

Unit 1: Mapping the Human Brain

Reading Skill: Previewing

p. 2

Apply

Answers will vary. Possible answers:

1. People in the medical profession might be able to help their patients better with a good map of the brain.
2. from a popular science magazine
3. This article will be about the past because the word *early* in the title means "before now."
4. They show areas of the human brain, and explain the term *phrenology*.
5. I think I will learn about how doctors in the past studied people's brains.

Reading Comprehension

p. 4

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

Vocabulary Activities Step I: Word Level

p. 5

A

- | | | |
|-------------|-------------|---------------|
| 2. average | 5. behavior | 8. linked |
| 3. wondered | 6. complex | 9. analyze |
| 4. possible | 7. located | 10. functions |

Vocabulary Activities Step I: Word Level

p. 6

B

2. e. The function of the eyes is to see.
3. d. The function of the stomach is to digest food.
4. f. The function of the ears is to hear.
5. b. The function of the nose is to smell.
6. c. The function of the teeth is to chew.

Vocabulary Activities Step I: Word Level

p. 6

C

- | | | | | | |
|------|------|------|------|------|------|
| 1. I | 2. P | 3. P | 4. P | 5. I | 6. P |
|------|------|------|------|------|------|

Vocabulary Activities Step I: Word Level

p. 7

D

Answers may vary.

- A The average office worker watches television at night.
- A The average office worker sits at a desk.
- A The average office worker eats dinner with family members.
- A The average office worker talks to people at work.

Vocabulary Activities Step I: Word Level p. 7

E

2. A child's picture book is simple, but a university textbook is complex.
3. A wagon is simple, but an automobile is complex.
4. Counting is simple, but averaging ten numbers is complex.
5. A family dinner is simple, but a wedding feast is complex.

Vocabulary Activities Step II: Sentence Level p. 8

F

Answers will vary. Possible answers:

2. A salesman examined the December sales analysis.
3. A technician failed to analyze the computer's problems.
4. A teacher spent the day analyzing students' test scores.
5. An airline hired an analyst to study passenger service.

Vocabulary Activities Step II: Sentence Level p. 8

G

Answers will vary. Possible answers:

2. My hotel is located in the middle of town.
3. I chose the location because it is near some antique shops and the farmers' market.
4. The police located the painting inside a large box at the train station.
5. The office will be located on the second floor of the hotel.
6. I will locate my next hotel near a tropical rain forest.

Reading Skill: Previewing p. 9

Apply

Answers will vary. Possible answers:

1. I think the article is about the present because the title includes the word *today*.
2. The picture of the brain in Reading 2 shows the parts of the brain that relate to the senses, such as smell, but the picture of the brain in Reading 1 shows parts that relate to behavior, such as self-esteem. Reading 2 has a picture of modern equipment that can analyze a person's brain, and Reading 1 has a much less modern picture of a doctor trying to get information about a patient's brain by touching the head.
3. I think that brain mapping today is more precise than Dr. Gall's brain mapping techniques because scientists can examine a living brain, but they could not do that in Dr. Gall's time.

Reading Comprehension p. 11

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

Vocabulary Activities Step I: Word Level **p. 12**

A

- | | | | |
|-------------|--------------|---------------|------------|
| 1. behavior | 4. functions | 7. links | 10. create |
| 2. wondered | 5. complex | 8. average | |
| 3. location | 6. analyzes | 9. impossible | |

Vocabulary Activities Step I: Word Level **p. 12**

B

- | | |
|---------------------------|--|
| M located brain functions | B created maps |
| P analyzed bumps | P people laughed |
| M used computers | M collected information from many people |
| M used fMRI | B wondered about behavior |

Vocabulary Activities Step I: Word Level **p. 13**

C

2. c. There is a link between speeding and car accidents. Speeding is linked to car accidents.
3. g. There is a link between exercise and good health. Exercise is linked to good health.
4. e. There is a link between education and future earnings. Education is linked to future earnings.
5. f. There is a link between height and shoe size. Height is linked to shoe size.
6. b. There is a link between rats and disease. Rats are linked to disease.
7. d. There is a link between winter and snow. Snow is linked to winter.

Vocabulary Activities Step I: Word Level **p. 14**

D

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

Vocabulary Activities Step II: Sentence Level **p. 15**

E

2. I wonder what “phrenology” means.
3. I wonder if the average doctor has an MRI scanner.
4. I wonder if it is possible to go online to see a brain map.
5. I wonder who invented the MRI scanner.
6. I wonder if animal brains are as complex as human brains.
7. I wonder if animal brain functions can be analyzed with an fMRI.
8. I wonder how men’s and women’s brains are different.

Vocabulary Activities Step II: Sentence Level

p. 16

F

2. People admired his creations.
3. They thought his creativity was amazing.
4. People thought his plays were filled with creative ideas.
5. Lorca also created many poems.

Writing and Discussion Topics

p. 16

Computers are very complex.	True
Brains are very complex.	True
Brains can analyze difficult problems.	True
Computers can analyze difficult problems.	True
Brains control people's behavior.	True
Computers control people's behavior.	False
The average person does not know very much about his computer.	True
The average person does not know very much about his brain.	True
People locate information that is stored in their computer's memory.	True
People locate information that is stored in their brain's memory.	True
It is possible to add new programs to your computer.	True
It is possible to add new programs to your brain.	False
There are links between the parts of the brain.	True
There are links between the parts of the computer.	True
Brains are very creative.	True
Computers are very creative.	False
People wonder what computers of the future will be like.	True
People wonder what brains of the future will be like.	True

Unit 2: It's About Time

Reading Comprehension p. 20

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

Reading Skill: Pronoun References p. 21

Apply

- | | | |
|---------------------|-----------------------|-----------|
| 2. sundials | 4. a mechanical clock | 6. people |
| 3. an Arab engineer | 5. modern clocks | |

Vocabulary Activities Step I: Word Level p. 21

A

- | | |
|---|---|
| 2. d. A turkey is similar to a chicken. | 5. b. A moth is similar to a butterfly. |
| 3. e. A lion is similar to a tiger. | 6. c. A mouse is similar to a rat. |
| 4. f. A whale is similar to a fish. | |

Vocabulary Activities Step I: Word Level p. 22

B

- NA 2. The spelling of *sundyals* is not accurate.
 NA 3. The country is not accurate.
- NA 5. The date is not accurate.
 NA 6. The word *blows* is not accurate.

