

ANSWER KEY

Part One The Basics (pages 1–23)

Exercises on Parts of Speech: (pages 7–11)

Exercise 1 (page 7)

Sentence 1	On = preposition the = article afternoon = adjective talk show = noun the = article harried = adjective	woman = noun talked = verb about = preposition her = adjective ex-husband = noun who = relative pronoun	had married = verb his = adjective high school = adjective sweetheart's = possessive noun partner = noun
Sentence 2	I = pronoun have = verb never = adverb taken = verb a = article bus = noun	from = preposition Utah = proper noun to = preposition California = proper noun but = conjunction my = adjective	mother = noun did = verb when = adverb she = pronoun was = verb 16 = adjective
Sentence 3	My = adjective secretive = adjective cousin = noun who = relative pronoun clicks = verb on = preposition	a = article computer = noun in = preposition a = article dark = adjective underground = adjective	office = noun works = verb from = preposition dusk = noun to = preposition dawn = noun
Sentence 4	The = article lifeguard = noun sat = verb patiently = adverb on = preposition the = article	high = adjective chair = noun on = preposition the = article beach = noun while = adverb	his = adjective nose = noun turned = verb redder = adjective and = conjunction redder = adjective
Sentence 5	Sometimes = adverb Jima = proper noun eats = verb two = adjective breakfasts = noun and = conjunction three = adjective	lunches = noun but = conjunction he = pronoun manages = verb to = preposition stay = verb in = preposition	shape = noun by = preposition walking = noun from = preposition restaurant = noun to = preposition restaurant = noun
Sentence 6	People = noun often = adverb get lost = verb in = preposition	those = adjective woods = noun because = adverb the = article	signs = noun are = verb poor = adjective

Sentence 7	My = adjective elderly = adjective grandmother = noun has = verb	never = adverb eaten = verb spicy = adjective food = noun	in = preposition her = adjective entire = adjective life = noun
Sentence 8	St. Paul's Church = proper noun in = preposition London = proper noun is = verb	the = article second = adjective largest = adjective church = noun in = preposition	the = article whole = adjective world = noun
Sentence 9	While = adverb she = pronoun was rushing = verb to = preposition school = noun she = pronoun did = verb	not = adverb see = verb the = article red = adjective light = noun so = conjunction the = article	police officer = noun gave = verb her = pronoun a = article summons = noun
Sentence 10	I = pronoun saw = verb many = adjective strange = adjective birds = noun	in = preposition the = article park = noun after = preposition the = article	rain = noun had = verb finally = adverb stopped = verb
Sentence 11	The = article lively = adjective speech = noun in = preposition the = article park = noun was delivered = verb	by = preposition an = article excellent = adjective orator = noun but = conjunction the = article afternoon = noun	was = verb almost = adverb ruined = verb by = preposition a = article tremendous = adjective storm = noun
Sentence 12	The = article voracious = adjective lion = noun would like = verb to = preposition	eat = verb all = adjective the = article small = adjective animals = noun	in = preposition the = article forest = noun

Exercise 2 (page 9)

Answers will vary but could include the following.

1. The /tired/ (adjective) professor walked /slowly/ (adverb) out of the classroom and /trudged/ (v.) to her next class.
2. The elegant /customer/ (noun) whispered to the /handsome/ (adj.) waiter.
3. The rock drummer wore a /plaid/ (adj.) vest and played /softly/ (adv.).
4. On /the/ (art.) street, the neighbors /usually/ (adv.) come over to /eat/ (v.) on Sunday afternoons.
5. Because the /game/ (n.) lasted /so/ (adv.) long, we didn't /get/ (v.) home until 11:30.
6. /The/ (art.) friendly painter /talked/ (v.) with her brother and /sister/ (n.).
7. Several weeks /before/ (prep.) April 15, my brother, /who/ (pro.) is an accountant, is /incredibly/ (adv.) busy.
8. While the librarian /was/ (v.) searching for a book, the /student/ (n.) waited /patiently/ (adv.).

The Snake and the Frog (page 16)

Narration technique:	third person
Setting:	a summer day in ancient Egypt
Characters and characteristics:	frog, friendly and trusting; snake, dishonest and evil
Plot:	Snake asks frog for a ride to the other side of the river. Frog is afraid that snake is going to bite him, but when snake promises not to, he takes him across. As soon as they get to the other side, snake bites him.
Surprise:	Snake bites frog even though he promised not to.
Theme or moral:	Animals (or people) do not usually act against their true nature, so you had better be careful.

Book 1

Part Two The Reading Units (pages 24–190)

Chapter 1 Family Matters (pages 27–80)

Unit 1.1 Personality and Birth Order Theory (pages 30–36)

Reading Comprehension: Short Answers (page 32)

1. It can make first-born high achievers.
2. They do not get as much attention at home.
3. Their parents are older and calmer and less is expected of them.
4. Only children might be selfish, spoiled, and egocentric.
5. They are high achievers and very responsible.

Vocabulary in Context (page 32)

Sentences will vary.

1. values, n., (+), s = noun ending; standards of conduct.
As the only daughter of a very religious couple, Hilda has excellent values.
2. excel, v., (+), ex = out (outside the ordinary); to be very good at something.
Vincent excels in mathematics.
3. responsibilities, n., (+), s = count noun; the things that you have to do.
Ms. Jackson has many responsibilities as the director of a large San Francisco office.
4. undivided, adj., (+), un = not (*Undivided* is often followed by the word *attention*.)
Now that I have finished my business, I can give you my undivided attention.
5. dependent, adj., (-), ent = adjective ending; relying on someone else.
Matilda Johnson is very sickly; she is entirely dependent on her children.
6. spoiled, adj., (-), a person who is spoiled has been given everything so he or she wants even more.
The spoiled child screamed and stamped his feet when he didn't get the ice cream he wanted.
7. diplomatic, adj., (+), ic is an adjective ending; avoiding conflict through peacemaking skills.
We have to try to find a diplomatic solution to the problem without starting another war.
8. peers, n., (=), equals, of the same economic and social level and the same age.
I will not be convicted by a jury of my peers.
9. compromise, v., (+), mise is a common verb ending; to give up something and get something, a technique used in negotiations.
We will have to compromise. I will take my car and you will pay for the gas.

10. get away with murder, *idiomatic phrase*, (–), to avoid punishment for a wrongful act.
Henry Jones always gets away with murder. His parents never punish him, even when he does something really wrong.

Vocabulary Analysis: Synonyms (page 35)

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

Text-Based Grammar: Analyzing the Use of Discourse Markers (page 35)

- | | |
|--------------------------------------|--|
| 3. However (contrast) | 7. for this reason (result) |
| 4. as a result (result) | 8. generally speaking (for a generalization) |
| 5. on the other hand (contrast) | 9. because (cause/effect) |
| 6. in general (for a generalization) | |

Unit 1.2 Joy Luck Club (pages 37–44)

Reading Comprehension (page 38)

1. T
2. F—She is uncomfortable, both physically and emotionally.
3. F—She hates the design and says that it is “not even good looking.”
4. F—They do not seem very close. For example, the daughter doesn’t know about her mother’s past.
5. F—She can predict the future.
6. T
7. F—Lena has her “proud American way.”
8. F—The walls close in “like a coffin.”
9. F—Lena and her husband are not having children any time soon.
10. F—Lena is married to another architect.

Reading Skills: Making Inferences (Reading between the Lines) (page 39)

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

Reading Skills: Understanding the Narrative Voice (page 40)

2. a. She slaps her daughter, but not often.
b. **Clues:** “I should have slapped her more often for disrespect.”
3. a. Her daughter thinks more about form than function.
b. **Clues:** The table is not functional; the house is “useless.”
4. a. She writes generally well, but is not very formal.
b. **Clues:** She begins many sentences with And and But, which is informal writing. Also, her sentences are generally quite short.
5. a. The mother’s past is probably unhappy or even tragic.
b. **Clues:** She thinks her daughter should understand her mother’s past to better understand her mother.
6. a. The mother believes that the guest should be treated with special attention.
b. **Clues:** The best bedroom should be the guest bedroom, not the hosts’ bedroom.
7. a. Her daughter probably has the opposite opinion.
b. **Clues:** her daughter puts her (the guest) in the tiniest room in the house.
8. a. The mother doesn’t have enough money.
b. **Clues:** Her daughter and son-in-law give her money to add to her “so-so security.” This is actually a funny line because **so-so** means “not very good” or even “pretty bad.” Thus, “so-so security” is social security that is not very good, not enough, which is really the case. Therefore, her “mistake” is actually a good description of the social security check she receives.

