charge of the Ministry of Health.

The Minister of Labor is in charge of the Ministry of Labor.

The Minister of Agriculture is in charge of the Ministry of Agriculture.

The Minister of Transportation is in charge of the Ministry of Transportation.

Vocabulary Activities Step I: Word Level **p. 22**

C

- | | | |
|------------------------|---------------------|--------------------|
| ✓ 1. a broken arm | ✓ 4. an earache | ✓ 7. choking |
| 2. hair loss | ✓ 5. a heart attach | 8. sneezing |
| 3. a broken fingernail | ✓ 6. a high fever | ✓ 9. an eye injury |

Vocabulary Activities Step I: Word Level

p. 23

D

1. These headlines conflict because the first one says there is a decline in malaria, which means that malaria is less frequent than before, and the second one says the number of malaria cases has increased, which means there are more cases than before.
2. These headlines do not conflict because *implements* means the same as *put into service*.
3. These headlines conflict because the first one says staff will accompany the prime minister, and the second one says the prime minister will go alone.

Vocabulary Activities Step I: Word Level

p. 23

E

Answers will vary. Possible answers:

1. A student studies and learns by reading, writing, and discussing. A student probably receives no money.
2. A farmer grows and sells fruits, vegetables, and grains and also raises and sells animals for their meat and by-products. A farmer is probably paid for his/her labor, by selling his or her products.
3. An auto mechanic fixes cars and trucks and is probably paid for his or her labor.
4. A cook prepares food at a restaurant or other eating establishment. A cook is probably paid for his or her labor.
5. A housewife is a woman who does not have a job outside the home, and who spends her time cleaning the house, cooking, and taking care of her family. She probably receives no pay for this work.
6. A poet writes poems and is probably paid for his or her work if he or she is able to sell it.
7. A musician is skilled in performing or composing music and is probably paid for his or her labor.
8. A gardener is skilled in growing and taking care of flowers, vegetables, trees, and grass in public places or in homes. A gardener is probably paid for his or her labor.

Vocabulary Activities Step II: Sentence Level

p. 24

F

Answers will vary. Possible answers:

2. Teachers intensely dislike having sick children in their classes.
3. They say that children with intense coughs belong at home.
4. A sick child in class intensifies the chances that other children will get sick.
5. Our school's intensive health program urges students to stay home if they are sick.

Vocabulary Activities Step II: Sentence Level **p. 24**

G

Answers will vary. Students should provide logical reasons for their prioritization.

Vocabulary Activities Step II: Sentence Level **p. 25**

H

Answers will vary. Possible answer:

To: The Village Rescue Team

From: Relief camp director

Re: People living in villages affected by the yesterday's earthquake

The intense earthquake yesterday morning injured many residents in nearby villages. The earthquake also destroyed many homes.

The first priority is to take care of the injured people. Next, we need to set up tents where people can reside until their homes are rebuilt. There is plenty to eat here, so finding more food is not a priority right now.

I have asked the village leader to decide which village services should be restored and in what order. His list will help us plan our schedule.

As more people come to the relief camp, our work will probably get more intensive. Help each other and try to make the best of this very intense time.

Reading Comprehension **p. 28**

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

Reading Skill: Finding the Main Idea **p. 29**

Apply

Answers may vary. Possible answers:

1. Yes. Drug companies want to find new medicines in rainforests to help doctors cure old and new diseases.
2. A miracle drug was found to cure malaria.
3. The ancient people of China had used a plant called wormwood to cure fevers.
4. Aspirin was first used by ancient Greek physicians.
5. Taxol is an example of how miracle drugs are still being found in the world's forests.
6. Access to rainforest plants is rapidly disappearing.
7. Scientists want to learn about rainforest medicines before the rainforests disappear forever.

Vocabulary Activities Step I: Word Level **p. 30**

A

2. d. Dosage instructions usually accompany a bottle of aspirin.
3. e. Operating instructions usually accompany an electronic appliance.
4. b. Cooking instructions usually accompany a frozen pizza.
5. f. Watering instructions usually accompany a flowering plant.
6. c. Installation instructions usually accompany a computer program.

Vocabulary Activities Step I: Word Level **p. 30**

B

- | | | |
|----------------|--------------|------------------|
| 1. resided | 4. labored | 7. practitioners |
| 2. accompanied | 5. priority | 8. declined |
| 3. occurred | 6. access to | |

Vocabulary Activities Step I: Word Level **p. 31**

C

Answer may vary. Possible answers:

eyesight, A person's eyesight might decline.

intelligence, A person's intelligence might decline.

energy level, A person's energy level might decline.

income, A person's income might decline.

appetite, A person's appetite might decline.

amount of sleep needed, The amount of sleep a person needs might decline.

time spent with family, The amount of time a person spends with family might decline.

sense of humor, A person's sense of humor might decline.

patience, A person's patience might decline.

Vocabulary Activities Step I: Word Level **p. 31**

D

2. e. You need a password to access your email.
3. f. You need a key to access a locked closet.
4. d. You need an elevator to access the top floor of a building.
5. c. You need a ticket to access the subway train.
6. b. You need a student ID card to access the school library.

Vocabulary Activities Step I: Word Level **p. 31**

E

2. d. A full moon occurs every 28 days.
3. f. Midnight occurs at 12:00 at night.
4. b. Breakfast occurs in the morning.
5. c. Wednesday occurs in the middle of the week.
6. e. Thunder occurs during a rainstorm.

Vocabulary Activities Step I: Word Level

p. 32

F

Answer will vary.

Vocabulary Activities Step I: Word Level

p. 32

G

Answers will vary. Possible answers:

Writing: pen, pencil, keyboard

Eating: spoon, fork, knife, bowl

Cutting: knife, scissors, saw

Cleaning: broom, mop, sponge, bucket

Unit 3: They Know What You Want

Reading Comprehension **p. 36**

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

Reading Skill: Scanning **p. 37**

Apply

1. as many as 200
2. sex, age, education, and income of future customers
3. They want their babies to be healthy.
4. They want to be good mothers.
5. Healthy Start
6. Give your baby a Healthy Start.
7. they must decide

Vocabulary Activities Step I: Word Level **p. 37**

A

- | | |
|--------------------|------------------------|
| 1. sex, example | 4. implicit, antonym |
| 2. publish, action | 5. administer, synonym |
| 3. export, synonym | 6. income, action |

Vocabulary Activities Step I: Word Level **p. 37–38**

B

- | | |
|-------------------|-------------|
| 1. Surveys | 5. domestic |
| 2. sector | 6. explicit |
| 3. administrators | 7. implicit |
| 4. published | |

Vocabulary Activities Step I: Word Level **p. 38**

C

- | | |
|------------|--|
| airlines | Airlines channel passengers through security checks. |
| waiters | Waiters channel food and drinks to a customer’s table. |
| arteries | Arteries channel blood through the body. |
| charities: | Charities channel donations to needy families. |

Vocabulary Activities Step I: Word Level **p. 38**

D

2. d. We could survey students at a university.
3. e. We could survey readers in a library.
4. c. We could survey passengers in an airport.
5. b. We could survey people entering a theater.