Vocabulary Activities Step I: Word Level p. 23

C

- | | |
|--------------------------|-------------------|
| 2. computer system | 4. metric system |
| 3. transportation system | 5. weather system |

Vocabulary Activities Step II: Sentence Level p. 24

D

Answers will vary. Possible answers:

2. Children wonder if the sun will appear again.
3. It is so dark without the sun that it appears to be nighttime.
4. A few stars appear in the night sky.
5. A few minutes pass and the sun starts to appear.
6. The sun appears brighter than ever.

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

E

2. They analyze tree rings to learn about the development of a tree.
3. As a tree grows, it develops a layer of wood on the tree trunk every year.
4. Each layer is called a ring. The rings are linked to the tree's development.
5. Wide rings develop when a tree has lots of water during the year.
6. Thin rings are developed when a tree does not have much water.
7. Scientists learn about the development of a tree by analyzing its rings.

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

F

1. different
2. differently
3. differently
4. difference

Reading Comprehension **p. 28**

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

Reading Skill: Pronoun References **p. 28**

Apply

2. it
3. they
4. they; their
5. it
6. it

Vocabulary Activities Step I: Word Level **p. 29**

A

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

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

B

Answers will vary.

Vocabulary Activities Step II: Sentence Level **p. 31**

C

- | | | | |
|--------------|--------------|--------------|--------------|
| 1. confuse | 3. confusing | 5. confusion | 7. confusing |
| 2. confusion | 4. confused | 6. confused | |

Vocabulary Activities Step II: Sentence Level **p. 31**

D

1. The shift is called Daylight Savings Time.
2. Newspapers and TV stations remind people to shift their clocks forward one hour.
3. The shift in time usually takes place in March.
4. When the time is shifted forward, children must walk to school in the dark.
5. But the time shift allows them to play outdoors during the bright evening hours.
6. In November, Daylight Savings Time ends and clocks are shifted back one hour.

Vocabulary Activities Step II: Sentence Level

p. 32

E

- | | | | |
|---------------|--------------|-------------|-----------|
| 1. develop | 4. similarly | 7. confused | 10. shift |
| 2. feature | 5. appears | 8. vary | |
| 3. difference | 6. accurate | 9. system | |

Unit 3: Living with Bacteria

Reading Comprehension p. 36

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

Reading Skill: Identifying Definitions p. 36

Apply

- tiny living things
- harmful bacteria

Review a Skill: Pronoun References p. 36–37

- Paragraph 1:
They = bacteria he = Antony van Leeuwenhoek them = bacteria
- Paragraph 3: He = a person
- Paragraph 4:
them = foods them = foods
- Paragraph 4: it = meat
- Paragraph 6: it = plant material

Vocabulary Activities Step I: Word Level p. 37

A

- e. I will transfer the leftover food to a small bowl.
- f. I will transfer my daughter to a new school.
- g. I will transfer my furniture to my new apartment.
- b. I will transfer my account to another bank.
- c. I will transfer my office to another building.
- d. I will transfer the email message to your computer.

Vocabulary Activities Step I: Word Level p. 38

B

- d. Drive carefully to prevent accidents.
- e. Wash all fruits and vegetables to prevent a sick stomach.
- b. Cover your mouth when you cough to prevent spreading germs.
- c. Do not hang towels by a hot stove to prevent a fire.

Vocabulary Activities Step I: Word Level p. 38

C

- | | |
|-----------------------------------|--------------------------------------|
| E Fires Destroy Forests in Asia | E Rain Causes Floods in Canada |
| African City Chosen for Olympics | E Harmful Bacteria Spreads to Whales |
| E Water Shortage Exists in Brazil | E Earthquake Damages River System |
| E Disease Infects Desert Animals | Truck Causes Highway Accident |
| Beaches Sunny for Holiday | Bird Museum Opens Today |

Vocabulary Activities Step II: Sentence Level **p. 39**

D

2. We have to be careful not to harm the environment.
3. That insect is very pretty, but its sting is harmful.
4. No, snow doesn't harm the animals.
5. That's not a lion. It's just a harmless rabbit.
6. Don't eat that berry. It could harm you.

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

E

- | | | |
|--------------|---------------|------------|
| 2. proceed | 4. procedures | 6. proceed |
| 3. procedure | 5. proceed | 7. proceed |

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

F

- | | | | |
|-------------|----------------|----------------|-------------|
| 1. cause | 4. reaction | 7. harmful | 10. prevent |
| 2. infected | 5. proceeded | 8. existed | |
| 3. effects | 6. environment | 9. transferred | |

Reading Comprehension **p. 43**

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

Reading Skill: Identifying Definitions **p. 43**

Apply

1. a plant-like growth
2. medicine that helps a patient's body destroy harmful bacteria
3. a heating process that destroys bacteria in milk
4. a strong chemical that is effective in preventing infections
5. a fungus that destroys bacteria and was the first kind of antibiotic

Review a Skill: Pronoun References **p. 43**

1. c 2. b 3. c 4. c

Vocabulary Activities Step I: Word Level **p. 44**

A

2. e. The firefighters saw the danger and reacted quickly.
3. f. I waved hello, and my neighbor reacted with a smile.
4. b. All the lights went out, and people reacted with screams of fear.
5. c. When I asked her for money, she reacted angrily.
6. d. When the film ended, the audience reacted with applause.

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

B

2. Traffic laws exist to keep drivers safe.
3. Hospitals exist to care for sick people.
4. Schools exist to educate children.
5. Clocks exist to measure time.

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

C

2. e. Anthropologists studied an ancient society in Brazil.
3. d. Geologists searched for oil under the North Pole.
4. b. Marine biologists described odd underwater creatures.
5. c. Zoologists discovered a new type of lion in Kenya.

