



Active Skills For Reading 2

“Answer Key”



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Getting Ready**Answer Key**

Answers will vary. Possible answers include:

1. Students should share details and discuss the importance of the entrance exam system in their countries. Ask whether they think exams are a good way to decide on students' futures.

2. Students should think of examples beyond academic tests, for example: driving tests; medical tests, such as eye tests; citizenship tests; etc. **3.** Preparation methods might include studying with a friend; taking practice tests; going to extra classes, making notes; etc.

CHAPTER 1: For Better Grades—Use Your Brain!**Chapter Summary**

Target Vocabulary: academic, component, effective, long-term, make an effort, structure, technique, transfer

Reading Skill: Describing a Process

Reading Passage Summary: This passage describes recent scientific research about the brain and memory, and provides suggestions for methods of more effective study.

Vocabulary Skill: Word Webs

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Answer Key**Before You Read**

A: Answers will vary. **1.** Students should provide examples. **2.** Possible answers include: writing it down or setting a reminder on their phone. Students should discuss their favorite methods for remembering important information.

Reading Skill

A: **1.** sensory (memory); **2.** short-term (memory); **3.** long-term (memory)

B: b

Reading Comprehension

A: **1.** c (lines 8–10, 16–27); **2.** c (lines 22–24); **3.** c (lines 13–15, 22–24)

B: **1.** F, New facts go to short-term memory; but studying them transfers to long term. (lines 7–12)
2. T (lines 25–27); **3.** T (lines 13–15);
4. T (lines 22–24); **5.** T (lines 19–21)

Critical Thinking

Answers will vary based on personal experience.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:
1. the CPU (central processing unit), monitor (or screen), keyboard, mouse (or touch pad), and power cord; **2.** writing the main ideas and organizing them using diagrams; **3.** organizing your time better, setting realistic goals, sharing your feelings, eating properly, and getting enough exercise and enough sleep; **4.** moving to an English-speaking country, completing a university degree through English, and using English in your career.

Vocabulary Skill

Answers will vary. **A:** Possible answers include: organize, categorize, personalize, etc.

CHAPTER 2: Oh, No! Not Another Test!

Chapter Summary

Target Vocabulary: alternative, apply, assess, debate, interact, measure, memorize, reform

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage discusses the effectiveness of traditional methods of testing students.

Vocabulary Skill: The Suffix *-ize*

Answer Key

Before You Read

A: Answers will vary. **1.** Most students will have some experience with these kinds of exams.

Reading Skill

A: Students should underline the last sentence in paragraph 1 (lines 7–8) for the main idea and circle the third sentence (*Many people ...* lines 3–5) or the fifth sentence (*These tests ...* lines 6–7) which are supporting ideas.

B: Paragraph 2: b; **Paragraph 3:** a;
Paragraph 4: a; **Paragraph 5:** a

Reading Comprehension

A: **1.** c (lines 6–7); **2.** d (line 17); **3.** e (line 16); **4.** a (line 15);
5. b (lines 18–20)

B: **1.** S (lines 9–10); **2.** R (lines 18–20); **3.** R (line 26);
4. S (lines 9–10); **5.** S (entire passage)

Critical Thinking

Answers will vary. Possible answers include: **1.** the idea of developing portfolios and having continual assessment throughout the school semester/year; **2.** People have different learning styles, so it's difficult to find one system that suits all types of learners.

Vocabulary Comprehension

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

B: **1.** interacts; **2.** debate; **3.** reformer; **4.** memorize

Vocabulary Skill

A: **1.** standardize; **2.** theorize; **3.** modernize;
4. revolutionize; **5.** fantasize

B: **1.** theorize; **2.** fantasize; **3.** revolutionize;
4. modernize; **5.** standardize

C: **1.** modernize; **2.** fantasize;
3. revolutionized/modernized

Real Life Skill

A: Note: Make sure students focus on understanding the directions, rather than answering the question. See the final **Teaching Note** for suggestions.

1. the nicest; **2.** d; **3.** a car; **4.** See final sentence; the wording may vary, but should express the idea that it may be as difficult for children as it is for adults.

B: **1.** grammar/reading comprehension/grammar/reading skill: identifying the main idea; **2.** Answers will vary; **3.** Answers will vary. Questions 1 to 3 have one correct answer which is easy enough to identify, but question 4 requires more thought.

What Do You Think?

Answers will vary. Possible answers include:

1. In some countries, learning is said to be *test-driven* because tests determine what is taught in the educational system. **2.** One idea is that there is increased competition for university places; jobs; promotions; etc., so tests are one way to decide who a place or position should be given to.

2 Going Abroad

Getting Ready

Answer Key

Answers will vary. Possible answers include:

- Students should give examples and reasons.
- (clockwise from top left): Thailand, Suzhou, in China, or Venice, in Italy; beaches in the

Caribbean, Australia, Thailand, or Indonesia; the ski-slopes of Canada or the Alps; safari in African countries such as South Africa, Kenya, or Botswana.

CHAPTER 1: We're in Vietnam!

Chapter Summary

Target Vocabulary: accommodation, basic, eager, exhausting, fabulous, possession, range, unique

Reading Skill: Scanning for Details

Reading Passage Summary: These four travel blog posts describe a trip to various locations in Vietnam.

Vocabulary Skill: Adjective Endings *-ed* and *-ing*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

- a. Southeast Asia; b. hot and rainy; c. Hanoi (capital), Ho Chi Minh City (formerly Saigon); d. connections with China, France, United States;
- It's an interesting place with good food and it's inexpensive to visit.

Reading Skill

A: From earliest post to latest:

- March 24; 2. March 27; 3. April 4; 4. April 6

B: 1. Ho Chi Minh City (line 33); 2. Cholon (line 21); 3. three days (line 12); 4. beaches and crafts (lines 4–5)

Reading Comprehension

A: 1. T, 3 (lines 17–18); 2. F, 3 (lines 12–16); 3. F, 1 (line 28); 4. T, 2 (lines 21–22); 5. F, 4 (lines 4–5)

B: 1. great: *saw an amazing range of fruits and vegetables* (line 22); 2. friendly: *they are the kindest friendliest people I've ever met* (lines 14–15); 3. simple: *our hotel is cheap and very clean* (lines 30–31); 4. visit more of Vietnam: *Two weeks here just isn't enough* (line 7).

Critical Thinking

- Answers will vary. Students should approach the question by thinking about where Juliana and Tom might have traveled from (the passage says they come from outside Asia); then factor in: international flights; domestic travel within Vietnam (trains, buses, etc.); two weeks' accommodation and meals; souvenirs; etc. A rough budget might be \$2,000 to \$5,000; 2. Other methods may include posting on social-networking sites (also called micro-blogging), keeping a photo-journal, or making a scrapbook of ticket stubs, souvenirs, etc.

Vocabulary Comprehension

A: 1. school; 2. terrible; 3. relaxing; 4. unique; 5. plans; 6. bored; 7. alike; 8. advanced

B: 1. exhausting; 2. accommodation; 3. basic; 4. fabulous; 5. range; 6. eager; 7. unique

Vocabulary Skill

- A:** **first line:** interested, relaxed, confused, pleased, embarrassed, bored, worried (also acceptable: interesting); **second line:** interesting, relaxing, confusing, pleasing, embarrassing, boring, worrying
- B:** 1. boring; 2. Interested; 3. exciting; 4. relaxing; 5. embarrassed; 6. worried; 7. pleased

CHAPTER 2: Safe Travel

Chapter Summary

Target Vocabulary: assume, authorize, departure, destination, expire, precaution, purchase, sincere, vulnerable

Reading Skill: Predicting

Reading Passage Summary: This passage describes how you can have a safe and enjoyable trip by planning carefully before you depart and taking precautions while you travel.

Vocabulary Skill: The Prefix *pre-*

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Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. getting ill while abroad, getting lost, experiencing crime, having difficulty communicating if you do not speak the local language;
2. by making sure your passport is not expired and all of your documents are in order, planning for health and hygiene needs, learning about the destination before you travel, booking safe accommodation, being careful about what you eat and drink, and taking care of your belongings.

Reading Skill

A: Since the article is about travel, all items on the checklist are possible answers but students should particularly notice the connections between Statement 1. and the heading: Learn About the Locals, Statement 3. and the heading: Check Your Paperwork, and Statement 4. and the heading: Pay Attention.