Vocabulary Activities Step I: Word Level **p. 39**

E

- | | | |
|---------------|---------------|---------------|
| 1. innovative | 3. innovator | 5. innovation |
| 2. innovate | 4. innovation | 6. innovate |

Vocabulary Activities Step II: Sentence Level **p. 40**

F

2. They want to convince people to change the way they eat.
3. They have convincing evidence that junk foods are to blame.
4. Food companies advertise convincingly that junk foods will make us happy.
5. Children are especially easy to convince.
6. Even if an ad shows something unconvincing, children think it is real information.
7. Food companies are unconvinced that they are to blame for children's obesity.
8. The food companies are unconvinced that it is their responsibility to control children's diets.

Vocabulary Activities Step II: Sentence Level **p. 41**

G

Answers may vary. Sample answers;

2. Canada was the largest exporter of wheat.
3. Russia exported wheat to Egypt.
4. Canada and Kazakhstan were exporting wheat to China.
5. Ukraine exported 5.5 million tons of wheat in 2010.
6. Wheat is one export that Canada sends overseas.

Vocabulary Activities Step II: Sentence Level **p. 41**

H

The name of the publisher of this book is Oxford University Press. The book was published in 2012.

Reading Comprehension **p. 44**

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

Reading Skill: Scanning **p. 45**

Apply A

1. Xerox, Rolex, Rolodex, Windex, Lexus
2. Aleve, Volvo, Chevrolet, Nova
3. Mercedes-Benz, Sleepiez, Mazda

Reading Skill: Scanning

p. 45

Apply B

- | | |
|--------------------------|--------------------|
| 1. a cruise ship company | 6. window cleaner |
| 2. a computer | 7. cereal |
| 3. a pain reliever | 8. automobile |
| 4. a desk index | 9. antacid tablets |
| 5. a diet aid | 10. ice cream |

Review a Skill: Finding the Main Idea

p. 45

Main idea: One of the most important tasks in marketing a new product is giving it a name.

The first sentence in the following paragraphs states a “rule” to consider for a new name.

Vocabulary Activities Step I: Word Level

p. 45–46

A

Answers will vary. Possible answers:

- | | |
|---|---|
| 1. Product: an energy drink
Sector: hockey players | 4. Product: toothpaste
Sector: parents with children |
| 2. Product: tomato paste or sauce
Sector: cooks and chefs | 5. Product: engine fuel
Sector: people who have to
choose fuel at the gas station |
| 3. Product: a vocabulary builder
Sector: students and teachers | 6. Answers will vary. |

Vocabulary Activities Step I: Word Level

p. 46

B

Answers will vary.

Vocabulary Activities Step I: Word Level

p. 46–47

C

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

Vocabulary Activities Step II: Sentence Level

p. 47

D

2. Farmers often have many domesticated animals, such as sheep and goats.
3. Every summer our store has a sale on domestic products.
4. You should arrive at the airport two hours before domestic flights.
5. Coffee must be imported from other countries because it is not grown domestically.

Vocabulary Activities Step II: Sentence Level

p. 48

E

2. He is the administrator of operations for the entire company.
3. She has administrative responsibility in marketing.
4. She administers employment issues in the company.
5. He oversees the administration of the safety and maintenance of the factory.

Unit 4: Identifying People

Reading Comprehension

p. 52

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

Reading Skill: Identifying Examples

p. 53

Apply

- | | |
|--|-----------------------------------|
| 1. types of groups that people are part of | 4. like, Similarly |
| 2. might include, such as | 5. For instance, include, such as |
| 3. for example, such as | |

Review a Skill: Scanning

p. 53

Apply

five times
ten

Vocabulary Activities Step I: Word Level

p. 53–54

A

- | | | | |
|----------------|-----------------|-------------|-------------|
| 1. constituted | 3. conventional | 5. somewhat | 7. acquired |
| 2. whereby | 4. via | 6. context | 8. integral |

Vocabulary Activities Step I: Word Level

p. 54

B

2. airports. I've traveled overseas twice, so I am somewhat of an expert on airports.
3. music. I used to play the piano, so I am somewhat of an expert on music.
4. cars. My father is a mechanic, so I am somewhat of an expert on cars.
5. literature. I used to work in a bookstore, so I am somewhat of an expert on literature.

Vocabulary Activities Step I: Word Level

p. 54–55

C

1. f. All employees will hear the message and leave the building immediately.
2. d. It is common courtesy to speak directly to an employee that you want to fire.
3. a. A sticky note tells the employee what to do with something that was probably left on his or her desk.
4. b. Email is convenient to tell all affected employees about something.
5. c. To speak to an employee right away, the telephone is the most effective way.
6. e. A company newsletter is the proper way to announce news about an employee.

Vocabulary Activities Step I: Word Level **p. 55**

D

C	police chief	M	general	C	prime minister
C	lawyer	C	manager	M	field marshal
M	soldier	C	fireman	M	lieutenant

Vocabulary Activities Step II: Sentence Level **p. 55**

E

1. In most cultures, given names differentiate between males and females.
2. Often there is no differentiation in the civil titles of males or females.
3. Civil titles help differentiate ordinary citizens from people in authority.

Vocabulary Activities Step II: Sentence Level **p. 56**

F

Answers will vary. Possible answers:

2. A rare monkey eats vegetables and flies.
A monkey is rare because it flies.
3. The riders on the bus did not arrive at the airport on time, and they missed their planes.
The riders on the bus avoided a collision with some planes.
4. Actors that are entertaining can be expensive to see.
Actors can be very expensive to entertain.
5. People who bit frogs suffered harmful effects.
Certain frogs that bite people are harmful.

Vocabulary Activities Step II: Sentence Level **p. 56**

G

Answers will vary. Possible answers:

1. The young people in my family do not dress conventionally.
2. The conventional way to address teachers is by their title and last name.
3. Students at my school convene in the student union building.
4. Shaking hands is a convention that is common in the business world.

Vocabulary Activities Step II: Sentence Level **p. 57**

H

Answers will vary. Possible answers:

- | | |
|------------------------------------|--------------------------------|
| 2. that Yoshi was injured | 4. to take him to the hospital |
| 3. responsibility for the accident | 5. saw that Yoshi was OK |

Vocabulary Activities Step II: Sentence Level **p. 57**

I

Answers will vary. Possible answers:

I like my dad's style of cooking because he uses fresh ingredients. I don't like Eduardo's style of playing soccer because he is too slow.