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

D

- | | |
|------------------------------------|---|
| 1. C A man at work had a cold. | R He was coughing and sneezing. |
| 2. C He was coughing and sneezing. | R He was spreading germs in the office. |
| 3. R I caught his cold. | C I was breathing in the germs. |
| 4. R I visited my doctor. | C I had a sore throat and a fever. |
| 5. R I feel better today. | C The doctor gave me medicine. |
| 6. C I am still sneezing a lot. | R I'm going to stay home from work. |

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

E

Answers may vary. Possible answers:

2. They have developed a hand cleaner that can destroy germs on people's hands very effectively.
3. Rubbing the hand cleaner on your hands is effective in destroying germs.
4. The effect of using a hand cleaner before eating is germ-free hands.
5. Hand cleaners have been effective in reducing the spread of germs.

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

F

- | | | | |
|---------------|--------------|-------------|-------------|
| 1. infectious | 2. infection | 3. infected | 4. infected |
|---------------|--------------|-------------|-------------|

Vocabulary Activities Step II: Sentence Level **p. 48**

G

- | | | |
|--------------|-----------|----------------|
| 1. effective | 3. reacts | 5. environment |
| 2. harmful | 4. exist | 6. prevent |

Unit 4: A Changing World

Reading Comprehension

p. 52

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

Reading Skill: Identifying Cause and Result

p. 52

Apply

- Stores and restaurants sought additional workers because their businesses were growing.
- Land there is cheaper than city land. Consequently, factories cost less money to build.
- More houses were needed, so workers were hired to build them.
- Government leaders believed that China could not define itself as a modern nation if most of the people were poor and lived on farms. As a result, the government created a plan to assist people to move from farms to cities.

Review a Skill: Identifying Definitions

p. 53

Answers will vary. Possible answers.

The word *industrial* means “related to industries.” Industries are manufacturing businesses. The traditional way of life in China is changing from farming to having jobs in cities that have industries.

Products means “manufactured things” such as modern electronics and cars. People in the traditional farming communities wanted to buy products but could not unless they earned more money than what farming usually provides.

Vocabulary Activities Step I: Word Level

p. 53

A

- g. People who live near an ocean are part of the beach community.
- e. Soccer players, basketball players, and team owners are part of the sports community.
- f. People from other countries are part of the immigrant community.
- b. Bankers, store owners, and managers are part of the business community.
- d. Chemists, geologists, and astronomers are part of the science community.
- c. Doctors, nurses, and hospital aids are part of the health-care community.

Vocabulary Activities Step I: Word Level

p. 54

B

- | | |
|---------------------------------|--------------------------------------|
| 1. F her programming experience | 5. F letters from her former company |
| 2. F her education | 6. F where she lives |
| 3. how many sisters she has | 7. F her knowledge of programs |
| 4. the size of her shoes | 8. F her ability to work long hours |

Vocabulary Activities Step I: Word Level **p. 54**

C

2. c. The definition of an oyster is a type of shellfish.
An oyster is defined as a type of shellfish.
3. d. The definition of a latte is a drink made of coffee and hot milk.
A latte is defined as a drink made of coffee and hot milk.
4. e. The definition of a jersey is the shirt part of a football uniform.
A jersey is defined as the shirt part of a football uniform.
5. b. The definition of a dude is a boy or a man.
A dude is defined as a boy or a man.

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

D

- | | |
|------------------------|------------------------|
| 1. consequent | 4. As a consequence of |
| 2. as a consequence of | 5. consequently |
| 3. One consequence of | 6. one consequence of |

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

E

2. When I turned eighteen, I thought it was time to seek a job.
3. I decided to seek some advice from my father.
4. He described the first time he sought a job.
5. He made the mistake of seeking a job that paid well.
6. He told me to seek a job that would teach me a skill.

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

F

- | | | | |
|--------------|-----------------|---------------|---------------|
| 1. community | 3. tradition | 5. assumes | 7. physically |
| 2. assist | 4. Consequently | 6. sufficient | 8. factors |

Reading Comprehension **p. 59**

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

Reading Skill: Identifying Cause and Result **p. 59**

Apply

Answers may vary.

1. One machine can often do a job that once needed twenty workers to do.
2. There are too few jobs and too many people seeking work.
3. Waiting to have children

Review a Skill: Identifying Definitions **p. 59**

1. a mother and father living together with their young children
2. unmarried

Vocabulary Activities Step I: Word Level **p. 60**

- | | | | |
|----------|---------------------|---|-------------------|
| A | | | |
| P | running a race | P | planting a garden |
| M | memorizing a poem | P | painting a fence |
| P | washing a car | P | walking up stairs |
| M | reading a newspaper | M | spelling words |
| P | playing tennis | P | swimming |
| M | adding numbers | P | cleaning windows |

Vocabulary Activities Step I: Word Level **p. 61**

- B**
- | | | | | | |
|----|---------------|----|---------------|----|-----------|
| 1. | traditions | 4. | tradition | 7. | tradition |
| 2. | traditional | 5. | Traditionally | | |
| 3. | Traditionally | 6. | traditional | | |

Vocabulary Activities Step I: Word Level **p. 61**

- C**
- | | | | | | |
|----|--------------|----|--------------|----|------------|
| 1. | sufficiently | 4. | sufficient | 7. | sufficient |
| 2. | sufficient | 5. | sufficiently | 8. | sufficient |
| 3. | sufficiently | 6. | sufficient | | |

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

- D**
2. I assumed you knew that I had a job interview yesterday.
 3. I assume you didn't get the job.
 4. No. The interviewer assumed that I had a degree in chemistry.
 5. I assume you told him your degree is in music.
 6. Yes. I wasn't qualified to assume the position of Research Director.
 7. Lin, you have to assume control of your life.