9. a. The mother’s special ability is to predict the future.
b. Clues: She says she has “always known a thing before it happens,” and she predicts bad things for the house (and therefore the family that lives in it).
10. a. The man who the mother married was obviously not Chinese.
b. Clues: His name is St. Clair, a name of French origin. Therefore, she either married a European or an American of European ancestry.

Vocabulary Development: Combining Forms (Prefixes, Suffixes, Stems) (page 42)

Answers may vary but could contain the following.

1. bottom line, bottom’s up, bottom of the barrel, bottom shelf
2. heartless, guileless, childless, fruitless, shoeless, artless
3. **Mother words:**
 1. **maternal:** of a mother, used with *instinct* and *feelings*
 2. **matriarch:** the powerful female in a society or a family
 3. **maternity clothes:** clothes that a woman wears when she is pregnant
 4. **maternity ward:** the part of the hospital where babies are born
 5. **matricide:** killing the mother
 6. **matrimony:** marriage (literally, acquiring a mother)
 7. **matron:** a married woman with dignified maturity or someone who looks as if she has had children (sometimes negative, especially if the person is quite young)
 8. **Alma Mater:** the college that a person has graduated from
 9. **to mother:** to take care of. Even a man can *mother*. A person can also *mother* a sick animal.
 10. **matronym:** a name derived from a female ancestor
4. **Cide words:** patricide (killing the father), matricide (mother), fratricide (brother), genocide (a race of people), pesticide (bugs), homicide (one person), insecticide (insects)
5. **Phobia words:** agoraphobia (fear of open spaces), claustrophobia (closed spaces), arachnophobia (spiders), panophobia (fear of everything), autophobia (being alone), zoophobia (animals), necrophobia (death), Anglophobia (English). Go to www.phobialist.com for a list of hundreds of phobias.

Unit 1.3 Relationships: Lessons from Gay Marriages (pages 45–49)

Reading Skills: Evaluating Supporting Material (page 45)

1. a. They wait before getting married.
b. They are strongly motivated.
2. Women expect specific things from a marriage; when they don’t get them, they prefer to live alone.

Vocabulary Analysis: Fill-Ins (page 46)

- | | | |
|----------------|-----------------|------------------|
| 1. initiate | 5. motivated | 9. stereotype |
| 2. short-lived | 6. lesbian | 10. heterosexual |
| 3. bliss | 7. tie the knot | |
| 4. homosexual | 8. overt | |

Vocabulary in Context (page 47)

1. get hitched, v., (+), idiomatic phrase; to get married.
They got hitched in Gatlinburg, Tennessee.
2. divorce rate, n., (-), the percentage of divorces.
The divorce rate in the United States is rising.

3. sexual orientation, n., (=), the direction of one's affection (orientation).
I don't care about his sexual orientation. I only care that he is a good manager.
4. initiate, v., (+), to start something.
The Ambassador initiated the peace talks by explaining her country's wish to end the war.
5. motivated, adj., (+), inspired. *She is strongly motivated to get a promotion.*
Her mother is sick and she has two children who are almost college age.
6. stereotype, n., (-), a conclusion, perhaps erroneous, based on reputation and hearsay.
All people from that country are not involved in the drug business. That is just a terrible stereotype.
7. tie the knot, idiomatic phrase, (+), similar to *get hitched*.
They can't wait to tie the knot. Their wedding is next Saturday.
8. marital, adj., (=), having to do with marriage.
They overcame their marital problems and now are enjoying marital bliss.
9. bliss, n., (+), the highest form of happiness.
While stretched on a perfect beach in Veracruz, Tayla experienced a sense of bliss.
10. overt, adj., (=), open for everyone to see.
He did not make any overt gestures, but I could tell that he was really happy about the judge's decision.

Text-Based Grammar: Locating Adjective Clauses (page 49)

1. . . . Denmark, where homosexuals have been legally able to get married. . . .
2. . . . gays and lesbians who have married. . . .
3. . . . only those who are strongly motivated to marry do so. . . .
4. . . . Vikebe Nissen, who is herself a married lesbian. . . .

Unit 1.4 The City (pages 50–51)

Images of Love (page 50)

the gypsy, time, fearless nights, the moon, the sun, the city

Exercise on Symbols (page 51)

2. **a heart**—The heart shape, reproduced in boxes of chocolates, candies, and Valentine's day cards, means that the lover has given his or her heart to the beloved.
3. **xoxoxoxo**—These letters mean hugs and kisses, sometimes written at the end of a letter or card.
4. **red roses**—Roses themselves are common gifts of love; the color red symbolizes passionate love. In fact, there is a progression in colors of flowers that should be followed: yellow (friendship), white (pure, Platonic love), pink (the love is increasing), and red (love in full bloom).
5. **an arrow through the heart**—According to ancient Greek and Roman mythology, Cupid, the son of Venus, is equipped with a bag of arrows, hot ones and cold ones. When Cupid shoots people with a hot arrow, they immediately fall passionately in love. On the other hand, when he shoots them with a cold arrow, they hate the other person and are oblivious to his or her advances.
6. **perfumed letters**—It was common in the past to sprinkle perfume on a love letter before sending it. People had their own personal perfume, and it was a distinctive aroma that remind the beloved of the presence of the lover. Unfortunately, it is not possible to place perfume on an e-mail message.
7. **chocolates**—Chocolates are the traditional gift on St. Valentine's Day (February 14). They are usually placed in a heart-shaped box.

8. **diamonds**—The engagement ring, which the man gives the woman, has a diamond. It is the modern tradition that the engagement ring should cost two months' pay of the future groom. The diamond is the ultimate gift of love because it is very expensive.
9. **soft music**—Soft music is an essential part of a romantic dinner. It is also part of the *serenade*, when the man sings for a woman under the balcony.
10. **poems**—Poetry is inspired by love and represents it well. It is interesting that the very first love poem was spontaneously recited by Adam upon the creation of Eve. ("Bone of my bone, flesh of my flesh, she shall be called woman for she comes from me.") Love poetry is an important part of the courtship ritual.
11. **teddy bears**—Teddy bears, named for former President Theodore (Teddy) Roosevelt, are a common gift of young people in love and symbolize a closeness and bond.
12. **candles**—The romantic notion of the candlelight dinner is common in many cultures. The return to a simpler age without electricity (and computers, television, cell phones, and other forms of technology that interrupt or break the mood) is alluring.
13. **champagne**—Champagne is used to toast the bride and groom ("Cheers!") at the wedding ceremony. Like diamonds, champagne is a high-class product because of its price.
14. **wine**—Wine is the traditional accompaniment to soft music and candles during a romantic dinner.

Unit 1.5 **Lamb to the Slaughter (pages 52–67)**

Reading Skills: One-Sentence Summaries (page 61)

- Part 1:* Mary Maloney is patiently waiting for her husband to come home.
- Part 2:* They both have a drink, but he is uneasy because he says he has something to tell her.
- Part 3:* He says that his news will be a shock, but she should just accept it.
- Part 4:* She goes into the basement and gets a frozen leg of lamb for supper, but when she sees him, she hits him in the head with it and kills him.
- Part 5:* Pretending to be normal, she goes to the store to buy vegetables and returns to see her husband (still) dead.
- Part 6:* The police officers search the house for the murder weapon, but they cannot find it.
- Part 7:* The police officers eat the murder weapon (the leg of lamb), which was in the oven.

Vocabulary in Context (page 62)

1. slaughter, n., (-), the dreadful killing of a person or animal.
The killing of the six animals was a slaughter.
2. punctually, adv., (+), *ly* ending for adverbs. Right on time.
She arrived punctually at 6:00, exactly as she had promised.
3. blissful, adj., (+), *ful* = full of, an adjective ending; full of happiness.
The dinner on the cruise boat was a blissful experience for the newlyweds.
4. bewildered, adj., (-), clueless, without a hint.
They couldn't figure out where they were or what time it was; it was a long time since they had been so bewildered.
5. nausea, n., (-), sick to the stomach.
The boat tossed and turned on the agitated sea, causing everyone to suffer from nausea.
6. rehearsed, v., (+), *re* = again; to recite again and again.
The manager rehearsed her speech so many times that she almost knew it by heart.