Reading Comprehension

p. 60

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

Reading Skill: Identifying Examples

p. 60–61

Apply

1. Similarly, contemporary cultures today employ many common items, including clothing, as symbols of social status.
2. Paragraph 2: university students
Paragraph 3: judges
Paragraph 4: kings and queens
Paragraph 5: the bride
Paragraph 7: police officers, fire fighters, waiters, waitresses, airline pilots, cabin stewards, nurses, dental assistants
Paragraph 8: military personnel
3. a robe, a gavel, a wig
4. a white dress, a white veil, a bouquet of flowers
5. One type, another, A third type
6. First, Second, Finally

Vocabulary Activities Step I: Word Level

p. 61

A

2. g. A windshield is analogous to eyes.
3. d. A driver is analogous to a brain.
4. b. Tires are analogous to feet.
5. c. An engine is analogous to a heart.
6. f. A gasoline tank is analogous to a stomach.

Vocabulary Activities Step I: Word Level

p. 62

B

2. This might be an index of good education policies in the country.
3. This might be an index of a strong economy in the country.
4. This might be an index of a democratic government in the country.

Vocabulary Activities Step I: Word Level

p. 62

C

1. a long robe or a head covering
2. the position of the tassel on the graduation cap
3. rings
4. a white wedding dress

Vocabulary Activities Step II: Sentence Level

p. 63

D

2. It would be appropriate to wear a long dress or dark suit in the context of a wedding
3. It would be appropriate to wear casual clothes in the context of an informal restaurant.
4. It would be appropriate to wear a dress or dressy pants in the context of a graduation ceremony.
5. It would be appropriate to wear jeans and a sweatshirt in an outdoor-activity context.

Vocabulary Activities Step II: Sentence Level

p. 63

E

Answers will vary. Possible answers:

2. The computer technicians were bored and were game to do learn new software even if it had little practical use in their jobs.
3. The sky turned pink and orange as the sun went down.
4. Some people gave a silly, gag gift to the high school graduates.
5. We prefer pale colors to bright colors because they have a calming effect.

Vocabulary Activities Step II: Sentence Level

p. 63

F

Answers will vary. Possible answers:

1. The constituent parts of a textbook are front and back cover, a contents page, chapters or units, an index or glossary, and sometimes an answer key.
2. Musicians, musical instruments, sheets of music, and a conductor constitute an orchestra.
3. The constituent parts of a computer include a monitor, a keyboard, a mouse or track pad, and a hard drive.
4. Ground beef, two buns, lettuce, and tomatoes constitute a burger.

Unit 5: Success Story

Reading Comprehension **p. 68**

A

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

Reading Comprehension **p. 69**

B

- | | | |
|----------------|-----------------------|-------------------------|
| ✓ a clear goal | ✓ middle-class status | repeated failures |
| ✓ persistence | ✓ focus | ✓ a dynamic personality |
| a coincidence | ✓ dreams of tomorrow | ✓ successful parents |

Reading Skill: Identifying Definitions **p. 69**

Apply

- the energy that drives people to work hard, to learn more, and to seek opportunities to advance themselves
- the ability to focus on a task despite interruptions, obstacles, and setbacks
- stop
- those who take effective action to make things happen
- take advantage of

Vocabulary Activities Step I: Word Level **p. 69–70**

A

- | | | |
|-----------------|-------------------|-----------------|
| 1. dominant | 4. coincided with | 7. demonstrated |
| 2. professional | 5. was aware | 8. positive |
| 3. attained | 6. dynamic | 9. generating |

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

B

- b. A teacher and a principal are colleagues.
- f. A manicurist and a hair stylist are colleagues.
- e. A violinist and a pianist are colleagues.
- d. A chef and a waiter are colleagues.
- c. An author and a publisher are colleagues.

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

C

- | | |
|-----------------------|----------------------------|
| fear of challenge | ✓ fear of being laughed at |
| ✓ lack of persistence | lack of setbacks |
| ✓ fear of failure | lack of experience |

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

D

P, V, A	books	P, V, A	magazines	N, A	radio
N, V, A	the Internet	N, P, V, A	newspapers	N, V, A	television

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

E

- | | |
|--|-------------|
| 1. laughter | 3. programs |
| 2. sales | 4. designs |
| 5. A journalist generates stories for his or her editor. | |

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

F

Answers will vary. Possible answers:

2. b. It was coincidental that Dimitri and Pavlo were on the same bus.
3. b. It's a coincidence that Sue and Lou have their birthdays on June 1.
4. b. It's a coincidence that five players on a basketball team have the last name Rodriguez.

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

G

- | | |
|-------------|--------------|
| 1. dominant | 3. dominance |
| 2. dominate | 4. dominates |

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

H

Answers will vary. Possible answers:

1. some days in the classroom will be difficult.
2. they are getting too hot and should drink some water.
3. the requirements for the job.
4. the target audience.

Reading Comprehension **p. 75**

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

Reading Skill: Identifying Definitions **p. 75**

Apply A

1. very important and special
2. to exploit others
3. give them constant attention and to obey their commands
4. attention, everyone
5. great charm
6. gossip and tell jokes
7. the conversation with stories about themselves
8. their talents and personal attainments

9. Lying
10. to satisfy their needs and to admire them
11. everything else in their lives

Reading Skill: Identifying Definitions

p. 76

Apply B

Answer will vary. Possible answer:
thinking that you are the most important person in every situation

Review a Skill: Finding the Main Idea

p. 76

Apply B

The main idea of Reading 1 is that there are many reasons for why a person achieves success, but having ambition is the most important factor.

The main idea of Reading 2 is that some people always want to be the center of attention, seem to have a very high opinion of themselves, and do not care how other people feel.

Vocabulary Activities Step I: Word Level

p. 76

A

- | | | |
|------|------|------|
| 1. B | 4. B | 7. B |
| 2. P | 5. A | 8. B |
| 3. B | 6. B | 9. P |

Vocabulary Activities Step I: Word Level

p. 76–77

B

- | | | |
|--------------|----------------|-------------------|
| farmer | mail carrier | ✓ salesperson |
| ✓ film actor | ✓ politician | ✓ teacher |
| gardener | ✓ receptionist | ✓ wedding planner |

Answers will vary. Possible answers:

- | | |
|-------------------|-------------|
| 1. Electric ovens | 3. Vaccines |
| 2. Airplanes | |

Vocabulary Activities Step I: Word Level

p. 77

C

- | | |
|---------------------------|-------------------------|
| 1. good | 3. certain or confident |
| 2. accepting or approving | |

Vocabulary Activities Step I: Word Level **p. 77**

D

- | | |
|-------------------------|--------------------------------|
| 1. obtained | 3. attained |
| 2. attained | 4. obtained |
| A a high school diploma | U an Olympic medal |
| U a journey to the moon | A fluency in a second language |
| U a Nobel prize | A happiness |
| A a well-paying job | U the starring role in a film |