Reading Comprehension

- A:** 1. T (lines 1–3, entire reading); 2. T (lines 9–10); 3. F, you need an international driver's license, not insurance (lines 8–10); 4. F, from a doctor, not a travel agent (lines 12–14); 5. F, in Thailand, not in India (lines 32–34).
- B:** 1. Try to learn some words and phrases in advance; look for students and young people who might speak your language; smile (lines 34–38); 2. carry medication in its original container; bring a letter from your doctor if you are carrying prescription drugs; take out proper medical insurance, and get treatment if needed (lines 11–15); 3. Make sure

there is a working meter in the taxi and, if there isn't, agree on a price for the journey in advance (lines 22–24); 4. Buy the tickets at an authorized location and never on the street (lines 27–29).

Critical Thinking

Answers will vary according to the safety conditions/culture of each country.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include: 1. You can usually rely on your common sense and instinct. 2. Usually one hour for domestic flights and two hours for international ones. 3. Some might assume that very wealthy people are snobs and not very friendly. 4. Official documents including passports and driver's licenses; certain qualifications; organic (living) things like fresh produce and dairy products.

Vocabulary Skill

A: 1. predict, prepared; 2. prepaid (twice); 3. Pre-arrange; 4. prevent; 5. preview

B: 1. prepare(d); 2. preview; 3. predict; 4. prevent; 5. pre-arrange; 6. prepaid (Students should think of other *pre-* words).

Real Life Skill

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

B: Answers will vary.

What Do You Think?

Answers will vary. For question 3, note that depending on the nature of the problem in a foreign country, a traveler could contact the local police, or their own embassy or consulate.

Getting Ready**Answer Key**

Answers will vary based on personal taste and experiences. Students should give specific

examples and reasons, sharing movies they like, and what they know about movie-making.

CHAPTER 1: Behind the Scenes**Chapter Summary**

Target Vocabulary: credit, crucial, director, exclusively, production, scene, studio, transform

Reading Skill: Using Headings to Understand Main Ideas

Reading Passage Summary: Although audiences know about the director and actors in a movie, most of us are unaware of the people who work behind the scenes and how important they are in creating a successful movie. This passage describes four such behind-the-scenes jobs.

Vocabulary Skill: Prefix *dis-*

Answer Key**Before You Read**

A: 1. Answers will vary. Possible answers include: paying the many people required to work on a movie, paying for props, sets, filming/working venues, for the technology (cameras, computers, etc.). 2. Important people who work on movies include the actors, the director (who guides the acting and filming), the producer (who controls the movie production, gets funding for it, and hires everyone), the camera crew, and sound engineers (who record the movie's audio track), the crew (who prepare the set), stunt crew (who are specially trained to do physically difficult scenes), and the editors (who decide on what parts to leave in or to remove).

Reading Skill

A: 1. look different (line 6); 2. objects (line 16); 3. are not (line 24); 4. hear (line 34).

Reading Comprehension

A: 1. F, they are in the credits (lines 1–5, 40–41); 2. F, they want you to get to know the character, not notice the makeup (line 15); 3. T (lines 16–20); 4. T (lines 25–30); 5. F, most sounds are made in foley studios, not during the movie filming (lines 35–37).

B: 1. Foley artist; 2. Prop master; 3. Prop master; 4. Makeup artist; 5. Special effects coordinator.

Critical Thinking

Answers will vary. Possible answers include:
2. Make-up artists often have special training in make-up for film or design, though many are self-trained. Special effects coordinators can come from various backgrounds; some are scientists, while others have animation- or digital-design training.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:
1. horror films or psychological thrillers such as *Scream*, *Halloween*, *The Shining*, or *The Silence of the Lambs*; 3. the director, or actors playing main characters.

Vocabulary Skill

A: 1. dishonest; 2. disappear; 3. disbelief; 4. dislike; 5. disconnected; 6. disagree

B: 1. dislike; 2. disconnected; 3. disbelief; 4. disappeared; 5. dishonest; 6. disagree

C: 1. dislike; 2. dishonest; 3. disagree; 4. disappear (Answers to the questions will vary.)

CHAPTER 2: The Rise of J. J. Abrams

Chapter Summary

Target Vocabulary: ambition, debut, influential, inspiration, metaphor, passion, preserve, represent

Reading Skill: Recognizing Sequence of Events

Reading Passage Summary: This passage tells the story of J. J. Abrams' career in the movies from writing music to co-writing screenplays to directing major blockbuster movies.

Vocabulary Skill: Organizing Vocabulary

Answer Key

Before You Read

A: Answers will vary based on students' individual knowledge of and interest in Hollywood movies and American TV shows.

Reading Skill

A: Sequence is: **1.** (When he was 11 or 12 . . .); **2.** (Not long after the camera . . .); **3.** (He soon got his first opportunity at 16 years old . . .); **4.** (His next move was into television . . .); **5.** (Abrams made his movie directing debut . . .); **6.** (His movie success caught the attention of top filmmaker . . .); **7.** (Today, the couple and their three children live near Los Angeles)

B: Students should circle the key words or numbers that helped them to choose the sequence.

Reading Comprehension

A: **1.** a (entire passage); **2.** c (lines 38–40);
3. b (lines 32–34)

B: **1.** T (lines 15–16); **2.** F, the mystery box, not the camera (line 32–34); **3.** F, movie days, not television (lines 22–25); **4.** F, it is his production company, not his wife's (line 38); **5.** T (lines 38–40).

Critical Thinking

1. Answers will vary. Possible answers include: a book, a regular theater (for stage plays), or a concert hall.

2. Answers will vary based on students' personal choices. Students should give reasons.

Vocabulary Comprehension

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

B: **1.** passionate, ambition; **2.** debut; **3.** influence;
4. preserve

Vocabulary Skill

A: Nouns: director, scene, script, studio, credits, Hollywood, hero, actress, supervisor, monster;
Verbs: create, avoid, disappear, produce, lead, prepare; **Adjectives:** scary, important, lead, impossible, famous

B: People: director, hero, actress, supervisor, lead (actor or actress); **Places:** studio, Hollywood;

Things: scene, script, credits, monster

Real Life Skill

A: **1.** b (emphasis); **2.** c (title); **3.** a (set words apart)

B: Reasons for use of italics: **scary, exciting:** to set words apart; **Big Screen:** it's a title; **The Spirits:** it's a title; **The Haunting of Powell Manor:** it's a title; **everyone:** for emphasis; **invitation:** for emphasis

What Do You Think?

Answers will vary based on personal opinions.

4 Young Athletes

Getting Ready

Answer Key

1. Clockwise from top left: tennis, baseball, canoeing, soccer/football. Students should name other sports they know.

2, 3. Answers will vary depending on students' knowledge of sports and personal interests.

CHAPTER 1: Laura Dekker: Record-Setter!

Chapter Summary

Target Vocabulary: achievement, aspire, exotic, feat, goal, record, talent, verify

Reading Skill: Previewing

Reading Passage Summary: This passage describes how, at the age of 15, Laura Dekker—through her talent, determination, and hard work—successfully sailed around the world alone.

Vocabulary Skill: Verbs Used to Talk about Sports and Games

Answer Key

Before You Read

B: Answers will vary. Possible answers include:

- Athletes have to have more discipline to get up early and manage their training schedules as well as their studies. They are often more careful about what they eat, and how they treat their bodies.
- Students should explain their opinions. Some may propose that athletes should begin playing their sports as young as possible if they hope to become famous.

Reading Skill B: Answers will vary.

Reading Comprehension

A: 1. a (lines 14–20); 2. c (lines 9–12); 3. b (lines 28–35)

B: 1. F, at 13, not 15 (lines 12–13); 2. F, she stopped along the way (lines 22–27); 3. T (lines 19–24); 4. T (lines 26–27); 5. F, is *not* listed (lines 30–33).

Critical Thinking

Answers will vary. Possible answers include: 1. Laura is a brave and adventurous person. She also had to

be very disciplined and determined to achieve her goal. 2. The Dutch government was right to be worried since Laura's trip could have been dangerous for someone so young. On the other hand, she did, in fact, complete the journey successfully and safely.

Vocabulary Comprehension

A: 1. artist; 2. local; 3. sweat; 4. address; 5. close; 6. reward; 7. work

B: 1. aspires; 2. exotic; 3. goals; 4. verify/record

Vocabulary Skill

A: Play: soccer, golf, tennis, chess, basketball;

Go: jogging, swimming, cycling, surfing;

Do: aerobics, gymnastics, yoga

B: 1. soccer/golf/tennis/chess/basketball;

2. jogging/swimming/cycling/surfing;

3. jogging/swimming/cycling/surfing;

4. aerobics/gymnastics/yoga;

5. soccer/golf/tennis/chess/basketball (Students may use other words, but must use them correctly).