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

- E**
- | | | | | | |
|----|------------|----|------------|----|------------|
| 1. | assisted | 4. | assistance | 7. | assistance |
| 2. | assistance | 5. | assistant | | |
| 3. | assisted | 6. | assist | | |

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

- F**
- | | | | | | | | |
|----|-----------|----|------------|----|--------------|-----|-----------|
| 1. | factors | 4. | assumed | 7. | Consequently | 10. | community |
| 2. | define | 5. | sufficient | 8. | physical | | |
| 3. | tradition | 6. | assist | 9. | seek | | |

Vocabulary Activities Step II: Sentence Level p. 71

D

1. was constructed; construction
2. construct; was constructed
3. Construction; was constructed

Vocabulary Activities Step II: Sentence Level p. 71

E

2. The hotel is designed for 1,000 rooms.
3. The design for each floor is the same.
4. Each floor is designed to have 10 rooms around a central hallway.
5. However, each floor will have a different design painted on the hallway walls.

Vocabulary Activities Step II: Sentence Level p. 72

F

- | | | |
|-----------------|---------------|-----------|
| 1. structures | 5. support | 9. area |
| 2. Construction | 6. vertical | 10. major |
| 3. previous | 7. restricted | |
| 4. designed | 8. height | |

Reading Comprehension p. 74

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

Reading Skill: Identifying Examples p. 75

Apply

1. One reason 2. also 3. also 4. Finally
b

Review a Skill: Identifying Cause and Result p. 75

1. Cities face several problems when large numbers of people live in an area
2. There is usually very little empty space within a large city. As a result, even a small plot of land is expensive. For this reason, builders are removing small buildings that were constructed in previous times. They are replacing them with tall buildings.

Vocabulary Activities Step I: Word Level p. 76

A

2. e. Vertical beams support the roof of a structure.
3. f. Banks support the design of a new \$1 coin.
4. b. Strong cables support the weight of an elevator.
5. g. Apartment owners support a restriction on how many people can live in one room.
6. c. Travelers support the construction of a new airport.
7. d. Parents support their children until they are grown.

Vocabulary Activities Step I: Word Level **p. 76**

B

- | | |
|-----------------------------|--------------------------------|
| 2. In the port area. | 6. In the transportation area. |
| 3. In the industrial area. | 7. In the administrative area. |
| 4. In the residential area. | 8. In the historical area. |
| 5. In the downtown area. | |

Vocabulary Activities Step II: Sentence Level **p. 77**

C

Answers will vary. Possible answers:

2. Yes, I made a previous visit two months ago.
3. Yes, a friend of mine previously worked for this company.
4. I previously worked on an organic farm.
5. My previous experience with computers was using spreadsheet software.

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

D

2. We should not restrict the height of buildings.
3. That restriction is one reason we have a housing shortage.
4. We need to add restrictions to that law.
5. If we build taller apartments, we will need to restrict parking on the streets.
6. Right now, there are no restrictions on street parking.
7. Street parking should be restricted to people who live nearby.
8. That restriction would be impossible to enforce.

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

E

Answers will vary. Possible answers:

2. How high is the Great Pyramid at Giza? It's 146 meters high.
3. How tall is the Eiffel Tower? It's 1,063 meters high.
4. What is the height of Mount Everest? It's 8,948 meters tall.
5. How high is Burj Khalifa skyscraper? The height of Burj Khalifa skyscraper is 2,717 feet.
6. What is the height of the tallest roller coaster? It's 139 meters high.

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

F

- | | | |
|----------------|---------------|----------------|
| 1. designed | 5. areas | 9. major |
| 2. constructed | 6. restricted | 10. structures |
| 3. vertical | 7. height | |
| 4. support | 8. previous | |

Unit 6: The History of Food

Reading Comprehension

p. 83

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

Reading Skill: Identifying Time Signals

p. 84

Apply

1. early
2. slowly
3. thousands of years ago
that the information is about the present
4. now

Review a Skill: Identifying Examples

p. 85

1. a. fish or animals b. bananas or wild onions
2. a. Marco Polo brought back noodles.
b. Explorers brought back potatoes and tomatoes.

Vocabulary Activities Step I: Word Level

p. 85

A

2. c. Rinse the chicken in cold water to ensure that bacteria on the outside are washed away.
3. g. Sprinkle salt on the chicken to ensure the meat will have a good flavor.
4. e. Put the chicken in a large pan to ensure the meat juices will not drip in the oven.
5. b. Put the pan in a hot oven to ensure bacteria will be destroyed by the heat.
6. d. Wash your hands in hot, soapy water to ensure that you do not spread bacteria to other foods.
7. f. Cut into a thick part of the chicken to ensure that the meat inside is cooked before eating it.

Vocabulary Activities Step I: Word Level

p. 86

B

2. f. People rely on measuring cups to know the exact amount of an ingredient.
3. b. People rely on chopsticks to eat with.
4. g. People rely on knives to cut food into pieces.
5. i. People rely on ovens to roast meat or bake cookies.
6. c. People rely on minute timers to count the minutes while food is cooking.
7. d. People rely on can openers to cut the top off of metal cans.
8. e. People rely on aprons to keep their clothes clean when they cook.
9. h. People rely on refrigerators to keep foods cold.

Vocabulary Activities Step I: Word Level

p. 87

C

	Grass	Insects	Nuts	Apples	Raw meat	Fish
cow	√					
bird		√	√		√	√
whale						√
lion					√	
zebra	√					
mouse			√	√		

Sentences will vary. Example sentences:

Grass is part of a zebra's diet

Raw meat is part of a bird's diet.

Insects are part of a bird's diet.

Raw meat is part of a lion's diet.

Nuts are part of a bird's diet.

Fish is part of a bird's diet.

Nuts are part of a mouse's diet.

Fish is part of a whale's diet.

Apples are part of a mouse's diet.

Vocabulary Activities Step II: Sentence Level

p. 87

D

Answers will vary. Possible answers:

2. Yes, I will supply you with a report.
3. We have medical supplies if a sailor gets sick.
4. We have a supply of soap to wash clothes.
5. Yes, your map maker supplied me with some maps.