Vocabulary Activities Step II: Sentence Level **p. 78**

E

- | | | | |
|------|------|------|------|
| 1. N | 2. P | 3. N | 4. P |
|------|------|------|------|

Vocabulary Activities Step II: Sentence Level **p. 79**

F

- | | |
|----------------|------------------|
| 1. demonstrate | 3. demonstration |
| 2. demonstrate | 4. demonstrates |

Vocabulary Activities Step II: Sentence Level **p. 79**

G

1. Last year, Ahn went to Canada because the economic slowdown in his home country inhibited his professional opportunities.
2. Adjusting to a new country was hard. He was too inhibited to make friends with his colleagues. He worried that his English was poor.
3. He wanted to feel more uninhibited when he spoke, so Ahn decided to join an English class.
4. His teacher told the students, "Try to lose your inhibitions. It's okay to make mistakes."
5. The teacher understood why the students were inhibited. He made them feel less inhibited, and soon the students were laughing and talking, learning English, and making friends.

Unit 6: Solving Crimes with Science

Reading Comprehension

p. 84

A

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

Reading Skill: Identifying Time and Sequence Words

p. 84

Apply A

- 9 A detective arrives.
- 6 The tall man hears voices downstairs.
- 5 Susan calls the police.
- 3 Susan realizes they have forgotten their tickets.
- 2 The tall man watches Susan and Eduard drive off.
- 1 Eduard tells the servant how to open the safe.
- 7 The tall man stuffs the jewelry into the red bag.
- 4 Susan concludes that someone is inside.
- 8 The tall man climbs out of the window.

Reading Skill: Identifying Time and Sequence Words

p. 85

Apply B

- 2 They realized that they had forgotten the tickets
- 1 as soon as they arrived at the theater.
- 2 They were surprised to find the front door unlocked
- 1 when they arrived home.
- 2 He knew he had to leave
- 1 when he heard voices downstairs.
- 2 He climbed out of the window
- 1 after emptying the safe.
- 1 He waited for them to drive away
- 2 before unlocking the door.

Vocabulary Activities Step I: Word Level

p. 85

A

Answers will vary. Possible answers are:

- 1. a dictionary, an English teacher
- 2. a cookbook, a friend
- 3. a travel agent, a travel website, airline websites, an advertisement
- 4. a telephone directory, the restaurant's website, an advertisement

Vocabulary Activities Step I: Word Level

p. 85–86

B

- | | | |
|-------------|--------------|-------------|
| 1. logic | 4. site | 7. specific |
| 2. consult | 5. detect | 8. conclude |
| 3. instance | 6. establish | 9. contrary |

Vocabulary Activities Step I: Word Level

p. 86

C

- c. An emergency medical team goes to an accident site to help accident victims.
- e. Carpenters go to a construction site to build things.
- f. Soldiers go to a battle site to fight in a battle.
- b. A bride and groom go to a wedding site to get married.
- a. A rock band goes to a concert site to perform.
- d. Students go to a graduation site for their graduation ceremony.

Vocabulary Activities Step I: Word Level

p. 86

D

Answers will vary. Possible answers:

- he was not wearing a coat.
- On the contrary, he looked very old.
- On the contrary, he was alone.
- On the contrary, he said, "I need some money."
- On the contrary, he looked happy.
- On the contrary, he got into a taxi by the park.

Vocabulary Activities Step II: Sentence Level

p. 87

E

Answers will vary. Possible answers:

- My Spanish teacher motivated me to spend a semester in Mexico.
- Advertisements can make you think that you will achieve good results with their product, so you are motivated to buy them.
- A motive for acting kind is believing that 'what goes around, comes around.'
A motive for acting mean is wanting to hurt someone's feelings.

Vocabulary Activities Step II: Sentence Level

p. 87

F

Answers will vary. Possible answers:

- He established that only one room showed signs of a crime.
- He established that Eduard and Susan were gone.
- She established that someone had been in the house.
- They established that his fingerprints matched the ones from the crime scene.

Vocabulary Activities Step II: Sentence Level

p. 88

G

1. The police ask many specific questions, like the victim's name and age.
2. They need to know the specifics of what happened.
3. They want to know specifically when the crime happened.
4. They want witnesses to specify what they saw.
5. They hope witnesses can give them specific information about the crime.

Vocabulary Activities Step II: Sentence Level

p. 88

H

Answers will vary. Possible answers:

1. The insurance company was motivated to establish the truth about Mr. Able's claim that he was robbed of \$1 million in jewels.
2. The surveillance tape established that a robber entered the store wearing a raincoat and carrying an umbrella, just as Mr. Able described.
3. But the tape also established that the robber had no suitcase to put the jewelry into.
4. Finally, it was illogical for the robber to leave nearly \$20,000 cash in the safe.
5. Mr. Able's motive for pretending to be robbed was to get money from the insurance company while still keeping the jewelry.

Reading Comprehension

p. 91

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

Reading Skill: Identifying Time and Sequence Words

p. 92

Apply A

1. Sherlock Holmes is a fictional detective, but the setting of his fictional detective work is a century ago.
2. The police send an ME and a CSI team when a crime is reported.
3. CSIs take photographs of the crime site after the ME takes photographs of the body and before they check the site for fingerprints.

Reading Skill: Identifying Time and Sequence Words

p. 92

Apply B

- 2 dust objects for fingerprints
- 1 take photographs
- 5 send evidence to a forensics laboratory
- 7 present their evidence in a court of law
- 3 look for drops of blood or strands of hair
- 4 label the evidence
- 6 consult with the police chief

Review a Skill: Identifying Examples

p. 92

Paragraph 4: fingerprints, drops of blood, strands of hair, pieces of ripped cloth, or other evidence

Paragraph 5: hair, animal fur, sand, grass, and fibers from clothing or carpeting

Vocabulary Activities Step I: Word Level **p. 93**

A

- | | |
|--------------------------|---------------------|
| 1. technical assistance | 3. technical words |
| 2. technical explanation | 4. technical person |

Vocabulary Activities Step I: Word Level **p. 93**

B

Answers will vary. Possible answers:

1. 20 years old.
2. 33 cents.
3. insects falling into the food.
4. waiting for someone to come out of the store.

Vocabulary Activities Step I: Word Level **p. 93**

C

- | | | |
|----------------|---------------------|----------------|
| 1. a referee | 3. a police officer | 5. the boss |
| 2. the teacher | 4. the parents | 6. the manager |

Vocabulary Activities Step I: Word Level **p. 94**

D

2. c. A zoologist is an authority on animals.
3. d. A graphologist is an authority on handwriting.
4. e. A toxicologist is an authority on poisons.
5. b. A meteorologist is an authority on weather.