CHAPTER 2: The Unbeatable Yani Tseng

Chapter Summary

Target Vocabulary: aggressive, amateur, coach, enthusiastic, professional, role model, sense of humor, tournament

Reading Skill: Predicting

Reading Passage Summary: This passage describes Yani Tseng's passion for golf which she developed at a very young age and how she became a golfing world champion.

Vocabulary Skill: Adjectives with the Suffix *-ous*

Answer Key

Before You Read

A: Answers will vary according to students' knowledge of sport and personal opinions. Possible answers include: **3.** Having an interesting personality may be an advantage, since famous athletes are so often in the public eye, and it helps in interviews if they are not boring.

Reading Skill A: Answers will vary. Students should give answers based on the title and photo in the passage, inferring what the passage is about, and predicting what the passage will say.

Reading Comprehension

A: **1.** a (lines 7–14); **2.** a (lines 18–23); **3.** c (lines 32–34)

B: **1.** T (lines 11–12); **2.** T (lines 7–9); **3.** F, Yani beat Brittany (line 15); **4.** F, Yani dressed up as Harry Potter (lines 24–28); **5.** F, Sorenstam is Yani's role model (lines 29–30).

Critical Thinking

Answers will vary. Encourage students to give reasons for their ideas. Some possible answers and reasons include: **1.** Athletes may make good role models because they show what can be accomplished with training and hard work/They don't make good role models because competition is not always a good thing, and athletes are not always honorable people. **2.** Athletes should take their competitions seriously and always do their best; that's what they train for.

On the other hand, it's important to have some kind of balance rather than being serious and intense all the time.

Vocabulary Comprehension

A: **1.** b; **2.** b; **3.** a; **4.** b; **5.** b; **6.** b; **7.** a

B: **1.** Tournament; **2.** coach; **3.** aggressive; **4.** enthusiastic; **5.** professional; **6.** role model

Vocabulary Skill

A: humorous; dangerous; famous; courageous; nervous; adventurous

B: **1.** all options are possible; **2.** all options are possible but *famous* is the most suitable answer; **3.** dangerous/courageous/adventurous; **4.** dangerous; **5.** humorous

Real Life Skill

A: Answers will vary. Some countries use a variety of forms depending on the document.

B: Students should use ordinal forms for days, saying: February seventeenth or the seventeenth of February, two thousand (and) seven, etc.

C: **1.** on May twelfth/on the twelfth of May;
2. from May second/from the second of May to May fifth/to the fifth of May;
3. on May twentieth/on the twentieth of May

What Do You Think?

Answers will vary based on personal opinions.

5 The Amazing Human Body

Getting Ready

Answer Key

A: Clockwise from top right: brain, heart, stomach, bone, joint, intestines, muscle, lung, skin

B: 1. The *brain* controls the functions of the rest of the body. The *heart* pumps blood through the body. *Lungs* exchange carbon dioxide for oxygen. The *stomach* and *intestines* help the body digest food and get rid of waste. The *bones* provide the framework for the body. *Joints*

enable limbs (arms and legs) to move. The *skin* protects the rest of the body. *Muscles* contract and relax so that the body can move. **2.** Some other body parts include the *kidneys* (which get rid of waste), *spleen* (which produces blood cells), *liver* (which filters blood and changes sugar to glucose), and *pancreas* (which aids digestion).

CHAPTER 1: You Are Amazing: You Are Human!

Chapter Summary

Target Vocabulary: breathe, complex, consist of, illness, injury, suffer, surgery, treatment

Reading Skill: Identifying Main Ideas within Paragraphs

Reading Passage Summary: This passage describes how the human body is an amazingly complex machine that requires care and attention to function well for a lifetime.

Vocabulary Skill: Nouns Ending in *-logy/-ology*

Answer Key

Before You Read

A: Answers will vary. Actual answers: **1.** T; **2.** F; **3.** T; **4.** F; **5.** F; **6.** T (see page 61 in the student book.)

Reading Skill

A: a (lines 5–6)

B: **Paragraph 2.** a (line 9); **Paragraph 3.** b (line 15); **Paragraph 4.** a (lines 23–31); **Paragraph 5.** b (lines 32–34)

Reading Comprehension

A: **1.** a (lines 1–8); **2.** b (lines 9–14); **3.** c (lines 25–27)

B: **1.** very little (lines 13–14); **2.** accidents (lines 21–22); **3.** has many complicated parts (lines 5–8, entire passage); **4.** Old people (lines 22–25)

Critical Thinking

Answers will vary. Possible answers include: **1.** Certain body parts cannot be replaced, and some damage is irrevocable. **2.** Exercise, eat healthy food, get enough rest, and smile.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

- Cancer, or heart disease. These illnesses are incurable, and require constant medical care. Generally, illnesses attack the body and weaken it.
- The average for humans is one minute, but this can vary a great deal.
- Have nothing but clear liquids for at least one day, and gradually reintroduce small amounts of plain food, such as rice, which is easier to digest than spicy or greasy food.

Vocabulary Skill

A: bio = life, psych = mind, phon = sound,

physio = nature/body, geo = earth, socio = culture;

1. biology; **2.** psychology; **3.** geology; **4.** phonology;

5. physiology; **6.** sociology

B: **1.** biology; **2.** psychology; **3.** geology

CHAPTER 2: Seeing with the Ears

Chapter Summary

Target Vocabulary: blind, bounce, capable, overcome, phenomenon, refine, sensitive, sight

Reading Skill: Predicting Vocabulary

Reading Passage Summary: This passage describes how a young man, named Ben Underwood, developed a skill called echolocation to understand his surroundings. He used echolocation to overcome being blind, and learned to safely cycle and skateboard in his neighborhood.

Vocabulary Skill: Suffix *-ion*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

- 1. ant:** Ants can carry much more than their own body weight, up to 100 times more in some cases; **bat:** Bats use echolocation and are the only mammals that can fly; **eagle:** Eagles have unusual eyes, large in proportion to their bodies, with five times more light-sensitive cells than humans, giving them excellent eyesight; **dog:** Dogs sweat only through their tongues and have a heightened sense of smell. **2.** Human brains are extraordinary, capable of reasoning as well as intellectual and abstract thought. We are also the only species that blushes!

Reading Skill

A: Answers will vary. Students should circle words related to sight, sound, and also accomplishment.

B: Actual words in the reading are: ability, sight, determination, phenomenon, animals, blind, body, eyes.

Reading Comprehension

A: **1.** F, he was able to see until age 3 (lines 8–9); **2.** T (lines 11–14); **3.** T (lines 16–17); **4.** F, he was able to ride a bike (lines 28–29); **5.** T (lines 21–27)

B: **1.** Ben (Underwood) / Ben; **2.** (physical) disabilities; **3.** overcome; **4.** (retinal/eye) cancer; **5.** a clicking sound/clicking sounds; **6.** echolocation; **7.** a sharper sense of/superior hearing; **8.** brain scans; **9.** sight/vision; **10.** skateboard

Critical Thinking

- 1.** The author admires Ben. Evidence from the text: *Ben Underwood is a great example of someone who trained his body to do something incredible.* (lines 4–7); *he remains a shining example of what people*

are capable of if they are determined enough. (lines 31–32); **2.** Answers will vary. Possible answers include: People who can see might develop a clearer sense of their surroundings in general, or may be able to find their way in the dark, if they could use echolocation.

Vocabulary Comprehension

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

B: **1.** refine; **2.** overcame; **3.** sight; **4.** blind; **5.** sensitive; **6.** phenomenon; **7.** capable; **8.** bouncing

Vocabulary Skill

A: **1.** determination; **2.** admiration; **3.** inspiration; **4.** competition; **5.** distinction; **6.** satisfaction

B: **1.** distinction; **2.** competition; **3.** determination; **4.** admiration; **5.** satisfaction; **6.** inspiration

Real Life Skill

A: Students should note there are two forms referring to eye and foot. **dentist:** teeth; **podiatrist:** foot; **gynecologist:** female; **dermatologist:** skin; **psychologist:** mind; **optometrist:** eye

B: **1.** 555-2356; **2.** 555-8855; **3.** 555-2234; **4.** 555-0076; **5.** 555-6789; **6.** 555-9080

What Do You Think?