Vocabulary Activities Step II: Sentence Level

p. 88

E

1. Vitamin A was discovered in 1917.
2. Oranges and lemons supply vitamin C.
3. They discovered vitamin B₁.
4. You should include fish and eggs to get a supply of vitamin D.
5. Ekmer McCollum discovered two vitamins.
6. Eggs supply vitamins B₁ and D.
7. You should include yellow fruits and vegetables in your diet to get a supply of vitamin A.
8. Vitamin C was discovered in 1932.

Vocabulary Activities Step II: Sentence Level

p. 89

F

- | | | |
|----------------|---------------|------------|
| 1. significant | 5. rely on | 9. culture |
| 2. discovered | 6. supply | 10. ensure |
| 3. diet | 7. techniques | |
| 4. available | 8. preserving | |

Reading Comprehension

p. 92

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

Reading Skill: Identifying Time Signals

p. 92

Apply

- Before humans learned to farm.
- (1) packing in salt; (2) canning; (3) refrigerating; (4) freezing

Review a Skill: Identifying Examples

p. 92

- For example, they preserved meat by packing it in salt or by hanging over a smoking fire. They also preserved vegetables in olive oil, salt, or vinegar
- ways to preserve food

Vocabulary Activities Step I: Word Level

p. 92

A

- | | | | | | |
|---|---------------|---|----------|---|------------------|
| C | frying | P | freezing | P | salting |
| E | using a fork | C | boiling | P | canning |
| P | refrigerating | C | baking | E | using chopsticks |

Vocabulary Activities Step I: Word Level

p. 93

B

- d. Job applications are available in the manager's office.
- b. Oranges are available for 85¢ a pound, today only.
- e. Immediate check-out service is available at cash register Number 6.
- f. Ice cream is available in eight delicious flavors.
- c. Fresh bread is available in the bakery section.

Vocabulary Activities Step I: Word Level

p. 93

C

- c. The United States wants to preserve the Grand Canyon.
- e. India wants to preserve the Taj Mahal.
- f. England wants to preserve Stonehenge.
- d. China wants to preserve the Great Wall.
- b. Egypt wants to preserve the pyramids.

Vocabulary Activities Step II: Sentence Level

p. 94

D

- Cooking foods made a significant improvement in the diet of humans.
- For example, cooking destroyed a significant number of the bacteria found in raw food
- This made the foods significantly more nutritious.
- Cooking also released a significant amount of the poisons that occurred in some foods.
- Cooking significantly improved the flavor of food.
- This made the foods significantly easier to digest.

Vocabulary Activities Step II: Sentence Level

p. 95

E

- | | | | |
|-------------|------------|-------------|-------------|
| 1. cultural | 3. culture | 5. cultural | 7. cultural |
| 2. culture | 4. culture | 6. culture | |

Vocabulary Activities Step II: Sentence Level

p. 96

F

- | | | |
|------------------|---------------|------------|
| 1. preserve | 5. available | 9. supply |
| 2. discovered | 6. techniques | 10. ensure |
| 3. diet | 7. culture | |
| 4. significantly | 8. relies on | |

Unit 7: Patterns of Technology

Reading Comprehension p. 100

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

Reading Skill: Identifying Steps in a Sequence p. 100

Apply

1. 3
2. 6; 2
3. Drawings should follow the directions;
 1. Draw a square on a piece of paper. Make the square about one inch wide and one inch high.
 2. Next, draw six vertical lines inside the square.
 3. Use a pencil to blacken in the first three spaces on the left.
 4. Then leave the fourth space white.
 5. Next, blacken in the fifth space.
 6. Finally, leave the last two spaces white.

Review a Skill: Identifying Time Signals p. 101

- | | | |
|-------------|-----------|--------|
| 1. recently | 2. Before | 3. Now |
|-------------|-----------|--------|

Vocabulary Activities Step I: Word Level p. 102

A

Space Technology

satellites orbiting Earth
moon landings
studies of the sun

Medical Technology

brain surgery
heart transplants
preventing some diseases

Information Technology

cell phones
laptop computers
the Internet

Sentences may vary. Possible sentences:

- Space technology made moon landings possible.
- Space technology made studies of the sun possible.
- Medical technology made brain surgery possible.
- Medical technology made heart transplants possible.
- Medical technology made preventing some diseases possible.
- Information technology made cell phones possible.
- Information technology made laptop computers possible.
- Information technology made the Internet possible.

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

B

2. A chicken is unique because it does not have four legs.
3. Brazil is unique because it is not in Europe.
4. The sun is unique because it is not a planet.
5. Cheese is unique because it is the only food listed that doesn't start with the letter *b*.

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

C

1. e. A soccer team consists of 11 players.
2. c. Water consists of two hydrogen atoms and one oxygen atom.
3. d. South America consists of 12 independent nations.
4. f. The English alphabet consists of 26 letters.
5. a. A shopping mall consists of shops, restaurants, and other businesses.
6. b. Pizza consists of a crust, tomato sauce, and cheese.

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

D

2. It said, "You will get an automatic 10% discount if you spend over \$100."
3. I took a leaflet automatically without thinking about it.
4. Without thinking, I automatically answered "Fine, thanks."
5. An automatic light inside turned on whenever someone passed by.
6. The clerk said, "Please put your items on the scanning disc. It will turn automatically."
7. As the disc went around, a scanner read the prices automatically.
8. I got an automatic 10% discount.

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

E

2. Ransom Olds invented the gasoline-powered car in 1896.
3. The Chinese invented the magnetic compass 2,000 years ago.
4. Nylon was invented in 1935.
5. The Internet was invented in 1969.

Vocabulary Activities Step II: Sentence Level **p. 105**

F

- | | | |
|---------------|----------------|-------------------|
| 1. items | 5. pattern | 9. produces |
| 2. purchase | 6. consists of | 10. automatically |
| 3. technology | 7. unique | |
| 4. identify | 8. invented | |

Reading Comprehension

p. 107

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

Reading Skill: Identifying Steps in a Sequence

p. 108

Apply

1. (1) He clicks a button on the phone and it links him to the company's website.
(2) Within minutes, he purchases a ski jacket online.
2. Answers will vary. Examples:
 - (1) He scans a 2-D bar code from a property magazine, newspaper, or sign with his smartphone.
 - (2) He watches a video that automatically appears on his smartphone showing apartments for rent in his area.
 - (3) He gets information about apartments, such as location, description, and the monthly rental fee.