Vocabulary Activities Step II: Sentence Level **p. 94**

E

- | | | |
|---------------|---------------|--------------|
| 1. detector | 3. detectable | 5. detective |
| 2. detectives | 4. detects | 6. detection |

Vocabulary Activities Step II: Sentence Level **p. 95**

F

2. c. The robbers were armed. For instance, each robber had a gun or a knife.
3. b. The robbers didn't plan very well. For instance, none had a specific job to do.
4. a. The robbers covered their faces. For instance, one was wearing a black ski mask.
5. e. The robbers did not seem very smart. For instance, the note said GIV ME YOR MONEE.

Vocabulary Activities Step II: Sentence Level

p. 95

G

Answers will vary. Possible answers:

1. The police concluded that Dave was guilty.
2. They first jumped to the conclusion that Jim was guilty because his fingerprints were on the wall where the painting had been.
3. The conclusive evidence was the painting being found in Dave's house with his fingerprints on it, showing that he stole it.

Vocabulary Activities Step II: Sentence Level

p. 96

H

Text will vary. Possible answer:

Dear Mr. Lee,

I consulted with a few of Ms. Park's neighbors, and one woman said that she observed Ms. Park playing with her children in the yard last weekend. I decided to follow her when she went shopping yesterday, and I detected no reason that prevents Ms. Park from walking, working, or taking care of her children.

I have come to the conclusion that she is perfectly healthy, and her motivation to request payment is obviously to get a lot of money illegally.

Sincerely,
Hosun Kim
Private Detective

Unit 7: The Fast-Food Revolution

Reading Comprehension **p. 100**

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

Reading Skill: Reading Numerical Tables **p. 101**

Apply

- | | |
|---------|---------------|
| 1. 1954 | 3. McDonald's |
| 2. 90 | 4. Pizza Hut |

Vocabulary Activities Step I: Word Level **p. 101**

A

- | | |
|-----------------|--------------|
| 1. generations | 5. albeit |
| 2. In contrast | 6. rejecting |
| 3. inclined | 7. abandon |
| 4. acknowledges | 8. expand |

Vocabulary Activities Step I: Word Level **p. 102**

B

- | | | | | |
|-------|-------|----------|--------|--------|
| 2. 10 | 3. 10 | 4. 1,000 | 5. 100 | 6. 366 |
|-------|-------|----------|--------|--------|

Vocabulary Activities Step I: Word Level **p. 102**

C

1. f. The output of an automobile factory is new cars.
2. c. The output of a movie studio is films.
3. e. The output of a bakery is cakes and pies.
4. a. The output of an author is stories.
5. d. The output of a power plant is electricity.
6. b. The output of a dairy is milk.

Vocabulary Activities Step I: Word Level **p. 102**

E

1. d. People can make or receive phone calls on a cell phone no matter where they are.
2. a. Cooking with a microwave oven is much faster than on a wood-burning stove.
3. c. An air conditioner cools an entire room or home, but a ceiling fan only cools the space near it.
4. b. You can easily fix mistakes, rewrite, or move text with a word processor. The number of mistakes you can make on a typewriter are limited and always look messy, unless you retype an entire page.

Vocabulary Activities Step I: Word Level **p. 103**

F

- | | |
|------------------|------------------|
| 1. complement | 3. complements |
| 2. complimentary | 4. complementary |

Vocabulary Activities Step II: Sentence Level **p. 103**

G

2. The burger was good, albeit small.
3. The broken chairs contrasted with the shiny new tables.
4. A parent's idea of a good lunch is a sandwich and fruit, contrasting with her child's idea of a good lunch, which is a burger and fries at a fast-food place.
5. Soft drinks at fast-food places cost about \$1.25. In contrast, water is free.
6. Linda's tiny salad contrasted with the enormous hamburger she also ordered.

Vocabulary Activities Step II: Sentence Level **p. 104**

H

Answers will vary. Possible answers:

1. abandoned near trash cans.
2. reject new foods.
3. most young people reject those in favor of regular burgers.
4. abandon the idea until the economy starts to grow.
5. we abandoned the idea and cooked something at home instead.
6. rejected his offer because we are all avoiding sugary foods.

Reading Comprehension **p. 107**

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

Reading Skill: Reading Numerical Tables **p. 107–108**

Apply

1. Kumon Math & Reading Centers, Subway, Midas, Dunkin' Donuts, McDonald's, Burger King, Hampton Inn
2. Kumon Math & Reading Centers, Subway, Midas, Dunkin' Donuts, McDonald's, Burger King, Hampton Inn
3. Smallest range: Kumon Math & Reading Centers; largest range: Hampton Inn; The costs of building a franchise, hiring employees, and local taxes are not the same in every place.

Review a Skill: Identifying Examples **p. 108**

Examples students might name: restaurants, dental offices, hardware stores, hotels, gas stations, pet hospitals, tax consultants, fitness centers, cleaning services, movie theaters, and child care centers

Vocabulary Activities Step I: Word Level **p. 108**

A

The kitchen is clean.

The french fries are crispy.

The food was ready quickly

There is soap in the restrooms.

The workers wear clean uniforms

The cashier is friendly.

Answers will vary. Possible answers:

Pass/Fail

Is the food too greasy?

Are there salads or other healthy foods on the menu?

Vocabulary Activities Step I: Word Level **p. 108–109**

B

- | | | |
|-----------------------|-----------------|---------------|
| 1. generation | 4. expanded | 7. complement |
| 2. In contrast | 5. contemporary | 8. grade |
| 3. had an inclination | 6. output | |

Vocabulary Activities Step I: Word Level **p. 109**

C

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

Vocabulary Activities Step I: Word Level **p. 109**

D

Overlap in time:

"Roman History" and "Europe from 1850 to Present Day"

"Europe from 1800 to 1900" and "The History of China"

Changes: start "Roman History" earlier, at 7:30; start "The History of China" later, at 4:30

Overlap in subject matter:

"Roman History" and "Roman and Greek History"

"Europe from 1850 to Present Day" and "Europe from 1800 to 1900"

Changes: change "Roman and Greek History" to just "Greek History"; change

"Europe from 1850 to Present Day" to "Europe from 1900 to Present Day"

Vocabulary Activities Step II: Sentence Level **p. 110**

E

1. The McDonald's menu has expanded to include salads.
2. By 2011, the expansive network of McDonald's franchises covered 119 overseas countries.
3. Recently, McDonald's growth has been expanding faster overseas than in the United States.
4. Many McDonald's franchises have added a children's play yard to expand their appeal to families.