Answers will vary. Possible answers include:

- 1.** Many people tend to take their bodies for granted. **2.** Exercise more, have a healthier diet; get enough rest. **3.** Students should note that, to a certain extent, people are limited. However, the story of Ben Underwood in the unit may persuade students that the human body and mind are amazing, and people can overcome disabilities to accomplish extraordinary things.

UNIT 6 Leisure Time

Getting Ready

Answer Key

1. All except Working involve leisure; 2, 3. Answers will vary.

CHAPTER 1: Scrapbooking

Chapter Summary

Target Vocabulary: decorate, define, display, precious, preserve, supplies, throw away, universal

Reading Skill: Finding Definitions

Reading Passage Summary: This passage describes scrapbooking, a popular new hobby in which people combine photographs, writing, and decorations to preserve important life events and memories.

Vocabulary Skill: Suffix *-ment*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Many people store digital photos on their computers, or use online photo-sharing or social-networking sites to view and share their photos. Printed photographs are displayed in picture frames or stored in photo albums/boxes; 2. Travel mementos or souvenirs can include tickets, menus, or brochures, as well as items bought or found while traveling; 3. In addition to photos, parents often save report cards, drawings, or physical mementos of when their children were small, such as a footprint or lock of hair.

Reading Skill

A: An empty book for collecting and preserving photographs, newspaper articles, and other papers. (lines 1–3)

B: **layout:** a page that uses fancy paper, stickers, drawings, and words to show the theme (lines 8–9); **scrapppers:** people who make scrapbooks (lines 21–22); **LSS:** Local Scrapbooking Stores (lines 31–32)

Reading Comprehension

A: 1. b (entire passage); 2. a (lines 16–17);

3. c (entire final paragraph)

B: 1. T (lines 6–9); 2. F, to help them remember their past (lines 13, 27–30); 3. T (lines 22–24);

4. F, personal or family history, not national history (lines 13, 35–36); 5. T (lines 30–36)

32 UNIT 6 Chapter 1

Critical Thinking

Answers will vary. Possible answers include:

1. Stereotypes might indicate middle-aged females, but actually many young people and men are interested in this hobby too.

Vocabulary Comprehension

A: 1. throw away; 2. decorate; 3. define; 4. assess; 5. techniques; 6. speaker; 7. useless

B: Answers will vary. Possible answers include:

1. Photos, stories, special belongings, family traditions; 2. When they are worn out, or don't fit anymore; 3. with important photos, art prints, posters, or favorite colors; 4. Probably not.

Vocabulary Skill

A: **achieve:** achievement, success in doing something;

measure: measurement, the size of something;

develop: development, the process of making something better or bigger; **require:** requirement, something that is needed or must be done;

agree: agreement, an arrangement or promise between two or more people; **govern:** government, the people who rule or govern a country or place.

B: 1. (an) achievement; 2. agree; 3. (a) requirement;

4. improve; 5. (an) improvement; 6. measurement

C: Answers will vary.

CHAPTER 2: Moving from TV to the Web

Chapter summary

Target Vocabulary: approximately, convert, details, isolated, loyal, persuade, response, switch

Reading Skill: Recognizing Facts

Reading Passage Summary: This passage describes how people are responding to the switch from TV to online entertainment.

Vocabulary Skill: Word Associations

Answer Key

Before You Read

A: Answers will vary based on students' entertainment-consumption habits.

Reading Skill

A: 1. F (lines 4–9); 2. O (line 10); 3. F (lines 16–19);
4. F (lines 24–25); 5. O (lines 27–28).

Reading Comprehension

A: 1. b (lines 10–14); 2. a (lines 16–19);
3. c (lines 27–28).

B: 1. I (lines 10–11); 2. I (lines 14–18); 3. T
(lines 22–27); 4. I (lines 16–19); 5. T (lines 29–32).

Critical Thinking

Answers will vary. Possible answers include:

1. On the one hand, technology may isolate people if they spend less time talking with their family and friends and more time alone on the Internet. On the other hand, technology can bring people closer because there are online communities and chat rooms that enable communication between people;
2. If people are willing to pay for entertainment on TV, there's no reason why they shouldn't also pay online.

Vocabulary Comprehension

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

B: Answers will vary.

Vocabulary Skill

A: 1. hobby; 2. download, e-mail/email; 3. commuting;
4. enjoy; 5. hectic; 6. common (Students should add as many other related words as they can).

B: Answers will vary. Possible answers include:

1. relax, fun, enjoy, weekend, leisure, holiday;
2. travel, vacation, fly, train, bus, tickets, reservation, hotel, destination;
3. school, class, student, teacher, books, homework, exams.

Real Life Skill

Answers will vary. Possible answers include:

- A:** music history, hit tunes, pop stars, pop oldies
- B:** 1. learning/how to, digital camera/digital photo basics; 2. tropical fish, aquarium, home/fishkeeping;
3. recipes, beginners/learn to cook basics;
4. biographies, film/Hollywood, stars, celebrities

C: Answers will vary.

What Do You Think?

Answers will vary. Possible answers include:

1. Whereas in the past, a lot of leisure time has been used for outdoor pursuits and activities, technology has made our leisure time more home-based and, generally, less physically active. Rather than meeting others face-to-face, social interaction is increasingly done online.
2. In countries where people work long hours or commute for long distances, they tend to have little time to relax or pursue hobbies during the workweek.
3. Internet activities like gaming are popular with young people in many countries, while activities like golf, bridge, and hill-walking seem more popular with some older people.

UNIT

7 A World of Music

Getting Ready

Answer Key

1. **From the top:** classical; dance music; rock; jazz; salsa; reggae; traditional Irish music
2. Answers will vary. Students should give reasons.

CHAPTER 1: Sounds from the Past

Chapter Summary

Target Vocabulary: appealing, capture, essential, extinct, format, genre, lyrics, roots

Reading Skill: Predicting

Reading Passage Summary: This passage describes how, although older types of music have been at risk of disappearing, modern technology and collectors are now making it easier to preserve all kinds of music.

Vocabulary Skill: Prefix *ex-*

Answer Key

Before You Read

Answers will vary. Possible answers include:

A: *ska, world music, emo, heavy metal, indie, bluegrass, punk, opera*, or ethnic music such as *Kwaito* in South Africa, *rai* in North Africa, or *ragas* in India.

Reading Skill

A: 1. many; 2. learn music from; 3. important; 4. doesn't disappear; 5. natural setting

Reading Comprehension

A: Students should check all but statement 3.

1. (lines 12–14); 2. (lines 16–18); 4. (lines 3–5, 19–20); 5. white (lines 34–37)

B: 1. a (lines 3–4); 2. b (lines 18–20); 3. a (lines 28–32); 4. b (lines 15–16); 5. a (lines 18–20)

Critical Thinking

1. Answers will vary. Possible answers for question 2 include: Set up traditional music centers online or

in person to hear digitized recordings, generate interest in preserving traditional music through social-networking.

Vocabulary Comprehension

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

B: 1. appealing; 2. genre, roots; 3. lyrics; 4. (an) essential

Vocabulary Skill

A: exhausting; extended; extra; excited; experience; extensive; exclusive; expect

B: 1. exclusive; 2. exhausting; 3. excited; 4. extensive; 5. extended; 6. extra; 7. experience

C: Answers will vary. Possible answers include: exactly, examination, excellent, exchange, expand, express, extreme, etc. (Students should provide a definition for each.)

CHAPTER 2: For the Record: Album Reviews

Chapter Summary

Target Vocabulary: (music) album, boundary, incorporate, mature, pioneer, release, revolution, statement
Reading Skill: Noticing Patterns
Reading Passage Summary: In this passage, four classic albums are reviewed in a music publication.
Vocabulary Skill: Easily Confused Words

Answer Key

Before You Read

A: Answers will vary.

Reading Skill

A: 1. four; 2. Bob Dylan – *Highway 61 Revisited* (1965);
3. one (The Clash – *London Calling*, 65:07)

B: 3, 1, 4, 6, 5, 2

Reading Comprehension

A: 1. T (lines 1–2); 2. T (lines 7–9, 1st column);
3. F, The Beach Boys, not Marvin Gaye (lines 12–15,
1st column); 4. F, the road he grew up on, not a
store (lines 23–25, 1st column); 5. T (lines 20–21,
2nd column)

B: 1. W, H; L (lines 3–18, 1st column); 2. P (lines 9–12,
1st column); 3. L (29–31, 2nd column); 4. P, W, H, L
(entire passage); 5. L (lines 25–26, 2nd column)

Critical Thinking

Answers will vary.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

1. A mature person is usually sensible and wise, not childish or impetuous. 2. Some people think music should make a statement because it can influence public thinking; others feel music should simply be enjoyed for its sound. 3. The key language-learning skills—listening, speaking, reading, and writing—can all be taken outside the classroom and incorporated

into everyday life by interacting with people, reading newspapers, listening to music and radio programs, and writing emails or posts on social-networking sites.