Review a Skill: Identifying Time Signals

p. 108

1. They were first used
2. Modern

Vocabulary Activities Step I: Word Level

p. 109

A

2. c. I purchased a cake at a bakery.
3. e. I purchased a wrist watch at a jewelry store.
4. f. I purchased lunch at a sidewalk café.
5. b. I purchased some cough medicine at a pharmacy.
6. d. I purchased a dictionary at a book store.

Answers will vary. Likely answers:

1. The wrist watch/dictionary was the most expensive.
2. Lunch took the longest.
3. A cake; lunch, some cough medicine

Vocabulary Activities Step I: Word Level

p. 109

B

Answers may vary. Possible answers:

2. snow shoes
3. fried chicken sandwich
4. Animals Found on Mars
5. clean off desk
6. paint kitchen walls

Vocabulary Activities Step I: Word Level

p. 110

C

- | | | | |
|---|-------------------|---|-------------------|
| 1 | a walking pattern | 3 | a rhyming pattern |
| 2 | a color pattern | 4 | a daily pattern |

Vocabulary Activities Step II: Sentence Level **p. 111**

D

- | | | |
|-------------------|-------------------|-------------|
| 1. identify | 4. identify | 7. identify |
| 2. identification | 5. identification | |
| 3. identify | 6. identification | |

Vocabulary Activities Step II: Sentence Level **p. 111**

E

- | | | |
|-------------|---------------|------------|
| 1. produced | 4. production | 7. produce |
| 2. product | 5. produce | |
| 3. produces | 6. products | |

Vocabulary Activities Step II: Sentence Level **p. 112**

F

- | | | |
|-------------|------------------|---------------|
| 1. item | 5. patterns | 9. technology |
| 2. purchase | 6. consist of | 10. invention |
| 3. unique | 7. produces | |
| 4. identify | 8. automatically | |

Unit 8: Stealing from All of Us

Reading Comprehension p. 116

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

Reading Skill: Using a Dictionary p. 117

Apply

1. spear, knife, sword
2. buying, advertising, collecting, selling
3. clay, steel, stone, wood

Vocabulary Activities Step I: Word Level p. 118

A

2. d. Under the circumstances, you should start working on it.
3. c. Under the circumstances, you should buy some new ones.
4. e. Under the circumstances, you should clean your apartment.
5. b. Under the circumstances, you should not be buying concert tickets.

Vocabulary Activities Step I: Word Level p. 118

B

1. d. Lin bought a silk painting to add to her collection of Chinese art.
2. f. Boris bought a U.S. silver dollar to add to his collection of coins.
3. e. Aisha bought an old violin to add to her collection of musical instruments.
4. c. Luis bought a stone elephant to add to his collection of animal sculptures.
5. a. Erin bought a Greek bowl to add to her collection of pottery.
6. b. Yoko bought an ancient knife to add to her collection of weapons.

Vocabulary Activities Step I: Word Level p. 119

C

- | | |
|--------------------------------------|---------------------------------|
| I how the thief entered the museum | changes in the weather |
| I installing new theft alarms | I hiring more guards |
| when to give painting lessons | I how to improve security |
| colors in the Matisse painting | the beauty of ancient art |
| I how paintings are secured to walls | I why security cameras were off |

Sentences will vary, but should contain a form of the word *issue*.

Vocabulary Activities Step II: Sentence Level **p. 120**

D

Answers will vary. Possible answers:

1. Stealing cars is a serious problem, especially in big cities.
2. Car thieves look for unlocked cars to steal.
3. It is easy to steal an unlocked car.
4. Car thieves remove radios and other equipment from cars they have stolen.
5. They sell the stolen equipment.
6. One car thief stole 40 cars before being caught by police.

Vocabulary Activities Step II: Sentence Level **p. 120**

E

- | | | |
|--------------|------------|---------------|
| 1. Initially | 3. initial | 5. initiative |
| 2. initial | 4. initial | 6. initial |

Vocabulary Activities Step II: Sentence Level **p. 120**

F

Answers will vary. Possible answers:

1. The art dealer looked for evidence that the paintings were real Picassos.
2. It was evident to the dealer that the paintings were worthless.
3. There was no evidence that the paintings were painted by Picasso.
4. It was evident that Mr. Ahmada had been tricked.
5. Mr. Ahmada's surprise was evident.
6. Finally the art dealer found evidence that the paintings were fake.

Vocabulary Activities Step II: Sentence Level **p. 120**

G

- | | | |
|------------------|------------|---------------|
| 1. collections | 5. issued | 9. evidence |
| 2. committed | 6. removed | 10. initially |
| 3. circumstances | 7. display | |
| 4. stolen | 8. secure | |

Reading Comprehension **p. 123**

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

Reading Skill: Using a Dictionary **p. 124**

Apply

A garbage disposal is a machine.

A garbage can is a container.

A garbage man is a worker.

Answers may vary. Likely answers:

- | | | | |
|----------------------|-----------------------------|----------------------|-------------------------|
| <u>rotten meat</u> | <u>a bent spoon</u> | <u>an old tomato</u> | <u>a cheese wrapper</u> |
| <u>apple skins</u> | <u>a broken egg</u> | <u>orange seeds</u> | <u>a used tissue</u> |
| <u>a broken dish</u> | <u>an empty milk carton</u> | | |

Review a Skill: Identifying Steps in a Sequence p. 124

- 4 Breitwieser returned to the museum two days later.
- 6 The guard called the police.
- 2 Breitwieser stole a 500-year-old musical instrument.
- 7 Breitwieser was arrested.
- 5 The same guard saw Breitwieser.
- 3 A security guard saw Breitwieser run from the museum with it.
- 1 Breitwieser visited a museum in Switzerland.

