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Sandra Silberstein, Barbara K. Dobson, Mark A. Clarke
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Answer Key

The processes involved in arriving at an answer are often more important than the answer itself. It is expected that students will not use the Answer Key until they have completed the exercises and are prepared to defend their answers. If a student's answer does not agree with the Key, it is important for the student to return to the exercise to discover the source of the error. No answer is provided in instances where the students have been asked to express their own opinions or when there is no single best answer.

Unit 1

Discourse Focus: Reading for Different Goals—Web Work

Skimming (page 1)

1. This is the website of the Cable News Network. According to the website, it covers a wide range of news, both U.S. and international, including news about politics, weather, sports, and economics.
2. The center of the page contains a news story of current interest. The columns on either side the story provide links to other pages and to specific information. You would click on these items to learn more about the topics.
3. • A glass-bottomed observation deck is being built out from the side of the Grand Canyon.
   • The illustration is an artist's drawing of the Skywalk along with basic facts about it. The map shows the location of the Skywalk.

Scanning (page 4)

1. On the top of the page, you can click on Home.
2. Under Resources, you could click on World Weather.
3. Click on the second language on pull-down menu under Languages (page 3).
4. On the side of the page, you can clink on items under **Asia** (page 2) or click on TIME Asia under Resources (page 3).
5. On the top of the page, under the CNN.com heading, you could click on Sports.
6. The Skywalk is 4,000 feet above the canyon floor and the Colorado River.
7. Seventy feet.
8. At least $75.
9. The Skywalk is in Arizona, on the west side of the Grand Canyon, on the Hualapai Indian Reservation.

Reading for Thorough Comprehension (page 5)

1. horseshoe
2. T. Paragraph 1 refers to a glass-bottomed observation deck.
3. F. In Paragraph 4, it says that the Skywalk was built by a Las Vegas developer.
4. T
5. F. Paragraph 8 reports that one-third of the tribe's members live in poverty.
6. to give or lend
7. F. Paragraph 10 indicates that he will receive part ("a cut") of the profits.
8. One is a member of the Chickasaw Indian tribe; the other walked on the moon.

Critical Reading (page 6)

1. Anyone who is interested in getting news online, especially news as it is being reported or international news.
2. No, this is a news site.
3. F. Like most websites, you can find all types of information here.
4. F or N. Probably not; the website seems to focus on U.S. events through links like this, and international events through links to specific stories.
5. Probably because visitors would feel that they are walking in the sky.
6. T. According to the information that accompanies the illustration, it is built to withstand winds of 100 miles per hour.
7. Answers will vary. The article says that the tribe is hoping to create tourism because one-third of its members live in poverty.
8. F or N. This isn't entirely clear. We believe that the article is talking about the future in paragraph 5, when it says that the tribal leaders *hope* the Skywalk will become the centerpiece of a budding [just developing or new] tourist industry. But this could mean that the industry is already beginning, and the Skywalk will become its center.

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9. Answers will vary. He may have wanted to help the Indians or to make money for himself, or both.
10. Answers will vary, depending on how you define "good." Only time will tell.
11. Answers will vary. You might be excited or terrified.
12. Answers will vary.

Non-prose Reading: Menu

Scanning (pages 7–8)