Vocabulary Skill

A: 1. affected; 2. effect

B: 1. advice; 2. advise; 3. except; 4. accept; 5. than;
6. then; 7. affect; 8. effect

Real Life Skill

A: 1. expect: because the audience has paid a lot of money, they have an expectation that the show should be good and worth the expense; 2. looking forward to: school vacations are scheduled in advance, and the writer is eagerly anticipating the time off; 3. expect or hope: expect would be the better choice if the writer is confident that he or she will buy a TV; hope indicates that the writer has a strong wish or desire to buy a TV but is less certain that it will happen. 4. expect: because the writer has done the work, there is good reason for him to believe he can get a good result, or hope: because the result is still uncertain.

B: Answers will vary.

What Do You Think?

Answers will vary. Please see **Teaching Notes**.

UNIT 8 Career Paths

Getting Ready

Answer Key

1. In general, many of these jobs have disappeared because the technology related to it has changed. **Telegraph operators:** Sending telegraphs became less popular when the telephone became an everyday item and, these days, cell phones make it possible to text message other cell phones anywhere in the world; also, with the Internet, we can email and instant message anywhere in the world. **Typists:** Once personal computers became commonplace, almost everybody had one and learned to type for themselves, either formally or informally; company employees were each assigned a PC or laptop of their own, and typists

became obsolete. **Hand Milking:** Machines were developed to milk cows in the late 19th century and were first made commercially available in the early part of the 20th century. From that point, automated milking became popular and, today, these machines allow farmers to milk about 100 cows per hour, as opposed to six cows an hour, if they were milking by hand.

2. Answers will vary. Possible answers include: The postal service may change a great deal in the future; machines rather than people will probably sort mail. Cashiers at stores are also beginning to be replaced by machines.

CHAPTER 1: College Start-Ups

Chapter Summary

Target Vocabulary: campus, concept, enterprising, expand, resource, retail, spur, stationery

Reading Skill: Making Inferences

Reading Passage Summary: This passage describes three businesses successfully started up by people still in college.

Vocabulary Skill: Compound Nouns

Answer Key

Before You Read

A: Answers will vary. Possible answers include:
2. Advantages include making your own decisions and setting your own schedule. Disadvantages include paying for your own healthcare and pension plan, having a lot of responsibility, and taking financial risks. 3. To start and run your own company you need to be determined, organized, informed, hard-working, flexible, and a problem-solver.

Reading Skill

A: a (lines 1–5) Students should underline the entire first sentence of the passage.

B: 1. b (lines 17–20); 2. b (lines 25–27);
3. b (lines 32–35)

Reading Comprehension

A: 1. b (lines 18–19); 2. a (line 23); 3. b (line 32)

B: a. Brian, Whitney; b. Zac; c. Brian; d. Brian; e. all;
f. Whitney, Zac; g. Whitney

Critical Thinking

Answers will vary. Possible answers include: 1. By the time most people get to university, they have learned some discipline—through their parents and through school—to be responsible, to meet deadlines, to manage their time, and to manage a budget, how ever small; all of these things are vital for starting and managing a business. On the other hand, some college students are quite immature and unsuited to running a business. Also, some people feel that the college years should mainly be

for academic development, and for some fun. **2.** The best formula is a business person who makes money by doing what they are passionate about. If you run a business in something that does not interest you, you will be unhappy, even if you are making money. It's also more likely that the business will fail if you're not passionate about it.

Vocabulary Comprehension

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

B: 1. (a) retail/stationery, resources; 2. expand, campus; 3. spur; 4. enterprising, concepts

Vocabulary Skill

A: 1. office manager; 2. travel agent; 3. car dealer; 4. computer programmer; 5. hairdresser; 6. taxi driver; 7. firefighter; 8. bookkeeper; 9. police officer

B: All except numbers 5, 7, and 8 are two words.

C: 1. police officer; 2. travel agent; 3. taxi driver; 4. car dealer; 5. hairdresser; 6. computer programmer; 7. firefighter; 8. office manager; 9. bookkeeper

CHAPTER 2: The Right Job for Your Personality

Chapter Summary

Target Vocabulary: fundamental, inclined to, investigate, opinion, persuasive, regulation, theory, thrive

Reading Skill: Skimming for General Ideas

Reading Passage Summary: The article discusses the relationship between personality and career, and describes the Holland Code, a psychological test matching career options with different personality types.

Vocabulary Skill: Adjective Endings

Answer Key

Before You Read

A and B: Answers will vary. Possible answers include:
nurse: kind, conscientious, observant, organized;
engineer: serious, disciplined, logical; **athlete:** self-confident, disciplined, competitive, persevering

Reading Skill

A and B: Answers will vary.

Reading Comprehension

A: 1. d (lines 11–15); 2. e (lines 17–19);
3. c (lines 22–25); 4. f (lines 28–31);
5. a (lines 34–38); 6. b (lines 40–43)

B: 1. T (lines 9–10); 2. F, the passage tells us that Realistic people like to work with objects, but does not say anything similar about Conventional people (lines 12–15, 41–43); 3. F, most don't consider their personality first (lines 1–2); 4. F, true Social types like working with others but not Investigative types (lines 19–20, 29–32); 5. F, you can take it online (lines 44–45).

Critical Thinking

Answers will vary. Possible answers include:

1. **Realistic:** plumber, another *first responder* such as an ambulance driver; **Investigative:** physicist, inventor, lab technician; **Artistic:** dancer, figure skater, poet; **Social:** mediator, therapist; **Enterprising:** newspaper editor, photojournalist, politician; **Conventional:** government worker, administrative staff. 2. Personality tests may be somewhat accurate, but people are also a blend of various personality types so the tests may not always be helpful to us.

Vocabulary Comprehension

A: 1. popular; 2. politics; 3. mistaken; 4. inclined to;
5. ignore; 6. reduce; 7. romantic; 8. error

B: Answers will vary. Possible answers include:

1. detective, forensic scientist, investigative reporter;
2. Convince them it is in their best interest;
4. In most cases, yes, because regulations help businesses to run more smoothly as, that way, everybody understands what is expected of them.

Vocabulary Skill

B: 1. motivated; 2. effective; 3. interested;
4. adventurous; 5. assertive; 6. experienced;
7. flexible; 8. dynamic; 9. enthusiastic

C: Answers will vary.

Real Life Skill

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

B: 1. b; 2. c; 3. a

C: Answers will vary.

What Do You Think?

Answers will vary. Possible answers include:

1. Have students share ideas about their ideal job. Ask students whether there are personality factors that influenced/would influence their opinion about the job.
2. Answers depend on the career, country, students' educational and experience level, and the job market.
3. Some pieces of possible advice are:
Do internships and network as much as possible. Find reliable sources of job information with school and university guidance counselors, in newspaper articles, and on Internet sites. Students should be wary of agencies and websites that charge money.

9 The Story of Chocolate

Getting Ready

Answer Key

1. Answers will vary. Possible answers include: chocolate bars, cookies, cakes, candy, chocolate milk, cocoa, hot chocolate, ice cream, chocolate sauce, etc. 3. Many say it's bad, because it often has high fat and sugar content; however some

studies show that it's good, in moderation, because it releases endorphins which make us feel good, and dark chocolate contains antioxidants. In fact, cacao, which chocolate is made from, is considered a superfood.

CHAPTER 1: A Brief History of Chocolate

Chapter Summary

Target Vocabulary: consume, culinary, cure, enhance, equipment, evolve, extract, resemble

Reading Skill: Recognizing Sequence of Events

Reading Passage Summary: This passage describes how chocolate was brought to Spain from Central America in the 16th century, and then spread in popularity throughout Europe and the world.