Vocabulary Activities Step II: Sentence Level

p. 111

F

- | | |
|-----------------|---------------|
| 1. economically | 5. Economists |
| 2. economize | 6. economy |
| 3. economy | 7. economic |
| 4. economical | |

Vocabulary Activities Step II: Sentence Level

p. 112

G

Answers will vary. Possible answers:

2. A teenager's eating habits incline toward fast food.
3. People who can't swim are not inclined to own boats.
4. Babies are inclined to cry a lot.
5. Little sisters are inclined to copy their big sisters.

Unit 8: The Autism Puzzle

Reading Comprehension **p. 116**

- | | | | |
|------|------|------|-------|
| 1. T | 4. F | 7. F | 10. F |
| 2. T | 5. T | 8. T | 11. T |
| 3. T | 6. F | 9. T | |

Reading Skill: Making Inferences **p. 117**

Apply

- | | |
|------------|---------|
| 2. a, b, c | 4. c |
| 3. b, c | 5. a, b |

Review a Skill: Finding the Main Idea **p. 117**

Spinning is a common repetitive behavior in autistic children.
 Most autistic kids don't know how to pretend.
 Autistic kids are often sensitive to loud or harsh sounds, bright lights, and textures.
 Most autistic kids like repetition but have poor language skills.
 Many autistic children can't connect a printed word with something that is not real.
 Most autistic children don't understand how to interact with others, and they prefer to be alone.
 Most autistic children are boys.
 Most autistic children do not do well in school because they are not academically mature.

Vocabulary Activities Step I: Word Level **p. 118**

- A**
- | | |
|----------------|-----------------|
| 1. phases | 6. assess |
| 2. appropriate | 7. capabilities |
| 3. participate | 8. constrain |
| 4. interact | 9. relax |
| 5. task | 10. mature |

Vocabulary Activities Step I: Word Level **p. 118**

- B**
- | | | |
|--------------------|-----------------------------------|-----------------------|
| ✓ a. spinning | d. being sensitive to loud noises | g. excelling at math |
| b. writing letters | e. watching a videotape | h. hand-flapping |
| c. pretending | f. preferring to be alone | i. linking repetition |

Vocabulary Activities Step I: Word Level **p. 118**

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

Vocabulary Activities Step I: Word Level

p. 103

D

Answers will vary. Likely to be checked:

- | | |
|-----------------------|-----------------------------------|
| coffee with sugar | tea with lemon |
| tea with honey | milk with honey |
| ✓ tea with garlic | ✓ milk with cola |
| ✓ coffee with mustard | ✓ hot chocolate with chili pepper |
| coffee with milk | |

Vocabulary Activities Step II: Sentence Level

p. 119

E

- | | | |
|---------------|---------------|-----------------|
| 1. assess | 3. assessment | 5. reassessment |
| 2. assessable | 4. assesses | 6. assessed |

Vocabulary Activities Step II: Sentence Level

p. 120

F

2. Shawn can probably do this task. He likes to spell.
3. Shawn can probably do this task. He does math problems very quickly.
4. Shawn probably can't do this task because he does not know how to interact well with people. A committee consists of several people, and they may all have different ideas, which will confuse Shawn because he likes repetition and can't think ahead to the future.
5. Shawn probably can't do this task because his verbal skills are very poor.

Vocabulary Activities Step II: Sentence Level

p. 120

G

Answers will vary. Possible answers:

1. Sam's answer is not very appropriate because he should say "You're welcome" when someone says "Thank you."
2. Sam did not answer appropriately because he should answer such a question with either "yes" or "no."
3. Sam's answer is inappropriate. He should answer "yes" or "no."
4. Sam's answer is somewhat appropriate because he answers the question, but it is not a very helpful answer.

Reading Comprehension

p. 123

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

Reading Skill: Making Inferences

p. 124

Apply

Paragraph 2

1. D
2. N
3. I
4. I
5. D

Paragraph 3

1. I
2. D
3. D
4. N
5. D

Paragraph 4

1. D
2. D
3. D
4. N
5. D

Vocabulary Activities Step I: Word Level

p. 125

A

Accept reading a newspaper in brail or as an electronic file.

- | | | |
|----------------------|---------------------|---------------------|
| ✓ listening to music | ✓ riding on a bus | ✓ telling jokes |
| driving a car | reading a newspaper | ✓ using a telephone |

Sentences will vary.

Vocabulary Activities Step I: Word Level

p. 125

B

- | | |
|-------------|-------------|
| 2. relax | 4. relax it |
| 3. relax it | 5. relax |

Vocabulary Activities Step I: Word Level

p. 125

C

Answers may vary. Likely to be checked:

- | | | |
|-------------|---------------|------------------------|
| studying | playing | laughing |
| ✓ screaming | ✓ watching TV | ✓ arguing |
| sleeping | ✓ fighting | ✓ surfing the Internet |

Vocabulary Activities Step I: Word Level

p. 125

D

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

Vocabulary Activities Step II: Sentence Level

p. 126

E

- | | | |
|---------------|---------------|-----------------|
| 1. immaturity | 3. maturation | 5. maturity |
| 2. mature | 4. immature | 6. maturational |

Vocabulary Activities Step II: Sentence Level

p. 127

F

2. Nouns are easiest because they are predominantly things you can picture.
3. Verbal thinkers predominate in universities.
4. Dr. Grandin was surprised by the predominance of people who think only in words.
5. Seeing pictures in her mind is the predominant way Temple Grandin creates ideas.

Vocabulary Activities Step II: Sentence Level

p. 127

G

Answers will vary. Possible answers:

2. Among autistic children, boys outnumber girls by a ratio of 4 to 1.
3. Of colorblind adults, men outnumber women by a ratio of 15 to 1.
4. At age 65, women outnumber men by a ratio of 10 to 7.
5. Of the people in my family, males outnumber females by a ratio of 3 to 1.
6. Of the communication I receive, email messages outnumber phone calls by a ratio of 10 to 1.
7. For school time, my hours studying outnumber my hours in class by a ratio of 4 to 1.

Vocabulary Activities Step II: Sentence Level

p. 128

H

- | | | |
|-----------------|------------------|------------------|
| 1. participate | 3. participants | 5. participating |
| 2. participants | 4. participation | |

Vocabulary Activities Step II: Sentence Level

p. 128

I

Answer will vary. Possible answer:

I learned that when autistic children observe something happening, they think that everyone is aware of what took place. In their minds, if they saw it happen, it is a fact.