7. frantic, adj., (-), *ic* = adjective ending; extremely hurried and nervous.
The customer became frantic when he found out that his car had been stolen.
8. sobbed, v., (-), to cry loudly while breathing in short, choppy breaths.
The whole family sobbed as the mourners entered the room for the viewing of their dead relative.
9. hospitality, n., (+), *hos* = house, *ity* = noun ending; welcoming people into the house.
The new couple enjoyed the hospitality of the neighbors as they were invited into each of their houses.
10. giggle, v., (+), to laugh uncontrollably.
The children giggled when the big coach slipped in the mud and fell to the ground.

Vocabulary Analysis: Fill-Ins (page 65)

- | | | |
|---------------|---------------|-----------------|
| 1. bewildered | 5. sobbed | 9. giggle |
| 2. frantic | 6. blissful | 10. hospitality |
| 3. nausea | 7. slaughter | |
| 4. rehearsed | 8. punctually | |

Reading Comprehension: Multiple Choice (page 66)

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. a | 5. a | 7. b | 9. a |
| 2. b | 4. b | 6. a | 8. c | 10. c |

Unit 1.6 Grandma's Shoes (pages 68–78)

Reading Skills: Making a Chronological Outline (page 77)

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|--|---|
| 1. They bring the dead person to the funeral home. | 7. The relatives and guests enter the room. |
| 2. The family chooses a coffin. | 8. They pay their condolences. |
| 3. The hairdresser arranges her hair. | 9. The room fills with people. |
| 4. Another person applies make-up. | 10. The photographer takes a picture of the deceased. |
| 5. They put on her best dress or suit. | |
| 6. They put on nice shoes. | |

Reading Skills: Literary Analysis (page 77)

<i>Characters:</i>	Grandma, the narrator, his mother, father, and sisters, other family members and guests
<i>The setting:</i>	Jersey City neighborhood, a few years ago
<i>The plot:</i>	Grandma dies, but the narrator can't find her shoes for the funeral. He buys shoes that are too big, and she looks terrible as the guests talk about her big feet.
<i>Element of surprise:</i>	the size of the shoes
<i>The climax:</i>	When they take the shoes off and find out that Grandma's feet are normal
<i>The theme:</i>	Some people take funerals very seriously, so we should respect their ideas. Also, maybe it is best not to try to save money at the wrong time.
<i>The writing style:</i>	informal, almost as if it is an oral story transcribed
<i>Sources of humor:</i>	what the people say in the back of the room; the "hairdresser of the dead," the spectacle of Grandma's big feet in front of the room

Family Matters Word Search Solution (page 79)

B B C R J F A A Q Z Y M P R P C F R K Q X P G R A
 Q G O X E F V C W T F U N D S E U L A V I U I Z C
 H W W E X W T B J G N D E Z B J J C X I P F G I U
 E A V Y X I I L O C V D B M O A J C J Q M A G J U
 Y I W O F N A L T A I L X Y L H Y O G R O Q L O U
 G S C E A T E U D V S A Y N E M T M F C P W E K W
 G F U U I N A D I E F A J M A E I P I H D P Z S A
 E G S P K L W D B M R C Y T Z F L R X Z E Y L W K
 A E S I L H N J W B L E T F W B O L Z S B W T X
 A O B Y E U A W H K S R D L R Z B M U J R E V Q B
 H V Y K W K Q I C Q E C Y X C J I M X A Z R X O
 I T I N Y S L N D T Q E Q C J K S S C Q E S Z P Y
 S E P Y T O E R E T S S Q G S T N E T G H L E T T
 T Z E Z S M V Z E Y J Z L R P Q O K K T E G T I L
 M A T R O P H O B I A C E R D O P H T J R O I V Y
 S X Q D J W C T U P U E C Q N U S G H O N R R Y B
 D S F W E O A K N V P A X N O W E P A E R O K Y W
 S U I N J Z B T T E M P E Z P R R Z O A K M C L D
 H S Z I V Q T Q K L D S I B L I N G S I F C A Y T
 K K W X B J K O F T T N N Q Y F F G X Y L E H K Y
 A G C B F M O X Q Q U F E V X R N A C F Y E U Z F
 E T G C X S E D K S C V G P T R M M K P F A D Y S
 Y B O Z W Z W F E M Q M S T E Y I M I G R O O C R
 G Z T A M O H D K D S I L M T D F A F J L P D W O
 R W E K D R H K B N G H K K V E K Y A O R D N X C

BEWILDERED
 BLISS
 COMPROMISE
 DEPENDENT
 EXCEL
 GIGGLE

HOSPITALITY
 MATROPHOBIA
 NAUSEA
 PEERS
 PUNCUTALLY
 REHEARSED

RESPONSIBILITY
 SIBLINGS
 SPOILED
 STEREOTYPE
 UNDIVIDED
 VALUES

Family Matters Crossword Puzzle (page 80)

Across

2. matrophobia
3. peers
9. siblings
11. initiate
12. responsibilities
14. hospitality
16. excel

Down

1. dependent
4. spoiled
5. heterosexual
6. homosexual
7. punctual
8. bliss
10. sob
13. overt
15. stepmother

Chapter 2 Growing Up (pages 81–125)

Unit 2.1 180 Years Old: Experts Debate Limits of Aging (pages 84–88)

Pre-Reading Activity: Analyzing the Title of the Passage (page 83)

1. The topic is aging, specifically whether people can live to 180 years of age.
2. No.
3. Because the title says that experts “debate” the issue.
4. The opinions of the “experts” cited in the title will be presented, one after another.
5. No, because the issue is still being debated.
6. It will be more theoretical because, at present, we can only theorize about living to 180 years of age.
7. There will be a discussion of “limits,” the maximum lifespan. We know that it is increasing, but is there a maximum?

Reading Comprehension: Multiple Choice (page 85)

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

Reading Skills: Summarizing Contrasting Opinions (page 86)

IN FAVOR OF THE POSSIBILITY	CHALLENGING THE POSSIBILITY
Michael Zey, Montclair State University: “. . . we are knocking at the door of immortality.”	Thomas Perls, New England Centenarian Society: “It’s just pure science fiction.”
Donald Louria, professor of New Jersey Medical School: advances in manipulating cells and genes and nanotechnology will make people live longer.	Harvey Cohen, director of Center for the Study of Aging at Duke: we must alter the onset of disabilities by changing genetic makeup.
	Leonard Poon: currently people who get to the threshold of 120 are not in good health.

Vocabulary Analysis: Parts of Speech and Word Forms (page 87)

- | | | | |
|------------|----------------|------------------|-----------------|
| 1. aged | 6. mortality | 11. analyze | 16. dramatic |
| 2. ages | 7. mortal | 12. analysis | 17. extensive |
| 3. age | 8. mortally | 13. analytical | 18. extend |
| 4. ability | 9. immortality | 14. dramatized | 19. extensively |
| 5. enabled | 10. immortal | 15. dramatically | 20. extension |

Unit 2.2 Comparison of Two Fables (pages 89–99)

Vocabulary in Context (page 94)

1. fond, adj., (+), to like someone very much.
I am very fond of her; she has always been the apple of my eye.
2. hoarse, adj., (-), a rough voice, often from a sore throat.
After screaming all throughout the game, my brother’s voice was hoarse.
3. embrace, v., (+), to hug for a long time.
When the soldier got off the boat after his return from the war, he embraced his wife and son.

4. craftily, adv., (+/-), succeeding by using wits, sometimes to deceive.
They craftily deceived the enemy by hiding the men in a wooden horse.
5. gravely, adv., (-), seriously.
All the men stood gravely around the coffin of their fallen leader.
6. devoured, v., (-), to eat completely, as a result of tremendous hunger.
The hungry players devoured all the hamburgers and fries in seven minutes.
7. appeased, v., (+), to make people less angry by giving them what they want.
The mayor appeased the angry taxpayers by approving deep tax cuts.
8. fetched, v., (=), slang, went and picked up.
The old farmer fetched a pail of water.
9. revived, v., (+), *re* = again, *viv* = life, to bring back to life.
The paramedics were able to revive the man after he had a heart attack.
10. forbidden, adj., (-), against the rules or law.
Adam and Eve ate the forbidden fruit in the Garden of Eden.

Vocabulary Development: Fill-Ins (page 96)

- | | | |
|-------------|-------------|---------------|
| 1. gravely | 5. devoured | 9. fond |
| 2. hoarse | 6. fetched | 10. forbidden |
| 3. craftily | 7. revived | |
| 4. appeased | 8. embrace | |

Reading Comprehension and Critical Thinking (page 97)

1. Both stories are told by third-person narrators.
2. The audience is probably a young child in both stories.
3. This story is very old.
4. Yes, very much because one is happy and the other is miserable.
5. The hunter saves Little Red Riding Hood and Grandma.
6. The second mother explains many things to her daughter.