Vocabulary Activities Step I: Word Level p. 125

A

<p>Ancient Pottery <u>Display</u></p> <p>Moscow Museum</p> <p><u>Displayed/On display</u> from June 10th through 20th</p> <p>4th floor <u>display</u> room.</p>	<p>Giant <u>Display</u> of Student Art!</p> <p>The Art Club will be <u>displaying</u> student work.</p> <p>Campus Art Gallery</p> <p>Tomorrow and Friday</p> <p>All art <u>on display</u> will be for sale.</p>
---	---

Vocabulary Activities Step I: Word Level p. 126

B

Answers may vary. Possible answers:

1. A nurse removed the bandages from my arm.
2. A waiter removed the dishes from our table.
3. The laundry removed a coffee stain from my sweater.
4. The librarian removed old magazines from the shelf.
5. The gardener removed dead leaves from under the trees.
6. The jeweler removed a ring from the display case.

Vocabulary Activities Step II: Sentence Level p. 126

C

Answers may vary. Possible answers:

1. As a child, Vincent committed many hours to drawing and painting.
2. When he grew up, he made the decision to commit his life to art.
3. His brother Theo committed both money and emotional support to help Vincent.
4. In 1889 he was committed to a hospital for help with his mental problems.
5. At the time, people believed that he committed suicide.
6. However, this person did not commit murder.

Vocabulary Activities Step II: Sentence Level

p. 127

D

- | | | | |
|-----------|-------------|-------------|-----------|
| 1. secure | 3. secure | 5. secure | 7. secure |
| 2. secure | 4. security | 6. security | |

Vocabulary Activities Step II: Sentence Level

p. 128

E

- | | | |
|---------------|------------------|--------------|
| 1. stolen | 5. circumstances | 9. remove |
| 2. displays | 6. issue | 10. evidence |
| 3. collectors | 7. commit | |
| 4. secure | 8. initial | |

Unit 9: Farms of Tomorrow

Reading Comprehension p. 132

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

Reading Skill: Identifying Contrast Signals p. 132

Apply

1. Instead: growing plants in soil
2. However; Plants usually grow in soil.
3. but, In contrast

Review a Skill: Using a Dictionary p. 133

Answers will vary. Possible answers:

1. A commercial farm is a business that grows and sells food to make money.
2. The nutrient mixture contains vitamins and minerals.

Vocabulary Activities Step I: Word Level p. 133

A

1. d. An astronomer developed a theory about the moon growing smaller.
2. c. A botanist developed a theory about plants being able to hear.
3. e. A geologist developed a theory about the cause of earthquakes.
4. b. A meteorologist developed a theory the size of rain drops.
5. a. A zoologist developed a theory about the long life of elephants.
6. f. A chemist developed a theory about creating safer fuels.

Vocabulary Activities Step I: Word Level p. 134

B

- | | | |
|----|---------------------|--|
| 1. | My T-shirt absorbed | ✓ the smell of smoke from the fire.
the information in the book. |
| 2. | The book absorbed | ✓ the sweat on my shoulders.
✓ the coffee I spilled.
✓ my attention. |
| 3. | I was absorbed | the meaning of Einstein's theory.
✓ by the professor's lecture.
✓ in the television program.
by the towel |

My T-shirt absorbed the smell of smoke from the fire.

My T-shirt absorbed the sweat on my shoulders.

The book absorbed the coffee I spilled.

The book absorbed my attention.

I was absorbed by the professor's lecture.

I was absorbed in the television program.

Vocabulary Activities Step II: Sentence Level p. 135

C

1. Plants need to maintain a vertical position to grow well.
2. The farmer maintained that foods grown in soil taste better.
3. The farmer's son helped maintain the greenhouse.
4. An automatic timer maintains the same spraying schedule every day.
5. I maintain that hydroponics is a recent discovery.
6. The farmer maintains a record of his costs.

Vocabulary Activities Step II: Sentence Level p. 136

D

1. Yes, I am very proud of my achievement.
2. I achieved good results in about a year.
3. I achieved success because I worked hard.
4. I will receive an award for scientific achievement.
5. I want to achieve a Nobel Prize.

Vocabulary Activities Step II: Sentence Level p. 136

E

Answers will vary.

Vocabulary Activities Step II: Sentence Level p. 137

F

- | | | |
|--------------|--------------|-------------|
| 1. transport | 5. regulated | 9. benefit |
| 2. strategy | 6. maintain | 10. achieve |
| 3. In theory | 7. require | |
| 4. principle | 8. absorb | |

Reading Comprehension p. 140

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

Reading Skill: Identifying Contrast Signals p. 140

Apply

1. About 29% of the earth's surface is land. However, only about 10% of that land is suitable for farming.
2. However
The rest of the Earth's land is in areas that are too hot or too cold for farming, or that have poor soil, not enough water, or not enough sun. Also, cities now occupy much of the land that was once farmland.
However, experts believe that hydroponic farming techniques would make it possible to grow food in all of these areas.

Review a Skill: Using a Dictionary p. 140
candlelight, light bulb, neon light

Vocabulary Activities Step I: Word Level p. 141

A

1. The chef's strategy for using leftover meat is to make soup.
2. The waitress's strategy for getting a tip is to always smile.
3. The dishwasher's strategy for cleaning greasy pans is to soak them in hot water.
4. The owner's strategy for increasing business is to offer free desserts.

Vocabulary Activities Step I: Word Level p. 141

B

- | | | | | |
|---|---------------------------|---|--|-----------------------|
| R | the speed of the car | | | the size of the seats |
| R | the loudness of the radio | R | | the windshield wipers |
| R | the air conditioner | | | the age of the car |
| | the color of the car | R | | the headlights |
| | how much gasoline costs | | | |

Vocabulary Activities Step II: Sentence Level p. 142

C

- | | | |
|----------------|----------------|------------|
| 1. requirement | 4. required | 7. require |
| 2. require | 5. requirement | |
| 3. requires | 6. required | |

Vocabulary Activities Step II: Sentence Level p. 143

D

1. Modern transportation will allow people to travel anywhere in the world.
2. The fastest transportation across the ocean is by airplane.
3. The least expensive way to transport products across the ocean is by ship.
4. A modern airplane can transport hundreds of people at a time.
5. Most large cities have developed good transportation systems.