Unit 9: Sea of Life

Reading Comprehension

p. 132

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

Reading Skill: Reading Statistical Tables

p. 133

Apply A

- China—seventeen point one million tons;
Peru—seven point zero million tons;
US—four point nine million tons;
Indonesia—four point eight million tons;
Chile—four point two million tons;
Japan—four point two million tons;
India—three point nine million tons;
Russia—three point three million tons;
Norway—three point zero million tons
Thailand—two point eight million tons;
Philippines—two point three million tons;
- 17,100,000 (seventeen million one hundred thousand, China);
7,000,000 (seven million, Peru);
4,900,000 (four million nine hundred thousand, US);
4,800,000 (four million eight hundred thousand, Indonesia);
4,200,000 (four million two hundred thousand, Chile and Japan);
3,900,000 (three million nine hundred thousand, India);
3,300,000 (three million three hundred thousand, Russia);
3,000,000 (three million, Norway);
2,800,000 (two million eight hundred thousand, Thailand);
2,300,000 (two million three hundred thousand, Philippines)

Reading Skill: Reading Statistical Tables

p. 133

Apply B

- | | | | |
|------|------|------|------|
| b. N | d. I | f. N | h. N |
| c. I | e. I | g. I | |

Review a Skill: Identifying Definitions

p. 133

nutrients: plant matter, fertilizers, animal waste, and garbage
algae: microscopic plants

Vocabulary Activities Step I: Word Level

p. 134

A

- | | |
|-----------------------|--------------------|
| 1. terminate, antonym | 4. aggregate, part |
| 2. temporary, example | 5. process, part |
| 3. erode, synonym | |

Vocabulary Activities Step I: Word Level **p. 134**

B

Answers will vary. Possible answers:

1. wind, rain, snow, earthquakes
2. poor nutrition, illness, aging
3. wind, rain, livestock
4. low quality, high prices, poor service
5. lack of money, lack of time, illness
6. little time spent together, changes in interests

Vocabulary Activities Step I: Word Level **p. 118**

C

Answers will vary. Possible answers:

2. a bookstore, a library
3. a garden, a greenhouse, a park, a nursery
4. children at school, passengers in a bus/train/subway/plane, people in an office building
5. a book, a magazine, a journal, a newspaper

Vocabulary Activities Step I: Word Level **p. 134**

D

Answers will vary. Possible answers:

- | | |
|---------------------------------|--|
| ✓ spring: in March or April | ✓ October: in the fall |
| ✓ New Year's Day: January 1 | ✓ new classes: in spring or fall |
| a full moon | ✓ animal migration: in spring and fall |
| ✓ your birthday: on February 11 | family gatherings |
| a wedding | |

Vocabulary Activities Step I: Word Level **p. 135**

E

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

Vocabulary Activities Step I: Word Level **p. 135**

F

- | | | |
|---------------|----------------|---------------|
| 1. traced | 4. process | 7. impact |
| 2. annual | 5. erosion | 8. ultimately |
| 3. compatible | 6. contributed | |

Vocabulary Activities Step II: Sentence Level

p. 136

G

Answers will vary. Possible answers:

A: Does my computer have compatibility with the newest operating system?

B: No, there is a total incompatibility with your old computer.

A: Is my CD player compatible with DVDs?

B: No, It is incompatible. You can only play CDs on a CD player.

Vocabulary Activities Step II: Sentence Level

p. 136

H

Answers will vary. Possible answers:

2. Her new job had an impact on the whole family.

Her new job impacted the whole family.

3. The collision impacted each of us differently.

The collision had a different impact on each of us.

4. The new law will impact the way people pay their taxes.

The new law will have an impact on the way people pay their taxes.

Vocabulary Activities Step II: Sentence Level

p. 136

I

Answers may vary. Possible answers:

2. Oil rose to the surface of the ocean. Strong winds were a contributing cause of the oil spreading over 4,000 square miles.

3. BP sent a contribution of \$20 billion to build a fund to help pay for damages and clean up.

4. Thousands of volunteers contributed money and time to help rescue sea animals.

Reading Comprehension

p. 139

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

Reading Skill: Reading Statistical Tables

p. 139

Apply

Alvin General Specifications	
Length	23 feet 4 inches / 7.11 meters
Weight	37,400 pounds / 16,964.35 kilograms
Maximum Depth	20,000 feet / 6.10 kilometers
Maximum Speed	2 knots / 3.70 kilometers per hour
Range	6 miles / 9.66 kilometers
Occupants	3
Propulsion	5 hydraulic thrusters
Electrical System	lead-acid batteries
Equipment (Internal)	gyrocompass, magnetometer, computer terminal
Equipment (External)	special lamps, cameras, 2 external arms

Vocabulary Activities Step I: Word Level **p. 140**

A

- | | | |
|----------------|-------------------|------------------------|
| ✓ a summer job | a mountain | ✓ a substitute teacher |
| a street name | ✓ a rainstorm | ✓ an oil spill |
| ✓ a cloud | ✓ a full moon | ✓ an emergency |
| a highway | ✓ a puddle of mud | an ocean |

Vocabulary Activities Step I: Word Level **p. 140**

B

Answers will vary. Possible answers:

- | | |
|---------------------------------------|------------------------------------|
| 2. we decided on seafood. | 5. cold cabbage. |
| 3. it was able to get into the water. | 6. to paint all the window frames. |
| 4. I had to get a new one. | |

Vocabulary Activities Step I: Word Level **p. 141**

C

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

Vocabulary Activities Step I: Word Level **p. 141**

D

2. d. The post office might trace a lost package.
3. c. A scientist might trace the life cycle of a whale.
4. b. A grandmother might trace a family history.
5. f. The police might trace the owner of an abandoned car.
6. e. A small child might trace the letters of the alphabet.

Vocabulary Activities Step II: Sentence Level **p. 142**

E

Answers may vary. Possible answers:

2. Detectives are going to conduct a search for the missing murder weapon.
3. Marketers will conduct a survey to identify future customers.
4. A famous composer conducted a local orchestra playing his Symphony in F.
5. Ocean scientists have conducted an experiment on poisonous algae.

Vocabulary Activities Step II: Sentence Level **p. 143**

F

Answers may vary. Possible answers:

2. Dr. Lee's occupation is ocean scientist.
3. Alvin has room for three occupants.
4. Looking out of the view ports occupies most of the scientists' time.
5. Giant tube worms occupy an underwater environment without sunlight.

Vocabulary Activities Step II: Sentence Level

p. 144

G

Answers will vary. Possible answers:

2. The process of vent formation begins when seawater seeps down into the earth's crust.
3. The seawater is heated to over 750° F. In the process, it expands.
4. In the process of rising through the cracks, the hot water dissolves chemicals from the rock.
5. Some of the minerals harden in the process and form a rim around the vent.

Unit 10: Giving Nature a Hand

Reading Comprehension p. 148

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

Reading Skill: Distinguishing Fact from Opinion p. 148

Apply A

- | | | |
|------------|------------|------------|
| 1. Fact | 3. Fact | 5. Opinion |
| 2. Opinion | 4. Opinion | 6. Fact |

Reading Skill: Distinguishing Fact from Opinion p. 149

Apply B

Answers will vary. Possible answers:

Fact: Hearing aids are expensive.