Vocabulary Skill: Identifying Part of Speech

Answer Key

Before You Read

A: Guesses may vary. Actual answers:

1. warm; 2. seeds; 3. dogs; 4. drinking; 5. food of the gods; 6. no; 7. 1,000; 8. a chocolate bar (also found at the bottom of student book page 109)

Reading Skill

A: 1. a (lines 21–23); 2. a (lines 8–9);

3. b (lines 7–8); 4. b (lines 5–7)

B: Answers may vary. 1. As popular as chocolate was in Spain, it didn't spread to the rest of Europe until nearly a hundred years later . . . (line 21); 2. The Mayans used *xocolatl* for important rituals, such as religious ceremonies or weddings, . . . (line 7); 3. . . . in those days. . . it was called *xocolatl*, meaning *bitter water*. The Spanish didn't quite take to the bitter taste, and added other ingredients such as sugar . . . (lines 7–8; line 17); 4. More than 2,000 years ago in Central America, the Mayan people began consuming a drink made from cacao seeds (line 5).

Reading Comprehension

A: 1. a (entire passage); 2. c (lines 8–11); 3. c (lines 28–35)

B: 1. T (lines 12–15); 2. F, it was also popular in Spain and other countries (lines 21–25); 3. T (lines 28–30);

4. T (lines 31–32); 5. T (lines 34–35)

Critical Thinking

1. Bitter tasting.

For the other questions, answers will vary.

2. Answers will vary. Possible answers include: People love the taste of it, and many report that it makes them feel good.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include: 1. Yes, from my mother/a cooking class; 2. the telephone, and the car; 3. cancer and heart disease.

Vocabulary Skill

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

B: 1. added things to change the taste, **circle:** *no sugar, chili peppers and other spices*; 2. special events/activities that are important to a culture, **circle:** *important, religious ceremonies or weddings*; 3. to like, **circle:** *bitter taste, added, sugar and vanilla*; 4. devoted to a certain type of item, **circle:** *chocolate shop, fruit jellies, and even flower petals*.

CHAPTER 2: The Truth about Chocolate

Chapter Summary

Target Vocabulary: crave, decay, distinctive, moderation, nature, nutritional, stimulate, undergo

Reading Skill: Understanding the Main Ideas

Reading Passage Summary: This passage discusses some common myths about chocolate. Many believe chocolate causes health problems, but some research shows that chocolate actually can be good for health.

Vocabulary Skill: Synonyms

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. that it's high in sugar and fat, addictive, and causes pimples; 2. (see Extension Activity in Chapter 1) books and movies: *Chocolat*, *Like Water for Chocolate*, and *Charlie and the Chocolate Factory*. In the media, chocolate is often presented both in a very attractive way, as something that makes us happy, and as a harmful, unhealthy food.
3. It has both a good and bad reputation, good because so many people love it, and bad because it's generally not considered to be a healthy food and many people eat too much of it.

Reading Skill

A: 1. T (lines 5–7); 2. S (lines 9–13); 3. S (lines 15–24); 4. F (lines 26–29); 5. F (lines 31–33).

B: Answers may vary slightly. 1. enable us to feel pleasure (line 6)/enhance your mood (line 7)/gives you more energy (line 7); 2. full of antioxidants (line 10)/high sugar and fat content, small amounts of cocoa (line 12)/cause you to gain weight (line 13); 3. contains chemicals called flavanols which fight heart disease (line 16)/consume dark chocolate with a high proportion of cocoa if you want to see the benefits (line 19)/better places to start than at the bottom of a box of chocolates (line 20); 4. no evidence that chocolate gives you pimples (line 26)/it's not chocolate that causes problems (line 27); 5. another myth (line 31)/not chocolate itself that causes tooth decay (line 31)/might actually protect rather than hurt them (line 33).

Reading Comprehension

A: 1. c (lines 11–12); 2. b (lines 20–23); 3. a (lines 26–31)
B: 1. + (lines 5–7); 2. – (lines 12–13); 3. – (lines 10–11); 4. + (lines 16–18); 5. + (lines 32–33)

Critical Thinking

Answers will vary. Possible answers include:

1. daily, twice a week, once a month. The question asks *how often*, so the answer should be about frequency. 2. The sweetness and the high amount of fat cater to modern-day tastes.

Vocabulary Comprehension

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

B: 1. undergo, craving, to crave; 2. distinctive; 3. nature; 4. nutritional, moderation

Vocabulary Skill

A: 1. dangerous (line 3), negative (line 5); 2. addicted (line 5), obsessed (line 9), hooked (line 13).
3. proof (line 3), evidence (line 12); 4. regularly (line 1), constantly (line 7), day after day (lines 9–10); 5. exhausted (line 10); 6. cut back, limit (lines 14–15)
B: Answers will vary. Possible answers include:
1. damaging; 2. reliant on; 3. confirmation;
4. continually, repeatedly; 5. fatigued, weary;
6. lower, downscale

Real Life Skill

A: 1. 2; 2. 1; 3. 2

B: Answers will vary. Students should use the first meaning of *consume* and *cultivate*, and the second meaning of *contribute* to make sentences of their own.

What Do You Think?

Answers will vary. Possible answers include:

1. Peanuts, which originated in South America and were brought back to Spain by explorers. By the 1800s they were being grown in the southern United States, mainly as animal feed. Later, they became popular for their oil as well as being roasted and salted, and used in candy and peanut butter.
2. It's a myth that frozen vegetables are less nutritious than fresh ones because most vegetables are frozen



as soon as they are picked so they retain all their nutrients. **3.** For some, certain foods or drinks are important as a pick-me-up at specific times of the

day. For example, some people do not feel awake without coffee in the morning.

UNIT 10 The Secrets of Advertising

Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. Students should tick the forms of advertising they encountered recently (yesterday or today).

2. Students should tick or note which forms of advertising they actually stopped to look at or remember most clearly.

CHAPTER 1: Ads Are Everywhere!

Chapter Summary

Target Vocabulary: access, content, ignore, interactive, prominently, subtle, virtually, visible

Reading Skill: Scanning for Proper Nouns

Reading Passage Summary: The passage describes how people have become immune to traditional forms of advertising, so advertisers are finding more clever and creative ways to reach their audience.

Vocabulary Skill: Prefixes *in-*, *im-*, and *un-*

Answer Key

Before You Read

A: 1. The ad on the right is more traditional; it features the product, the packaging, and the slogan. The ad on the left is more modern because it involves less obvious ways to reinforce branding, rather than selling a single product. **2.** Answers may vary. The marathon one is probably more effective.

Sponsoring events like the New York Marathon lets companies not only advertise to many people, but also associate itself with a desirable lifestyle. It may also be because the traditional advertisement is easier to mentally ignore.

Reading Skill

A: Paragraph 2. Gucci, Louis Vuitton, Nike (lines 8–10), clothing; **Paragraph 3.** Coca-Cola Company, *American Idol*, James Bond, *Casino Royale*, Ford (lines 14–18), entertainment; **Paragraph 5.** Facebook, Red Bull, YouTube (lines 25–30), the Internet (line 24)

Reading Comprehension

A: 1. b (entire Paragraph 2); **2.** c (entire Paragraph 4); **3.** b (lines 20–21)
B: 1. more (entire passage); **2.** don't know (lines 3–6); **3.** memorable logos (lines 7–12, entire Paragraph 2);

4. Ford (lines 18–19); **5.** share information about the brand (lines 25–27); **6.** skateboarding (lines 27–30)

Critical Thinking

Answers will vary.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

1. Most students are probably familiar with logos for multinational brands, like McDonald's, Facebook, and Coca-Cola; **2.** casually mention something you like a lot; **3.** they could raise their hands more often and actively participate in class discussions, or sit next to a new person each day.

Vocabulary Skill

A: a. impossible; **b.** impatient; **c.** unconcerned; **d.** insecure; **e.** unaware; **f.** uncertain; **g.** incorrect; **h.** unidentified

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

C: 1. informal; **2.** inappropriate; **3.** *no prefix*; **4.** Unfortunately; **5.** unaware; **6.** untidy; **7.** unsure

CHAPTER 2: Brand Engagement Gone Wrong

Chapter Summary

Target Vocabulary: consumer, flattering, made fun of, insensitive, publicity, slogan, submit, supply

Reading Skill: Making Inferences

Reading Passage Summary: This passage describes some companies' requests for consumer participation in the creation of their advertisements, and provides two examples showing how this backfired.

Vocabulary Skill: Word Families

Answer Key

Before You Read

Answers will vary. Students should support their ideas with examples/specific reasons.