Reading Skills: Comparing Two Passages (page 97)

The advice given In the first version, the poor young girl is given very little advice. However, *by the mother:* in the German version, the mother gives a long list of imperatives.

The ending: The English version is very sad. The German version is happy because the grandmother and Little Red Riding Hood come out of the wolf's stomach fine.

The moral: The first version teaches absolutely. If you don't listen, you are in big trouble. The second is a little more forgiving. There are also good people in the world (the hunter) who might help you if you get into trouble.

The characters: The hunter is an additional character in the second version. He shows a neighborly attitude (to check in on the grandmother), and saves the grandmother and Little Red Riding Hood.

Unit 2.3 There Was a Child Went Forth (pages 100–4)

Reading Comprehension: Short Answers (page 102)

1. The child becomes the object, that is, he takes it into his or her consciousness.
2. To expose the child to as many things as possible, both in the beginning and throughout life.
3. The mother is kind, soft, and mild. The father is strong, rough, and cruel.
4. Life is transient, so we should take advantage of all sorts of experience.
5. Because of the endless possibilities that the world offers, "There Was a Child Went Forth" is an optimistic poem.

Reading Skills: Stanza Analysis (page 102)

1. 5 stanzas
2. Stanza 1 serves as an introduction. It presents the child and the fact that he “becomes” the objects that he sees every day
3. Stanza 2 is a listing of the many objects that the child sees.
4. Stanza 3 is a continuation of Stanza 2. It presents more objects.
5. Stanza 4 moves away from the child to his parents.
6. There is a conclusion at the end of the last stanza. It closely resembles the introduction in Stanza 1.

Reading Skills: Structuralist Analysis (page 103)

1. *And* is repeated 11 times.
2. It reinforces the many nouns used, to show that the child is bombarded with images.
3. There are 24 nouns in the stanza (lilacs, part, child, grass, morning-glories, clover, song, phoebe-bird, lambs, sow’s, litter, mare’s, foal, cow’s, calf, brood, barnyard, mire, pond-side, fish, liquid, water-plants, heads, part).
4. The child probably lives in the country because of all the animals and plants.
5. There is an overwhelming abundance of nouns that represents all the things that we see in life. It is an exuberant technique, not restrained at all.

An Old Man (pages 104–6)

Reading Comprehension: Short Answers (page 105)

1. He thinks his youth was dreary and wasted.
2. Memory is a source of suffering, as the old man looks back sadly on his youth.
3. He wanted to make a good impression and be a “good” man, so he repressed many impulses.
4. The poem probably teaches us that we should live life to the fullest, to take advantage of our chances, so that when we are old and look back, we can be satisfied.
5. The poem is probably pessimistic because the old man has nothing happy to look back on.

Reading Skills: Genre Analysis (page 105)

An old man is sitting in a café, all alone. He is thinking about his youth and feels bitter because he did not enjoy that time enough. He feels old now, but the time when he was young does not seem so far away. He feels terrible that he had wasted opportunities for great actions by thinking that he had plenty of time, that some day he would do them. He thinks about the chances that he had lost and the joy he had sacrificed. All this thinking about the past makes him exhausted, and he falls asleep with his head on the table, oblivious to the noise around him.

Unit 2.4 My First Concert: Twelve Years Old (pages 107–10)

Reading Comprehension: Short Answers (page 109)

1. The narrator gets tickets to a concert.
2. It is a large arena.
3. He is close to his brother because they go together to the concert.
4. A very young crowd because of the loud hard rock music.
5. He feels that only grown-ups can have the experience of going to a concert, not kids.

Reading Analysis: Analyzing the Narrative Voice (page 110)

The narrator is a 12-year-old boy. There is a sense of wonder that accompanies such a young age. Some words are *sleepover* and *jumped*, which is used several times. The first-person narrative is very effective because it brings the readers directly into the action, making them part of a very personal experience.

Unit 2.5 Eleven (pages 111–14)

Reading Comprehension: Fill-Ins (page 113)

1. . . . the teacher doesn't respect her and does not treat her fairly.
2. . . . Sylvia doesn't like her and because the narrator is thin.
3. . . . she is the teacher and teachers are always right.
4. . . . throw it over the fence or leave it on the parking meter.
5. . . . has a birthday party for her.
6. . . . when you're eleven you're not a child and not a grown-up.

Unit 2.6 When Uncle Artie Saved Christmas: 1963 (pages 115–24)

Exercise 1: Character Analysis (page 122)

Answers will vary, but could include the following.

1. **Uncle Artie:** wild, spontaneous, full of joy and spontaneity
2. **the narrator:** a young boy, in awe of Uncle Artie, traditional
3. **the narrator's father:** excited at the arrival of Uncle Artie, practical, fun-loving
4. **Grandma:** loves Uncle Artie, a good dancer, she feuds with her sister but makes peace
5. **the neighbors:** close to the narrator's family, generous (they bring things), fun-loving

Exercise 2: The Narrator (page 123)

The author is a young boy, about 8 to 10 years old. He lives in a working class neighborhood in Jersey City, New Jersey. It is a very close neighborhood.

Exercise 3: Literary Terms (page 123)

- | | | |
|-------------------|-------------|-----------|
| 1. the setting | 4. style | 7. climax |
| 2. the characters | 5. suspense | 8. theme |
| 3. the plot | 6. surprise | |

Exercise 4: Identification of Literary Terms (page 123)

- | | | |
|---------------|-------------|----------|
| 1. characters | 4. plot | 7. style |
| 2. setting | 5. surprise | |
| 3. theme | 6. climax | |

Reading Skills: Literary Analysis (page 124)

1. Jersey City, 1963
2. The narrator's father loses his job, and the family faces a difficult Christmas. However, Uncle Artie arrives and there is a huge party. Then Uncle Artie leaves a present, which makes everyone happy.
3. No one is shocked or angry that Uncle Artie shows up in the middle of the night.
4. Uncle Artie gets Grandma and Cioci back together and announces that he hopes that everyone is as happy as right now.
5. Families and neighbors should stick together to help each other, especially in times of need.
6. The characters, especially Uncle Artie, are funny and so are the neighbors.

Growing Up Word Search (page 125)

M E H V D F Z V D F Z B Z I E
U U X C S A P J S L A J Q C R
M S I T E N A Y L S T K A O E
D H Y N E H H A I O H R L F V
X N E L O N O V S E B W A O I
Q K O A L M S K Z M W E C R V
Q T R F U A E I E R M Y I B E
M S K E Q P T D O N X T T I D
E L B A T A W R N N E I Y D I
M I F I M B W N O A M L L D E
D L C A U D E H V M P I A E I
Q A R C I T A M A R D B N N U
L D G R A V E L Y R B A A Y V
E A V S Y R I K R I G C J B O
E T H N I C I T Y W J N L V X

ABILITY

ABLE

ANALYTICAL

DRAMATIC

DRAMATIZE

EMBRACE

ETHNICITY

EXTENSION

FOND

FORBIDDEN

GRAVELY

HOARSE

MORTALLY

PANDEMONIUM

REVIVED

SKEPTICAL

Chapter 3 Politics (pages 127–89)

Unit 3.1 The Government of the United States (pages 129–39)

Vocabulary in Context (page 135)

1. cornerstone, n., (+), the first stone laid in a building, also, figuratively, the most important part.
Checks and balances is the cornerstone of the American political system.
2. branch, n., (=), one of the divisions of the U.S. government.
There are three branches in the U.S. government: executive, legislative, and judicial.
3. surrender, n. (-), to give up; to yield power to another. *The British surrendered at Yorktown in 1784.*
4. term, n., (=), the number of years that a politician holds office.
The term of the President is four years.
5. resign, v., (-), to withdraw from a job.
Richard Nixon was the only president to resign from office.
6. campaign, v. and n., (=), to take part in a series of actions to win an election.
The candidate campaigned tirelessly in seven states over the weekend, giving speeches and meeting the voters.

7. override, v., (-), to change an official decision by exercising power, such as a veto.
Congress can override the President's veto by a two-thirds vote.
8. contest, v., (-), to dispute.
My father's will is still being contested by his brothers.
9. veto, v. and n., (-), to refuse to accept a particular bill or to sign it into law.
The President vetoed the new health care bill because he said it didn't protect the uninsured enough.
10. staggered, v., (+), to arrange other than at the same time.
Our lunch hours are staggered so someone is always at the front desk to greet visitors.