Vocabulary Activities Step II: Sentence Level p. 143

E

Answers will vary. Possible answers:

1. Foods that are vertically farmed benefit people in cities because they are fresh, cheap, and available all year.
2. One benefit of hydroponic farming is that it uses less water than farming in soil.

Vocabulary Activities Step II: Sentence Level

p. 144

F

- | | | |
|----------------|---------------|-------------|
| 1. strategy | 5. required | 9. regulate |
| 2. achievement | 6. principles | 10 theory |
| 3. transported | 7. absorb | |
| 4. maintain | 8. benefit | |

Unit 10: The Forces of Nature

Reading Comprehension

p. 147

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

Reading Skill: Identifying Signal Words for Comparisons

p. 148

Apply A

1. **Similarly**, the ocean was often a source of death. Without any indication of danger, a giant ocean wave might suddenly sink boats. **Likewise**, a wave might approach land, where it washed away houses and drowned people.
2. **All** of these machines consumed fuels obtained from the Earth.
3. As the world population grew, **so did** the number of machines, and **so did** the use of fuels to power the machines.

the world population, the number of machines, the use of fuel

Vocabulary Activities Step I: Word Level

p. 149

A

1. c. The English word algebra is derived from the Arabic word *jabara*.
2. f. The English word golf is derived from the Dutch word *kolf*.
3. e. The English word canyon is derived from the Spanish word *cañon*.
4. a. The English word petroleum is derived from the Latin word *petr* (rock) *oleum* (oil).
5. b. The English word obtain is derived from the French word *obtenir*.
6. d. The English word energy is derived from the Greek word *enérgeia*.

Vocabulary Activities Step I: Word Level

p. 150

B

1. d. Population data show that about 19% of the people in the world live in China.
2. f. Communication data show that nearly half of South Koreans under 40 have smartphones.
3. e. Historical data show that early humans used fire to cook foods.
4. c. Weather data show that our city received less rainfall this year than last.
5. a. Nutritional data show that oranges are a good source of vitamin C.
6. b. Transportation data show that more people are traveling by airplane.

Vocabulary Activities Step I: Word Level

p. 150

C

1. b. People who eat only fast food seem to have no concept of good nutrition.
2. d. People who commit crimes seem to have no concept of right and wrong.
3. a. People who are always late seem to have no concept of time.
4. c. People who drive too fast seem to have no concept of danger.

Vocabulary Activities Step II: Sentence Level **p. 151**

D

1. What is the best approach to solving the problem of energy shortages?
2. I'm glad that you approached me to ask for information.
3. In a few years the world population will approach 8 billion.
4. What approach do you recommend?
5. The best approach is developing more renewable energy sources.

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

E

- | | | | |
|--------------|---------------|--------------|--------------|
| 1. indicates | 3. indication | 5. indicate | 7. indicates |
| 2. indicate | 4. indicate | 6. indicates | |

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

F

- | | | |
|-------------|---------------|----------------|
| 1. concept | 5. source | 9. obtained |
| 2. consumed | 6. affect | 10. approached |
| 3. data | 7. indication | |
| 4. derive | 8. potential | |

Reading Comprehension **p. 155**

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

Reading Skill: Identifying Signals of Comparison **p. 155**

Apply

- | | |
|------------|--|
| 1. other | 3. however, also, likewise, others, also |
| 2. another | 4. both |

Review a Skill: Identifying Contrast Signals **p. 155**

1. (1) machines powered by burning fuels
(2) power from renewable source
most were = old; now, other = new
2. (1) renewable energy a benefit to the world
(2) many people don't like these projects
however = contrast

Vocabulary Activities Step I: Word Level **p. 156**

A

1. Q: I will be traveling overseas soon. Where can I obtain a passport?
A: You can obtain a passport at the embassy office.
2. Q: I don't know how to use my cell phone. Where can I obtain help?
A: You can obtain help at the electronics store.
3. Q: I would like to work at your company. Where can I obtain a job application?
A: You can obtain a job application at the employment office.

4. Q: I'll be buying a new car next week. Where can I obtain a driver's license?
A: You can obtain a driver's license at the Motor Vehicle office.
5. Q: I want to move into this building. Where can I obtain rental information?
A: You can obtain rental information at the manager's office.

Vocabulary Activities Step I: Word Level

p. 156

B

S	a ship's horn	S	a radio	H	an oven	L, H	a candle
S	piano	L, H	the sun	S	thunder	S	a bell
L, H	a lamp	S	a voice	L, H	a fire	H	a stove

Example sentences:

A ship's horn is a source of sound.

A lamp is a source of light.

The sun is a source of heat and light.

Vocabulary Activities Step II: Sentence Level

p. 157

C

- Wave farms could affect the environment of whales and fish.
- Using renewable energy sources will affect the production of electricity.
- A changing climate could affect the way humans live.
- Our many machines have affected how humans do work.
- The growing world population has affected our need for energy.

Vocabulary Activities Step II: Sentence Level

p. 158

D

- Wave farms could potentially cause harm to whales.
- Wave farms are a potential source for generating electricity.
- Renewable energy has the potential to increase our supply of electricity.
- Cloudy weather has the potential to reduce the amount of energy a solar panel absorbs.
- A growing population will cause a potential increase in energy needs.

Vocabulary Activities Step II: Sentence Level

p. 158

E

Answers may vary. Possible answers:

- Consumers are demanding cheaper fuel.
- One approach is to make a fuel from plants that people consume, such as corn.
- However, using corn to make fuel means less corn for consumers to eat.
- The bacteria consume these materials, and their bodies release oil.
- This process is one way to give consumers a cheaper fuel.

Vocabulary Activities Step II: Sentence Level

p. 159

F

- | | | |
|--------------|-------------|---------------|
| 1. Potential | 5. obtained | 9. indication |
| 2. derive | 6. sources | 10. consumers |
| 3. affect | 7. concept | |
| 4. data | 8. approach | |