Reading Skill

A: 1. c (lines 6–7); 2. negative (lines 6–7)

B: 1. unhappy (line 21–23); 2. badly (lines 13–16); 3. size (lines 34–36)

Reading Comprehension

A: 1. F, often hold contests (lines 3–4);

2. T (lines 19–23); 3. F, she did enter it for that reason (lines 17–19); 4. T (lines 34–37); 5. F, the contests were very popular (lines 21, 30–32)

B: 1. A (lines 14–18); 2. A, C (entire passage); 3. A, C (lines 14–19 and 34–36); 4. A (lines 11–13); 5. A (lines 21–23)

Critical Thinking

Answers will vary. Students should give reasons and examples.

Vocabulary Comprehension

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

B: 1. publicity; 2. flattering; 3. make fun of, sensitive; 4. Consumers, slogans

Vocabulary Skill

A: 2. favor, favor/favorite; 3. experience, experienced;

4. imagine, imagination; 5. scary/scared, scare;

6. concerned/concerning, concern; 7. suggest,

suggestion; 8. supportive/supported, support

B: 1. scares/concerns; 2. experienced/supportive;

3. support; 4. suggestion/experience; 5. favor;

6. imagination; 7. concern/offense;

8. offensive/offending

Real Life Skill

A: 1. b; 2. c; 3. a

B: Answers will vary. Possible answers include:

1. If you use this shampoo, you too will be beautiful;

2. Drinking this water will improve your health and

well-being; 3. If you use this phone, nothing bad will

ever happen to your children.

C: Students' slogans will vary. Students should be able to explain the meanings/message of their slogan.

What Do You Think?

Answers will vary.

UNIT
11 Food and the Environment

Getting Ready

Answer Key

Guesses will vary. Actual answers to the Eco Quiz: **1. b; 2. a; 3. b; 4. a; 5. a**

CHAPTER 1: Engineering a Better Burger

Chapter Summary

Target Vocabulary: alternative, anticipate, chemical, consequence, devastate, keen, struggle, sustainable

Reading Skill: Distinguishing between Main and Supporting Ideas

Reading Passage Summary: This passage describes how the production of meat is having a negative effect on the planet in terms of pollution as well as its overuse of energy and land resources. New methods of engineering meat products are being developed.

Vocabulary Skill: Adverbs

Answer Key

Before You Read

A: **1.** Answers will vary. **2.** The burger and potato chips are processed foods; The piece of beef and baked potato are natural and, generally, healthier than the processed foods.

Reading Skill

A: **Paragraph 1.** b (lines 2–4); **Paragraph 2.** a (lines 7–11); **Paragraph 3.** a (lines 15–16)

B: **Main idea:** Scientifically engineered meat will not be available for some time to come, but it will be some day (lines 23–25); **Supporting idea:** It's too expensive to develop in large quantities (right now) (lines 27–28).

Reading Comprehension

A: **1.** F, They eat more meat, not less (lines 4–5); **2.** T (lines 8–9); **3.** T (lines 20–21); **4.** T (lines 25–26); **5.** F, It won't be sold soon (lines 23–25).

B: **1.** over 500 percent (line 3); **2.** richer (line 6); **3.** 70 percent (line 8); **4.** rain forests (line 10); **5.** energy (line 12); **6.** pollution (line 13); **7.** lab/laboratory (line 17); **8.** cells (line 17);

9. muscle/meat (line 18); **10.** expensive (line 25); **11.** mushrooms (line 21); **12.** natural/meaty (line 22)

Critical Thinking

Answers will vary. Possible answers include: **2.** meat alternatives like soy-based meat-like products; and tofu/tempeh; Quorn™; VegeMince®; TVP; etc.

Vocabulary Comprehension

A: **1.** struggle; **2.** consequence; **3.** attracting; **4.** anticipation; **5.** limitation; **6.** limit; **7.** disgusted; **8.** natural

B: **1.** sustain; **2.** struggle, keen; **3.** alternative; **4.** anticipated

Vocabulary Skill

B: **1.** traditionally; **2.** aggressively; **3.** virtually; **4.** previously; **5.** essentially; **6.** sincerely; **7.** passionately; **8.** persuasively; **9.** loyally; **10.** naturally

C: **1.** aggressively, roared; **2.** Frankly, I'm not bothered about what he thinks; **3.** persuasively, argued; **4.** loyally, follow; **5.** traditionally, go to France for Christmas

CHAPTER 2: Is Your Diet Destroying the Environment?

Chapter Summary

Target Vocabulary: account for, adopt, deprive, estimate, ethical, impact, modify, vital

Reading Skill: Understanding Cause and Effect

Reading Passage Summary: This passage discusses the effects of our diet on the environment and suggests that a vegetarian diet is better for personal health and for the Earth.

Vocabulary Skill: The Root Word *vit / viv*

Answer Key

Before You Read

A: 1. (clockwise from top left) 5, 1, 3, 4, 2;

2. Answers will vary. Possible answers include:

1) Manure from chicken farms can pollute nearby water supplies; 2) If conditions on livestock farms and food processing factories are unhygienic, food-borne diseases can occur; 3) The transportation of such products can affect air quality, particularly big trucks which are a source of smog and toxic chemical pollution; 4) Supermarkets have high energy costs in lighting and climate control, and to keep meat fresh, they need to run large refrigerators which produce greenhouse gases that contribute to global warming; 5) Food waste as well as associated items such as napkins may end up incinerated or in landfills, both of which are bad for the environment.

Reading Skill

A: 2. Cause: Certain animals release methane when they pass wind. **Effect:** These greenhouse gases cause global warming; **3. Cause:** Some people choose a vegan diet. **Effect:** These people may be deprived of vitamins and minerals essential to their health.

Reading Comprehension

A: 1. a (lines 1–5); 2. b (lines 22–23); 3. c (lines 23–24)

B: 1. driving (lines 7–8); 2. methane gas (lines 20–21); 3. meat (lines 10–12); 4. vegetables (lines 12–14); 5. vegetarian (lines 23–26)

Critical Thinking

Answers will vary. Possible answers include: **1.** It may be harder to find food when you eat out. If you don't eat the right things, you may not get enough protein. **2.** Many people believe that every effort helps, especially if enough people make a small effort.

Vocabulary Comprehension

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

B: Answers will vary.

Vocabulary Skill

A: vitamin: noun; **survive:** verb; **vivacious:** adjective; **vivid:** adjective; **revive:** verb

1. revive; 2. vitamins; 3. vivid; 4. survive; 5. vivacious

B: 1. survived; 2. Vitamin; 3. vivid; 4. revive;

5. vivacious

Real Life Skill

A: (from top down) weight; length; length; volume; distance; temperature; area

B: 2. longer; 3. more; 4. shorter; 5. colder; 6. bigger

What Do You Think?

Answers will vary.

UNIT
12 Living for the Future

Getting Ready

Answer Key

Answers will vary. Students should complete the survey, then reflect on and discuss their results.

CHAPTER 1: Clean Up Australia, Clean Up the World

Chapter Summary

Target Vocabulary: accumulate, alarming, ambitious, launch, persistence, unite, volunteer, waste

Reading Skill: Scanning for Names and Numbers

Reading Passage Summary: The passage describes how Ian Kiernan's environmental clean-up program in Sydney Harbor became a nationwide movement in Australia, and then a global program.

Vocabulary Skill: Prefix *re-*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:
2. Some cities have stronger laws against pollution and more efficient public transportation systems than others/People can organize clean-up and recycling programs/Governments can create laws that protect the environment. **3.** People can join groups to make the public more aware of problems, they can also start, sign, or get petitions to show support for changes and different environmental issues, recycling centers, or greater reuse of household items.

Reading Skill

A: 1. date; 2. number; 3. name; 4. number; 5. name
B: 1. 1989 (line 6); 2. 300,000 (line 11); 3. the United Nations Environment Program (line 16); 4. 80 (line 19); 5. Clean Up Mobile Phones (line 32)

Reading Comprehension

A: 1. b (entire passage); 2. a (lines 5–15); 3. c (lines 26–30); 4. a (lines 33–36)
B: 1 (lines 5–15); 5 (lines 15–18); 3 (lines 5–6); 2 (lines 2–4); 6 (lines 31–32); 4 (lines 8–12)

Critical Thinking

Answers will vary. Possible answers include:
1. It may depend on how aware local people are of environmental issues and whether they feel they can (or want to) do something about them; **2.** Aside from recycling, most countries take the trash to incinerators or landfills. In some places, biodegradable waste is taken to huge compost heaps.

Vocabulary Comprehension

A: 1. b; 2. b; 3. a; 4. a; 5. b; 6. a; 7. b; 8. a
B: Answers will vary. Possible answers include:
2. Rotary International, Doctors Without Borders, Habitat for Humanity; **3.** through hard work and persistence; **4.** persistence, because talent has little use unless you are determined to use it.