Reading Comprehension: Short Answers (page 136)

1. According to its population, each state is given electoral college votes. The candidate that receives the highest number of votes in each state wins all its electoral college votes. There are 538 total votes, so a candidate must win 270 electoral college votes to win the election.
2. If the candidate wins the states with the most electoral votes, he or she can still win the election without receiving the most popular votes.
3. It appears that Americans enjoy exercising their democratic right to change.
4. It is the President who nominates members of the Supreme Court. If two or three justices die during the term of a very conservative president, for example, the court might move to the right if the president names justices with the same political stance.
5. Answers will vary.

Reading Recall: Fill-Ins (page 137)

- | | | |
|--------------|---|----------------------------------|
| 1. four | 8. executive, judicial,
and legislative | 14. Democratic and
Republican |
| 2. two | 9. Senate and the House
of Representatives | 15. Democratic |
| 3. unlimited | 10. 100 | 16. Republican |
| 4. six | 11. 435 | 17. veto |
| 5. unlimited | 12. nine | 18. Bill of Rights |
| 6. two | 13. checks and balances | 19. Richard Nixon |
| 7. unlimited | | 20. Roosevelt |

U.S. Government Crossword Puzzle (page 139)

Across

1. mayor
3. president
6. Republican
9. justices
10. two
12. governor
13. Democrat
14. six
15. judicial
16. senator

Down

2. representative
4. executive
5. four
7. election
8. legislative
11. constitution

Unit 3.2 Incidents in the Life of a Slave Girl (pages 140–48)

Reading Comprehension: Summary Writing (page 145)

The narrator, a young woman, meets a free-born carpenter and wishes to marry him. However, she is a slave, and her master, a doctor, will not sell her to the carpenter to gain her

freedom. She asks permission to marry, but her owner says that she cannot marry the carpenter, only another slave. She does not want to do this. Her master strikes her, and she begins to hate him. She sees no way out of her problem, so she advises the carpenter to go to the North, where there is no slavery, so that he may be safe. She is very sad, but has her grandmother and brother to comfort her.

Genre Analysis: Reading Autobiography (page 146)

1. The significant fact is that a young carpenter proposed to the narrator.
2. Harriet tells the story of the proposal and the story of her master's reaction. She continues by recounting how she rebelled against her master, and how her master reacted to this behavior.
3. Harriet discusses how the bad ending to the story (how she couldn't get married) made her lonely and desolate. She took comfort in her family, though. Her grandmother helps her and especially her brother, whom she loves deeply. This incident strengthens Harriet's resolve to flee slavery by running away to the North.

Unit 3.3 On the Duty of Civil Disobedience (pages 149–67)

True or False (page 164)

1. T
2. F—The Civil War did not start for more than a decade after Thoreau wrote “On the Duty of Civil Disobedience.”
3. F—He was a staunch abolitionist who believed slavery was wrong.
4. F—Thoreau was a teacher for a while but never really held a position for long.
5. F—People should not obey unjust laws.
6. T
7. F—The Mexican War was seen by many as an imperialist war, a reason to annex Texas and other land.
8. T
9. F—Thoreau spent only one night in jail.
10. T

Unit 3.4 How to Tell a True War Story (pages 168–75)

Vocabulary Analysis (page 173)

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

Reading Comprehension (page 174)

1. . . . because he wanted to avenge the deaths of two of his friends.
2. . . . stop the advance of the American soldiers.
3. . . . pick up the pieces of the body.
4. . . . to explain about his friend's life and death.
5. . . . his story was different.

More Reading Comprehension (page 174)

1. During a time of war, when you might die at any moment, you feel the energy of an existence on the edge. Since you could die, you feel that you should take advantage of every waking moment to do something momentous.
2. It is a vivid picture of war, but ultimately it could be seen as anti-war because of the waste of lives. O'Brien really doesn't tell the reason for the war, or the results; instead,

he focuses on what war does to people, turning them into beasts (Rat shooting the water buffalo).

Unit 3.5 Africa (page 176–78)

Poetry Analysis (page 177)

1. Her hair was a desert (the Sahara), her feet golden; her breasts were like mountains, and her tears were like two Nile rivers. She was as sweet as sugar cane, a product grown a great deal in Africa.
2. Angelou talks about the time of slavery in the U.S. (1700–1864).
3. Many white slaveowners converted their slaves to the Christian faith.
4. In the past, she had lain (that is, accepted her subservient status and position). Now she is striding (that is, upright and powerful).
5. The ending is triumphant, especially given the position in the second stanza.

Reading Skills: Analyzing Structure (page 177)

1. four stanzas
2. Stanza 1 presents an introduction to black women and their history. Her beauty was legendary, golden. “Niles” refers to their African roots.
3. The past perfect indicates an action that occurred in the distant past, but is no longer valid. She “had lain” before something else happened. She was more passive than active though (she had lain).
4. Stanza 2 tells the tragic story of slavery. Slaves were brought from Africa, over the seas. When they arrived in America, they were exposed to Christianity by the slave owners.
5. There is a significant shift between Stanzas 2 and 3. The words “Now she is rising” signal a different mood. The present progressive replaces the past perfect.
6. Stanza 4 tells of continued progress. Women should move forward, while at the same time remembering their history.
7. The conclusion in Stanza 4 is quite optimistic. “Now she is rising” becomes “now she is striding.” Striding means walking proudly and purposefully.

Reading Skills: Genre Analysis (page 178)

She had been passive, an object of desire, a goddess. Then terrible people, robbers, stole her children, her daughters and sons, and brought them to a new place. She was taught Christianity and threatened with guns, so she remained passive. Then, slowly, she began to rise up in protest, screaming at her loss. Now she remembers her history, and strides forward, strong and purposeful. She is an active force.

Reading Analysis (page 178)

Like the Harriet Jacobs excerpt (about a slave girl who tries to get married), the theme of this poem is slavery. While the ending of Jacobs’ story is unclear (although she does escape eventually), Maya Angelou’s poem is clearly powerful at the end. The poem teaches that African-Americans should rise and stride, but not forget the past (remember her pain, remember the losses). In memory, there is also a power, because before slavery, in the time of Africa, she had been powerful (remember her riches).

Unit 3.6 George McGovern in Mrs. Oasa’s Kitchen (pages 179–89)

Vocabulary Analysis (page 187)

- | | | | | |
|------|------|------|-------|-------|
| 1. e | 4. m | 7. c | 10. b | 13. d |
| 2. h | 5. n | 8. f | 11. g | 14. i |
| 3. j | 6. a | 9. k | 12. l | 15. o |

More Vocabulary Practice (page 188)

- | | | |
|---------------|------------------|---------------------|
| 1. resigned | 6. canvas | 11. impeached |
| 2. escalating | 7. acquiesced | 12. glared |
| 3. campaign | 8. malaise | 13. dignified |
| 4. grimaced | 9. expropriating | 14. incumbent |
| 5. repentant | 10. imminent | 15. surreptitiously |

Reading Comprehension (page 189)

1. It is a disappointment because the Mayor is in jail.
2. She was a difficult person, easily angered and unfriendly.
3. She changes completely. She becomes friendly and neighborly.
4. The two elderly people are from the wrong political party.
5. The Watergate scandal occurred when thieves working for the Republican Party broke into the offices of the Democratic Party at the Watergate Hotel in Washington, DC. They were caught and it ultimately caused the resignation of President Nixon.