Opinion: Hearing aids are too small and easy to lose.

Fact: Bifocal glasses allow you to see near and far with the same pair of eyeglasses.

Opinion: Bifocal glasses only look attractive on older people.

Reading Skill: Distinguishing Fact from Opinion p. 149

Apply C

It (being toothless) also made them physically unattractive.

Review a Skill: Identifying Time and Sequence Words p. 149

Vision: Nowadays

Hearing: Today, now

Teeth: Today

Vocabulary Activities Step I: Word Level p. 149

A

2. b. The objective of hearing aids is to attain improved hearing.
3. a. The objective of eyeglasses is to improve declining eyesight.
4. b. The objective of cochlear implants is to attain improved hearing.
5. a. The objective of contact lenses is to improve declining eyesight.
6. c. The objective of dental implants is to substitute for missing teeth.

Vocabulary Activities Step I: Word Level p. 150

B

2. The audience applauded ~~wildly~~ after his ~~convincing~~ speech.
3. The administration made a ~~terrible~~ decision that affected many people when it ~~foolishly~~ imposed this tax.
4. Last year the tax generated ~~only~~ the ~~tiny~~ sum of \$63.00.
5. After many ~~long and boring~~ comments from ~~angry~~ citizens, the meeting finally ended at 8:00.

Vocabulary Activities Step I: Word Level **p. 150**

C

- | | | |
|----------------|--------------|----------------|
| 1. impose | 4. advocate | 7. alternative |
| 2. voluntarily | 5. objective | 8. tense |
| 3. proportion | 6. incentive | 9. confined |

Vocabulary Activities Step I: Word Level **p. 151**

D

Answers will vary. Possible answers:

1. A fear of flying may cause someone getting on a plane to feel tense.
2. Worrying about whether there will be enough food for the guests may make a hostess feel tense about a large party.
3. Someone who cannot hear may feel tense when they need to cross a big street, because they may worry about being able to hear cars approaching.
4. Thinking that she might not get a job she really wants might make someone tense when she goes for a job interview.
5. A teacher may be tense on her first day of school because she's eager to do a good job but doesn't have enough experience to feel completely confident.
6. Being concerned about the responsibility of taking care of a baby may cause a new parent to be tense.

Vocabulary Activities Step I: Word Level **p. 151**

E

2. f. Being able to see clearly is an incentive for wearing glasses.
3. e. Being able to hear conversations is an incentive for wearing a hearing aid.
4. a. Being able to chew food is an incentive for getting dentures.
5. b. Having big muscles is an incentive for exercising every day.
6. d. Improving your health is an incentive for giving up smoking.

Vocabulary Activities Step II: Sentence Level **p. 152**

F

Paragraph 2

1. Some people cannot see things at a distance.
2. Certain lenses are for farsighted people.
- ✓ 3. The history of eyeglasses began many centuries ago.

Paragraph 3

- ✓ 1. Modern ways to correct vision are different from earlier ways.
2. About 2 percent of people in the world wear contact lenses.
3. After the 19th century, glasses had earpieces to hold them on.

Answers will vary. Possible answers:

2. Paragraph 5: To sum up, people may have used a hollow animal horn as an early hearing aid.
3. Paragraph 6: In summation, since the 20th century, smaller electronic devices have been developed to help people hear.

Vocabulary Activities Step II: Sentence Level **p. 152**

G

Answers will vary.

Vocabulary Activities Step II: Sentence Level **p. 153**

H

1. Society discriminates against people who are fat.
2. People who are colorblind usually cannot discriminate between red and green.
3. It is against the law for employers to discriminate against someone because of his race.
4. Immigrants often face discrimination in their new countries.
5. Movie actors wear contact lenses because studios discriminate against actors who wear glasses.
6. I can't discriminate between lemons and limes.

Reading Comprehension **p. 156**

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

Reading Skill: Distinguishing Fact from Opinion **p. 157**

Apply A

- | | | |
|------------|------------|---------|
| 1. Fact | 3. Opinion | 5. Fact |
| 2. Opinion | 4. Opinion | |

Reading Skill: Distinguishing Fact from Opinion **p. 157**

Apply B

She was very brave.

Reading Skill: Distinguishing Fact from Opinion **p. 157**

Apply C

Answers will vary. Possible answers:

Facts:

- Jesse's arms were destroyed by a shock of electricity.
- Claudia read about Jesse's bionic arm and wanted one, too.

Opinions:

- Jesse thinks his bionic arm was too expensive.
- A 12-pound artificial arm would be better than the one that Claudia has.

Vocabulary Activities Step I: Word Level **p. 157**

A

Answers will vary. Possible answers:

1. Someone could drive him to work and help him get to his desk. Or he could take a bus that accommodates wheelchairs.
2. She could listen to audio books. Or someone could read to her.

Vocabulary Activities Step I: Word Level **p. 157**

B

Answers may vary. Possible answers:

2. Our library confined its children's books to a cozy corner.
3. The private school confined its student body to girls under 18.
4. This clothing store confined its merchandise to items under \$20.
5. That auto repair shop confined its repairs to Japanese cars.
6. A local radio station confined its broadcasting to ten hours a day.
7. A new magazine confined its articles to 900 words.

Vocabulary Activities Step I: Word Level **p. 158**

C

C., p. 158

- | | | |
|--------------|--------------|--------------|
| 1. voluntary | 4. required | 7. required |
| 2. voluntary | 5. voluntary | 8. voluntary |
| 3. required | 6. required | |

Vocabulary Activities Step I: Word Level **p. 158**

D

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

Vocabulary Activities Step II: Sentence Level **p. 159**

E

1. The biology lab technician was suspended for a week for being careless.
2. He suspended hot lamps too close to the dishes of bacteria we were studying.
3. We had to suspend our experiment until we could grow new bacteria.
4. The technician was not paid during the time he was suspended. OR
The technician's pay was suspended during the time he was not working.
5. When he returns, we'll show him the proper way to suspend the lamps.

Vocabulary Activities Step II: Sentence Level **p. 160**

F

Answers will vary. Possible answers:

2. Food from the sea provides a small proportion of the total world food supply.
3. A significant proportion of the earth's 7.0 billion people rely on fish as a primary source of protein.
4. Ambition seems to coincide proportionally with middle-class status.
5. Celebrities are narcissistic out of proportion to other people.
6. The number of boys with autism is disproportionate to the number of girls who have it.
7. A disproportionate number of the world's malaria deaths occur in sub-Saharan Africa.

8. The rainforest and the native people will disappear proportionally.
9. Hundreds of new gas stations were built along the highways, with a proportional number of new fast-food restaurants.
10. In 2008, McDonald's owned a greater proportion of fast-food franchises than Burger King did.