Vocabulary Skill

A: (from the top) Recycle, recall, reduce, return, refund, renew, review
B: 1. renew; 2. reduce; 3. recycle; 4. refund; 5. return; 6. review; 7. recall
C: Answers will vary. Possible answers include: react, readjust, reappear, rebirth, rebuild, recall, recur, reelect, etc.

CHAPTER 2: Resources for the Future

Chapter Summary

Target Vocabulary: availability, drastically, endangered, exceed, lack, shortage, strain, sustain

Reading Skill: Skimming to Assess a Passage

Reading Passage Summary: This passage describes how two crucial natural resources—fresh water and the rain forests—are seriously depleted, and how we need to find ways of protecting and conserving them.

Vocabulary Skill: The Prefixes *over* and *under*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. wood/coal/wind energy/solar energy/plants/animals
2. Students should circle natural resources that are plentiful and underline those that are either scarce now or will be in the future.

Reading Skill

A: 2, 5, 6

B: 1. 5; 2. 3; 3. 4; 4. 2; 5. 1

Reading Comprehension

A: 1. a (lines 19–22); 2. b (lines 16–19).

3. c (lines 33–35)

B: 1. W (lines 10–11); 2. R (lines 26–29);

3. W, R (lines 1–4, 17–19); 4. W, R (entire passage);

5. W, R (lines 31–32); 6. R (lines 25–26)

Critical Thinking

Answers will vary. Possible answers include:

2. wind/tidal power/solar energy/all renewable resources

Vocabulary Comprehension

A: 1. ease; 2. suddenly; 3. busy; 4. exceed;

5. endangered; 6. discontinue

B: 1. (a) strain; 2. drastically; 3. (an) endangered;
4. sustain

Vocabulary Skill

A: 1. both; 2. both; 3. over; 4. both; 5. under; 6. both;
7. under; 8. both; 9. over; 10. both

B: 1. under; 2. over; 3. under; 4. over; 5. under;
6. under; 7. under; 8. over

Real Life Skill

B: 1. 2,000,000; 2. 4,500,000; 3. 455,000; 4. 1,728;
5. 10,700

What Do You Think?

Possible answers include:

1. By being more aware of what they use, what they need, what they waste, and how they dispose of their garbage and unwanted electronic products.
2. While volunteer activities are helpful and important, environmental problems are happening on a massive scale and should be solved by governments and entire populations, together.
3. It's everybody's responsibility, but legislation (laws) needs to be put in place and enforced.

Fluency Strategy: PRO (Preview, Read, Organize)

PRO stands for **P**review, **R**ead, **O**rganize. This reading strategy will help you build your reading fluency by helping you to organize and understand what you read.

Preview

Answers will vary, but expect students to provide two or three questions for their reading based on the survey activity. The questions will provide a reason for reading.

Read

Give students time to read the passage and make sure they find the answers to their questions.

Organize

A: 1. three (3); 2. tests (in general); 3. nutrition; 4. educational styles; 5. intelligence; 6. problem-solving; 7. social; 8. negative; 9. information

FLUENCY READING: *Are Human Beings Getting Smarter?***Answer Key****Reading Comprehension**

1. b (first paragraph); 2. b (entire passage); 3. c (lines 6–7); 4. b (lines 11–14); 5. a (lines 4–5); 6. a (lines 29–31); 7. d (final paragraph)

SELF CHECK: *PRO Strategy***Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

REVIEW READING 1: *The Film and the Novel: Twilight***Answer Key****Reading Comprehension**

1. c (lines 1–8); 2. c (lines 10–12); 3. b (lines 19–22); 4. b (lines 24–25); 5. a (lines 17–19); 6. c (lines 30–31); 7. a (entire passage)

REVIEW READING 2: *Organic Farming: The New Vacation***Answer Key****Reading Comprehension**

1. c (lines 3–5); 2. a (line 12); 3. b (line 14); 4. b (lines 18–19); 5. d (lines 18–19); 6. d (lines 24–25); 7. d (lines 28–31)

Fluency Strategy: PQR+E

Parsing, Questioning, Rephrasing, and Explaining (PQR+E) is a reading strategy to help build reading comprehension in stages from sentences and paragraphs to full texts. Use this strategy when you have difficulty understanding large pieces of text that you are reading.

Parsing

A and B. Answers will vary, but make sure students understand the process of parsing.

Questioning

Answers will vary, but expect students to provide two or three questions for their reading based on the survey activity. The questions will provide a reason for reading.

Rephrasing

Answers will vary.

Explaining (or Extending)

A and B. Answers will vary.

FLUENCY READING: *Movies for the Blind***Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (paragraph 2, especially lines 16–21); 3. a (lines 23–24); 4. c (lines 25–27); 5. c (lines 28–34); 6. a (lines 35–40); 7. d (lines 44–47)

SELF CHECK: PQR+E**Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

REVIEW READING 3: *Raising a Child Athlete***Answer Key****Reading Comprehension**

1. d (entire passage); 2. b (lines 5–13); 3. a (lines 14–17); 4. d (lines 16–17); 5. b (lines 18–21); 6. d (lines 26–29); 7. c (entire passage)

REVIEW READING 4: *The Life of a Professional Gamer***Answer Key****Reading Comprehension**

1. c (entire passage); 2. a (lines 5–8); 3. d (lines 10–11); 4. b (lines 20–21); 5. d (lines 16–19); 6. c (lines 25–27); 7. a (lines 30–32)

Fluency Strategy: KWL (KNOW, WANT, LEARN)

Use three questions to improve your reading fluency and comprehension. The letters K, W, and L can be used to remind you of these questions.

KWL stands for **K**now, **W**ant, **L**earn.

Know A and B; Want A and B; Learn A

Answers will vary, but expect students to provide several things they already know about the topic as well as things they would like to learn. The things they want to learn will provide a reason for reading.

FLUENCY READING: *Will Shortz: Puzzle Maker*

Answer Key

Reading Comprehension

1. b (lines 1–9); 2. a (lines 5–9); 3. b (lines 12–20); 4. a (lines 12–20); 5. a (lines 22–23); 6. d (lines 23–25);
7. b (lines 28–30) and a (inference from entire article, especially the final paragraph)

SELF CHECK: *KWL*

Personal Responses to Reading Strategy

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

REVIEW READING 5: *The People Behind the Music*

Answer Key

Reading Comprehension

1. c (title and entire passage); 2. a (lines 8–9); 3. a (lines 9–10); 4. d (lines 13–16); 5. c (lines 27–29);
6. c (lines 17–20); 7. c (paragraph 1 and 6)

REVIEW READING 6: *Savory Chocolate*

Answer Key

Reading Comprehension

1. b (lines 1–3); 2. a (lines 12–16); 3. a (lines 14–15); 4. a (line 22); 5. d (lines 24–29); 6. a (lines 24–29);
7. c (lines 29–31)

Fluency Strategy: Reading ACTIVELY

In order to become a more fluent reader, remember to follow the six points of the ACTIVE approach before, while, and after you read. See the inside front cover of the Student's Book for more information on the ACTIVE approach.

Activate Prior Knowledge; Cultivate Vocabulary; Think About Meaning

Answers will vary. Expect students to activate prior knowledge, cultivate vocabulary, and think about meaning as they read. As they read, they should monitor their own reading habits and try to use effective strategies.

FLUENCY READING: *Billboards that Recognize You***Answer Key****Reading Comprehension**

1. d (entire passage); 2. c (lines 4–6); 3. d (lines 12–17); 4. a (lines 19–20); 5. a (lines 20–21); 6. c (lines 24–26); 7. a (lines 27–29)

SELF CHECK: *Review of Reading Skills in Book 2***Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process. Students should use the questions in the Self Check to reflect upon their use of the reading strategies suggested throughout Book 2.

REVIEW READING 7: *The Life of a Food Critic***Answer Key****Reading Comprehension**

1. c (lines 4–5); 2. b (lines 1–10); 3. a (lines 11–16); 4. d (lines 13–16); 5. a (lines 20–21); 6. a (lines 23–24); 7. d (lines 25–27)

REVIEW READING 8: *The Urban Gardener***Answer Key****Reading Comprehension**

1. b (lines 3–4); 2. d (lines 1–4); 3. c (lines 6–8); 4. a (lines 13–23); 5. d (lines 24–26); 6. c (lines 27–28); 7. b (lines 29–30, entire passage)