Book 2

Part Two *The Reading Units (pages 27–161)*

Chapter 1 **Aspects of Culture (pages 27–68)**

Unit 1.1 **America at the Movies: A History of Cinema in the United States (pages 29–33)**

Reading Comprehension (page 32)

- | | |
|--|---|
| 1. storefront theatres | 6. in the 1930s and 1940s |
| 2. they charged a nickel (5 cents) to get in. | 7. companies that kept people on salary and made movies |
| 3. in several U.S. cities, including Fort Lee, N.J., and New York | 8. television was invented |
| 4. of the sunlight and mild weather | 9. a new breed of young directors emerged, with degrees from film schools |
| 5. many classic movies were released such as the <i>Wizard of Oz</i> and <i>Gone with the Wind</i> | 10. the first generation of filmmakers with access to videotape emerged. |

Vocabulary in Context (page 33)

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

Unit 1.2 **The History of Rap; Vol. 1: The Genesis (pages 34–43)**

Reading Comprehension (page 40)

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. a | 5. c | 7. a | 9. c |
| 2. c | 4. b | 6. b | 8. b | 10. c |

Vocabulary Practice (page 42)

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

Unit 1.3 **Referee of the Year Award Acceptance Speech (pages 44–49)**

Reading Skills: Analyzing the Author's Tone (page 47)

1. **moral:** very concerned with right and wrong
2. **ironic:** saying one thing and meaning another, usually for humor

3. **pedantic**: paying too much attention to rules or small unimportant details
4. **sarcastic**: like irony, but not for humor, often to hurt
5. **humorous**: funny
6. **nostalgic**: a sweet yearning for the past, the “good old days”
7. **plaintive**: sad and calling out for help

The tone is ironic. He says that Coach Hanley talked for a long time, so the Referee can talk a lot, too. He also makes fun of the parents and all their pretensions.

Genre Analysis: A Public Speech (page 48)

a. Introduction

The speaker makes a joke about Coach Hanley, who promised to be brief but then talked “for three courses of our prestigious dinner.” Then he says that he is in no rush. The audience should relax after this remark.

b. Transition

The new paragraph (a paragraph in a speech indicates a deep breath) begins, “In fact, I can remember back about seven years ago, to the day . . .” We are moving from the introduction to the body of the speech.

c. The Body/The Point

The point of the speech is that sometimes parents and coaches do not enhance the soccer experience for their children. Instead they might even make the experience worse. There is also a point of how parents and coaches should respect the referee and therefore teach the young players this respect.

d. Specific Examples/Support

There are many specific examples. The parents who bring magazines to the games, the story of the doctor who constantly bothers the ref, and the anecdote about the coach warning the ref about how dirty the nine-year-olds on the other team are. These are also humorous examples, but they also have a more serious side to them.

e. Conclusion

The conclusion is emotional, saying “I hope that we together can make the soccer experience for our children one full of joy and happy memories.” The crowd should strongly agree and cheer this remark. And since this is the last line of the speech, the speaker will smile at the applause, thank the audience, and walk away happy.

Unit 1.4 Music Censorship (pages 50–54)

Reading Skills: Five-Sentence Summary (page 52)

Censorship over music lyrics and CD covers is raging in America, but on a more economic level. Wal-Mart, the largest seller of CDs in the country, will not sell CDs with offensive lyrics, so the artists have a choice: make a censored version and enjoy sales or remain true to their intentions and give up the possibility of selling their music in Wal-Mart. There is one organization, Rock Out Censorship, that is fighting the trend. Censorship might be warranted, but who sets the standards? There is no resolution to the conflict in sight.

True or False (page 52)

- | | |
|---|---------------------------------------|
| 1. F— Wal-Mart is no. 1. | 6. T |
| 2. T | 7. F—Anti-censorship. |
| 3. T | 8. T |
| 4. F—On television, Elvis was only shown from the waist up. | 9. T |
| 5. F—It has been in effect since 1994. | 10. F—It does not receive much press. |

Music Censorship: Evaluating the Arguments and Support in a Reading (page 53)

1. When it is not the government, but artists themselves, that censor, censorship is strongest, but less noticeable.
2. It is stronger because it affects the artistic product even before the artist begins it.
3. Children should be protected from elements that might lead them to bad behavior.
4. Artists should be able to express themselves freely, and the public should be able to decide whether to listen to and buy the songs.
5. The lyrics are offensive to reflect the state of American society.

Unit 1.5 Latin Women Pray (pages 55–56)

Reading Comprehension (page 56)

1. The women hope that God understands both Spanish and English so that He can understand their prayers. God is supposed to be omniscient, so He should know two languages.
2. The last line may be funny, but the overall tone might be considered sad, as the women are nostalgic for their cultures and respond by pouring themselves into prayer.
3. The “Great White Father” is the western myth of God. In the western tradition, God is often represented as an old man with a white beard.
4. Christianity was born of Judaism. Christians accepted the entire Old Testament of the Bible, and added the New Testament, the life of Jesus.

Reading Skills: Genre Analysis (page 56)

Latin women pray to a white God, who looks down on His brown daughters, but ignores their prayers. The women are not sure that He is listening to them or understands them, and they hope that even if God is not all-powerful, at least He understands the Spanish language they are speaking to Him.

Unit 1.6 Everyday Use (pages 57–68)

True or False (page 64)

1. T
2. F—Dee has sort of broken away from the family.
3. T
4. T
5. F—The narrator is Maggie’s mother.
6. F—The quilts stay with Maggie.
7. F—Her new name is Wangero Leewanika Kemanjo.
8. T
9. T
10. F—Maggie is not as educated as her sister.

Reading Comprehension (page 65)

1. Dee comes back to get several items from the house.
2. She feels that she understands the quilts more than Maggie, so she wants them.
3. The mother gives the quilts to Maggie, who will put them to everyday use instead of putting them up like museum pieces on the wall.
4. She greets him but is cold.
5. They do not get along well because they have very different personalities.

Reading Skills: Reading for Comparison and Contrast—Understanding Differences (page 66)

DIFFERENCE (POINT OF COMPARISON)	THE MOTHER	MAGGIE	DEE (WANGERO)
Physical appearance	A large, big-boned woman with rough man-working hands.	Homely with burn scars down her arms and legs.	Lighter than Maggie with nice hair and a full figure.
Attitude	Sure of herself, proud	Timid, a bit envious and in awe of her sister Dee.	Very confident. Changes her ideas. Now she has taken a new name.
Preferred style of clothes	In the winter, she wears flannel nightgowns at night and overalls during the day.	Old-fashioned style. She doesn't pay attention to style.	She had her own style and loved nice things. She certainly knew what style was.
Education	She only went up to the second grade, when the school closed down.	She stumbles along as she reads.	The church raised money to send her to school in Augusta.
Intelligence	Despite her lack of education, she is very quick and can see through people.	She's not bright. Quickness passes her by.	Sharp intelligence.

Reading Skills: Understanding the Narrative Voice (page 67)

1.
 - a. She loves the backyard and is proud of it.
 - b. It is like another living room but perhaps even more comfortable because of the breezes that do not make it into the house.
2.
 - a. Maggie is not comfortable when Dee comes to visit.
 - b. She will be nervous. She will stand alone, ashamed of her scars.
3.
 - a. The mother dreams about being on the Johnny Carson show celebrating her daughter's life.
 - b. Dee embraces her with tears, and she pins an orchid on her dress. The mother is very proud.
4.
 - a. The mother is a large woman.
 - b. She is a large, big-boned woman with rough man-working hands.
5.
 - a. The mother can work very hard.
 - b. She is big, so she can work outside all day without getting cold. She can also do everything a man can do, such as killing and cleaning a pig.
6.
 - a. She wears clothes for "everyday use," not elegant, but useful.
 - b. She wears heavy flannel pajamas to bed and man's overalls all day.
7.
 - a. Dee is very beautiful.
 - b. Dee is lighter than Maggie, her other daughter, with nicer hair and a fuller figure.

8.
 - a. The mother is poor but hard-working.
 - b. She is poor, but she managed to raise money to send Dee to school. She wastes nothing and keeps old objects, such as the quilt.
9.
 - a. The mother only went to school for two years.
 - b. The school she went to closed after the second grade, but in those days nobody complained.
10.
 - a. The tragic event in the mother's life was the fire.
 - b. The fire that burned down their old house and left her daughter Maggie with scars.

Chapter 2 Business (pages 69–112)

Unit 2.1 Can McDonald's Cook Again? (pages 71–81)

Vocabulary Analysis (page 80)

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

Reading Comprehension (page 80)

1. It has not introduced successful new products for decades. Service is ranked as terrible.
2. Franchise fees and rent are two of the most significant sources of income.
3. Wendy's is very good at generating sales per store.
4. McDonald's used to be an excellent franchise, one of the best in the world. It no longer is.
5. He is promoting a return to basics and a focus on service.

Unit 2.2 Will Forces of Globalization Overwhelm Traditional Local Architecture? (pages 82–86)

Reading Comprehension: Determining the Main Idea (page 85)

The author first cites the two opposing forces in architecture: traditionalists and those seeking innovation. He likes cities with strong and distinct architectural culture. However, he is afraid that all places look alike because of trends in fast-food construction and other similar buildings.

1. One force is traditional and tries to maintain ties with the past, preserving architecture and forcing new buildings to conform to past models. The other field seeks innovation and change.
2. It appears that he is against a standard building system that makes everything look the same. He says "Many of us love to visit character-laden cities . . ." (the *us* refers to people who like unique architecture).
3. These cities have character and don't resemble other places. It is the peculiarity of the place that is interesting.

Reading Comprehension: Fact or Opinion (page 86)

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

Unit 2.3 On Video Games: The Jury Is Out and Confused (pages 87–94)

Vocabulary: Fill-Ins (page 92)

- | | | |
|-------------------|---------------|-------------------|
| 1. simultaneously | 5. aggressive | 9. flawed |
| 2. prominent | 6. obsessive | 10. overturned |
| 3. restriction | 7. peripheral | 11. contradictory |
| 4. flicker | 8. incentive | 12. ban |

Reading Skills: Analyzing the Structure of a Passage and Analyzing Bias (pages 93–94)

1. Victoria Taplin (–)—worried about the effects of video games; has set strict limits
2. Deborah Jones (+)—lets her children play
3. Richard Maddock (+)—a psychiatrist whose son plays video games
4. Lee Stremba (+)—his children play games, but not violent ones
5. Costas Stavrou (–)—wouldn't let his kids play for years, but gave his kids a system for Christmas
6. Ms. Sagawa (+)—uses the games as incentives and punishment
7. Nick Gault (–)—does not allow his kid to play, even at friends' houses

Answers will vary with regard to whether the author presents a fair and balanced overview of video games.

Reading Skills: Finding and Analyzing Expert Opinions (page 94)

1. Daphne Bavelier, author of Rochester co-study on video games; generally in favor
2. Stephanie Greist, communications director for Free Expression Policy, in favor.
3. Patricia Greenfield, professor of psychology at UCLA, in favor
4. Richard Maddock, a psychiatrist at the University of California at Davis, in favor
5. Jeanne Funk, professor of psychology at the University of Toledo, worried about violence

Unit 2.4 The Neighborhood Thief (pages 95–99)

Reading Skills: Literary Analysis (page 97)

1. **Characters:** Charlie O'Grady, Brian Gioia, the narrator, the narrator's father
2. **The setting:** several years ago, upper low-class Jersey City neighborhood
3. **The plot:** Charlie O'Grady steals large appliances on order and delivers them to the houses of the people in the neighborhood, selling them at discount price.
4. **The element of surprise:** Charlie shows up with the washing machine.
5. **The climax:** They drink in honor of Charlie's theft and sale.
6. **The theme:** Neighbors should help each other out; sometimes a wrong deed might be an acceptable one (robbing from the rich to sell to the poor, at a discount).
7. **The writing style:** informal, colloquial
8. **Sources of humor:** Can a washing machine really *fall off a truck into Charlie O'Grady's arms?*

Reading Comprehension: Understanding Context (page 98)

1. to protect the good whiskey
2. Charlie O'Grady arrived with the washing machine
3. he worked for Sears
4. they called Charlie O'Grady and asked him to bring one if it fell off the truck
5. like Charlie O'Grady, a good thief
6. he was stealing from Sears and selling the appliances at a discount

7. the good whiskey
8. the Robin Hood of the appliance industry
9. a good theft
10. Charlie O’Grady stole them and sold them at a discount

Unit 2.5 The Toymaker (pages 100–7)

Reading Comprehension (page 104)

1. Marco’s father is injured on his boat in a storm.
2. He becomes despondent. He doesn’t move from his room, and he just looks out the window.
3. Old Giacomo pays a visit and suggests that Marco’s father build some toys out of scrap wood.
4. They start to call him “The Poor Boy.”
5. Giacomo transforms the family. He gives Marco’s father something to live for (making toys) and is also the cause of the economic resurgence of the family.
6. By making toys (and later selling them), he gains a direction in life.
7. Marco’s father makes him many toys made of wood.
8. They are envious of him. They love all his new toys.
9. They want his toys, so their parents begin to buy them from Marco’s father. He starts a sort of business.
10. The setting is an old sea town. It is important because most of the men are fishermen, as Marco’s father had been.

Third-Person Narrator and Point of View (page 106)

1. The sea is a symbol of how old the area is, and it is also the source of livelihood for many fishermen in the village.
2. Giacomo is a respected old man, a symbol of knowledge and understanding.
3. Marco’s “friends” are not really friends. They abandon him when he becomes poor and are jealous when he receives the beautiful wood toys.
4. Marco’s father in the time just after the accident is despondent. He cannot pay for his family’s expenses and feels hopeless.
5. Wood toys remind everyone of the past, of a time when quality was more important.
6. It seems that a birthday is very important to young Marco. It also gives the story a goal: to get the toys finished for Marco’s party.
7. Without hope, life is almost impossible. Hope transforms a product (a wooden toy) into a piece of magic.
8. Modern plastic toys break and are symbols of a consumable, disposable culture while wooden toys endure.

Unit 2.6 Perfume (pages 108–12)

Reading Comprehension (page 109)

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

True or False (page 110)

- | | |
|--|---|
| 1. F—He came from the liquor store business. | 3. F—Evening in Paris was bathroom cleaner. |
| 2. F—He took his son to Paris. | 4. T |

- | | |
|---|--|
| 5. T | 8. T |
| 6. F—The narrator never tells his mother. | 9. F—Only after Jackie Kennedy did American women focus on high style. |
| 7. F—Mr. Stephans bought very large bottles of bathroom cleaner he sold as perfume. | 10. T |

Story Summary (page 111)

Mr. Stephans has a liquor store/pharmacy in Jersey City. When he saw Jackie Kennedy on television wearing a dress by a French designer, he got the idea that Americans would start to love French things. As a result, he went to Paris with his son and bought large bottles of perfume. He sold the perfume to everyone in the neighborhood. The narrator also bought a bottle for his mother, which she used for many years. When he went to college, the narrator found out that the perfume was actually bathroom cleaner. All the women in the neighborhood had been wearing bathroom cleaner for years.

Reading Skills: Understanding the Narrative Voice (page 112)

1. The principal humorous character in the story is Mr. Stephans, who owns the pharmacy.
2. He thinks he understands more than the typical Jersey City folk. He understands fine French perfume and the new styles taking over America.
3. The other interesting and humorous characters include all the customers who buy the French perfume for their mothers and wives. They also have interesting names.
4. The situation is funny because all the people think that they are buying French perfume, but instead they buy French bathroom cleaner.
5. When he learns that *désodorisant du bain* means bathroom cleaner, he is certainly much sadder. But he still doesn't tell his mother.
6. The narrator genuinely likes his characters. They are colorful and interesting.

Chapter 3 A Sense of Place (pages 113–61)

Unit 3.1 Geography of the United States (pages 115–21)

Online Research (page 119)

1. **three largest rivers:** Missouri, Mississippi, Yukon
2. **longest mountain range:** Rockies
3. **highest mountain peak:** Mt. McKinley (Alaska): 20,320 feet
4. **highest mountain peak in the continental U.S.:** Pikes Peak (Colorado): 14,110 feet
5. **three largest lakes in America:** Great Lakes Superior, Huron, and Michigan
6. **five largest states:** Alaska, Texas, California, Montana, New Mexico
7. **five smallest states:** Rhode Island, Delaware, Connecticut, Hawaii, New Jersey
8. **five states with largest population:** California, Texas, New York, Florida, Illinois
9. **five states with smallest population:** Wyoming (least), North Dakota, Alaska, South Dakota, Delaware
10. **five cities with largest population:** New York, Los Angeles, Chicago, Houston, Philadelphia.

Reading Comprehension (page 121)

- | | |
|--|---|
| 1. fruit—not a crop grown in the ground. | 3. sugar—not grown in the southern U.S. |
| 2. diamond—not a raw material | 4. aerospace—not equipment |
| | 5. monsoon—not a natural resource |

(page 121)

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

Unit 3.2 Big Muddy: Down the Mississippi through America’s Heartland (pages 122–30)

Pre-Reading Activity: Analyzing the Title of the Passage (page 122)

1. The topic will be the Mississippi River and the land around it.
2. The writing will probably be more informal.
3. The first two words of the title tell us. The authors use a nickname for the Mississippi River, Big Muddy, which tells us that they are not very formal.
4. The reading passage will probably be divided according to the places they stop to visit and the continuation of their trip down the river.
5. “Heartland” tells us that the authors love the area, that they are interested in it, and consider it very important.
6. The passage should be sociological, based again on the reference to “heartland.”
7. They use the term *Big Muddy* because they are in love with the river. Although sometimes we use negative terms for places we hate, we usually use nicknames for people and places that we know well and love.
8. *Down the Mississippi* means that the authors will be moving from north to south. *Through* means that they might be stopping along the way.

Reading Comprehension: Short Answers (page 126)

1. The rest of the book will be about the authors’ trip down the Mississippi and will be organized according to the places they visit.
2. They deeply love the river. They are curious about changes, but do not really lament them. It seems to them that change is inevitable.
3. Huck (a poor runaway boy) and Jim (a runaway slave) travel down the Mississippi in a homemade raft. Their journey is recounted in *The Adventures of Huckleberry Finn*, one of the most beloved American novels (1885).
4. The first experience was a disaster. They got stuck in the Big Muddy, burned by the sun during the day and attacked by bugs and vermin at night. They couldn’t get a good sense of the river.
5. They take an old Lincoln car and drive slowly down Old Highway 61, which runs parallel to the Mississippi for much of its course.

Vocabulary Development: Fill-Ins (page 127)

- | | | |
|---------------|-------------|-----------------|
| 1. persistent | 5. eclectic | 9. suffocate |
| 2. rhapsodic | 6. savor | 10. inscrutable |
| 3. epoch | 7. exhibit | 11. perilous |
| 4. unspoiled | 8. endure | 12. eulogy |

First-Person Plural Narrators and Point of View (page 128)

1. The *our* has two possibilities: (a) *our*, a collective word to mean all American people, or (b) *our*, that is, the possessive of *we*, only two people or a small group. At this point, it is not clear which one is meant.
2. The narrator is two people, writing in the first-person plural.
3. They travel along the river and interview many people whose lives are touched by it.
4. They are real. They lived all their youth near it and even learned to swim in it.
5. No, they say: “Now, years later, we came back to the river . . .” That means they had been away from it.

6. They say that on pleasure boats and casino boats, a person cannot experience the true river.
7. They really wanted to meet the river folk, the people most influenced by the river.

Reading Skills: Reflecting on What You've Read (page 129)

Of course, there are fishermen and those who use the river in pleasure boats. On the other hand, there are probably people who work for chemical plants and other factories that even pollute the river. There are those who ignore the river. Probably many people are interested in the river's history. Teenagers most likely try to act like Tom Sawyer and Huckleberry Finn and sail down the river on a raft. Some people probably make money by showing the river to outsiders and taking advantage of the tourist industry.

Mississippi River Double Puzzle (page 130)

- | | | |
|--------------|---------------|----------------|
| 1. epoch | 5. endure | 9. inscrutable |
| 2. eclectic | 6. persistent | 10. eulogy |
| 3. suffocate | 7. unspoiled | 11. savor |
| 4. perilous | 8. exhibit | 12. rhapsodic |

Key Word: Mississippi

Unit 3.3 Inertia and Indecision at NASA (pages 131–37)

Pre-Reading Activity: Analyzing the Title of the Passage (page 131)

1. NASA = National Aeronautics and Space Administration, so it will be about space exploration.
2. Space travel in general has a high cost, so there are people who agree and disagree with the idea.
3. Negative—two negative nouns are used
4. There will be a segment describing inertia and another describing indecision, and they will probably be chronological.
5. Several concrete examples of these negative concepts.
6. *Inertia* in this sense probably means *not doing anything*. There have been several times in the history of space exploration when years passed without any action. *Indecision* most likely refers to a lack of agreement about the direction of the space program.
7. Since NASA doesn't act on its own, the article will also mention the President and Congress. Also, it might mention the disasters that have happened to the U.S. space program.

Reading Skills: Summary (page 135)

The Columbia Accident Commission, formed after the disaster of the Columbia spacecraft, which blew up in the sky, wrote a 248-page report. The report indicated that very little had changed since the last space disaster, the explosion of the Challenger in 1986. American presidents have not decided which direction the space program should take after the end of the Cold War with Russia. They also did not consider the costs of the program or the cost in terms of human life. Budget cuts by the government cut into the space program, and no significant progress has been made in the last two decades. America now has a large budget deficit. President Bush will not be able to invest heavily in a space program because these expenditures will not be accepted. The government cannot justify the projects. Most presidents do not want to make strong decisions on the future of the program. NASA itself is also undecided about future plans. Should we continue to explore space? Should we try to get to Mars, and beyond? The future is unclear.

Vocabulary Analysis: Fill-Ins (page 135)

- | | | |
|-------------|----------------|----------------|
| 1. cold war | 5. complacency | 9. irreparable |
| 2. hail | 6. indecision | 10. priority |
| 3. manned | 7. grappling | |
| 4. suppress | 8. inertia | |

Analyzing Bias (page 136)

- Support:** budget cuts in the White House, Congress awash in indecision.
Quality of support: F/P. The writer repeats the claim but doesn't prove it.
- Support:** President Bush has not publicly discussed the space program. It was not mentioned in his campaigns or in strategy.
Quality of support: Excellent. If President Bush has not spoken publicly about the space program, it is obviously not important to him.
- Support:** Senior managers did not want to hear possible flight-stopping news.
Quality of support: Fair. The support might be good or excellent if the author had provided specific managers and more specific problems.

Description of the Illustration (page 137)

Personal reactions, it does seem like there is a bias against the space program because of the repetitive “round and round” lines, which reminds us of the lines of the child’s poem: “Round and round and round we go. Where we stop, nobody knows.”

Unit 3.4 Participatory Armchair Rivering (pages 138–46)

Reading Comprehension: Multiple Choice (page 144)

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

Unit 3.5 Nebraska (pages 147–54)

True or False (page 151)

- | | |
|---|--|
| 1. F—People from Iraq and China did not come to Nebraska. | 7. T |
| 2. T | 8. F—There are no bookstores and no pharmacies. |
| 3. T | 9. F—At best it is a middle-class town, probably a step lower. |
| 4. T | 10. T |
| 5. T | |
| 6. F—There are two churches. | |

Reading Comprehension: Multiple Choice (page 152)

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

Reading Skills: Looking at Both Sides of an Issue (page 153)

Answers will vary but could include the following.

- Everyone knows you, so you feel welcome and comfortable.
 - There are four seasons, so you can enjoy weather changes.
 - The pace is peaceful, not rushed.
- There is nothing new: no new people, stores, life.
 - There is a small-town closed mentality.
 - There is no culture: no bookstores, theatres.

Reading Skills: Understanding the Narrative Voice (page 154)

1. Ron Hansen is probably an insider. He knows all the people and places very well. He is able to analyze each character and also generalize the setting, saying that the town he describes is very similar to many other towns in the state.
2. He uses the title “Nebraska” because he probably feels that there is nothing unique about this particular town. What you find here, you can find in many other places around Nebraska.
3. Ron Hansen probably loves the place he describes. He recognizes that it is not the most exciting place, but there is a sense of contentment in his description. And the repetition of “Nebraska” at the end speaks of his love of the place.

Unit 3.6 General John J. Pershing Field (155–61)

Reading Skills: Literary Analysis (page 159)

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

(pages 159–60)

- | | | |
|------------|-------------|---------------|
| 1. setting | 4. theme | 7. characters |
| 2. plot | 5. style | 8. suspense |
| 3. climax | 6. surprise | |

(page 160)

1. **The characters:** the narrator, the other baseball players, the groundskeepers
2. **The setting:** Pershing Field in Jersey City, 1969
3. **The plot:** A boy needs a pair of spikes because the field he plays on is filled with rocks and has no grass.
4. **The element of surprise:** The people do not complain about the field condition because they are afraid of the politicians.
5. **The climax:** The suburban kid rips his leg apart sliding into second base on the field.
6. **The theme:** Inner city kids learn to cope with many difficult situations.
7. **The writing style:** Ironic (makes fun of the field and the people), colloquial
8. **Sources of humor:** (answers will vary) the description of the lazy groundskeepers and the rich kids from the suburbs

Analyzing the Narrator (page 161)

1. Between 13 and 15, probably closer to 13 because he needed spikes for the first time.
2. Dr. Smith is a quack (an unqualified doctor).
3. Artie was always drunk.
4. He couldn't have liked it too much. He says he had been forced to watch it.
5. It is a laughable name because there are no shady trees, or any trees whatsoever, for that matter, in the neighborhood.
6. The Mayor had taken all the grass seeds and planted them on his property.
7. There is a hint of jealousy. He says they were privileged.