1. Yes
2. Apparently not, none are listed.
3. Yes, see Baked Goods.
4. Yes; Under "Hot" Paninis, the ingredients come "on bread."
5. Under Café Sandwich: Bacon Turkey Bravo, Smoked Ham & Swiss. Under Signature Sandwich, Italian Combo; Pepperoni Pizza; Spinach & Bacon Soufflé.
6. Under Signature Sandwiches: Mediterranean Veggie. Under Hot Panini: Portobello & Mozzarella. Under Soups: Broccoli Cheddar, French Onion, Low-Fat Vegetarian Black Bean, Low-Fat Vegetarian Garden Vegetable. Baked Potato; Under Salads: Caesar, Greek, and Classic Café. Under "Crispani" Pizza: Tomato & Fresh Basil, Three-Cheese, and Roasted Wild Mushroom. Under Soufflés: Four-Cheese and Spinach & Artichoke. Any of the Bagels.
7. She could eat the Kid's Deli sandwich under "Panera Kids." (She could also eat a meat dish on the adult menu, but it would cost more.)
8. Sizes and shapes
9. Yes, in a Baked Egg Soufflé
10. We assume not; soufflés are only served in the morning, and then "only while they last."
11. No, underneath Side Choices, it says, "Prices exclude tax."
12. No. Unless it says that a certain amount is added for a tip, menu prices do not include tips. If there are servers who bring food to your table, you will need to add a tip. Although you cannot tell this from the menu, Panera does not have servers; customers pick up their food when their names are called. Some restaurants like this have a jar for tips at the cash register.
13. a. $4.99 + $.59 = $5.58 + tax.
    b. $6.19 + $1.69 = $7.88.
14. Under Salads: Fuji Apple Chicken, Asian Sesame Chicken, or Grilled Chicken Caesar. Also, chicken is available on any salad for an additional $1.59. Note: You would not order Chicken Salad under Signature Sandwiches if you wanted a green salad with chicken.
15. a. The illustration near the list of Bagels and Spreads will give you an idea.
    b. *To spread* is to distribute a thin layer over something. *A spread* is any food that can be spread over bread or crackers, such as soft cheese.
16. a. You could ask which of the hot teas don't contain caffeine, or you could order Colombian Decaf coffee. Note: Most chocolate contains caffeine.
    b. Yes, two are listed underneath Iced Drinks.

Scanning for Details (page 9)

1. T
2. F, unless you eat lunch after 4 pm.
3. T
4. T
5. F; Under You Pick Two, it costs $6.69 + tax.
6. F; you would need more money to pay for tax.
7. T
8. F
9. F; apparently you can only order the dinner salads with the pizzas (but you can always ask).
10. F; according to the menu this is true *except for* small amounts that occur naturally in dairy and meat products.
11. T (as long as your group has five or more people).

Critical Reading (page 9)

1. Answers will vary: If your family likes formal restaurants for celebrations, prefers to eat fish, or hates bread, you probably wouldn't bring them here.
2. Answers will vary.
3. You might order one of the salads (perhaps without meat or croutons, or with one of the low-fat or reduced sugar dressings), the Low-Fat soups, or Lower Carb Breads. We don't know what Lower Carb means (how much lower?) and we don't know how it tastes!
4. In many Romance languages, the root *pan* means bread. We think the name probably is intended to make us think of *crisp bread* (in the *pan?*) at *Pan*era.
5. a. *Dough* is uncooked bread; it's also a slang term for money. A *donation* is a gift or contribution. This section describes financial contributions do (dough) nations—from a bakery.
   b. F. If you make a special donation at Panera, the company will match part of it and give the money to community organizations.
   c. To make a difference means to do something good for others. It seems to suggest that by eating at Panera, customers are supporting the programs to help those in need.

   Answers to the rest of this question will vary.

Word Study: Context Clues

Exercise 1 (page 12)

1. *pounced:* jumped
2. *adapt:* adjust to new circumstances
3. *egret:* a type of bird
4. *inveigh against:* talk loudly against; to attack verbally; protest
5. *slithered:* moved like a snake; slid
6. *pelt:* hit
7. *kinesics:* the study of body motion
8. *gregarious:* sociable; friendly
9. *ravenous:* extremely hungry
10. *salvage:* save

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Word Study: Dictionary Use

Exercise 1 (pages 14-15)

1. All spellings and pronunciations are acceptable as long as they correspond to the meaning you intend.
2. a. 2
   b. a dot (•)
3. a. print dictionary: the second; *dictionary.com*: the first
   b. the first
4. a. across the bottom of the page
   b. It appears when you click on *Pronunciation Key*.
   c. Answers will vary.
   d. *be*
   e. Click on *Pronunciation Key*.
5. a. print dictionary for both, 2; *dictionary.com*, 3.
   b. 2
6. a. words with related meaning that have been produced from the entry word, for example, *prefixal*
   b. *related forms*
7. a. before
   b. Click on PRE- in the part of the entry about the word's origin.
8. They help you know how, where, or if a word is used.
9. print dictionary: consult a style guide; *dictionary.com:* click on *Cite This Source,* choose which citation form is the one you want, and copy and paste the citation into your bibliography.

Exercise 2 (page 16)

1. a. no
   b. Go to www.dictionary.com, make sure the dictionary tab is selected, type *glory* in the search field at the top of the page, and click *Search*.
2. five
3. glu*tam*ic. Note: The mark showing which syllable is stressed appears *after* the syllable in the print dictionary but *before* the syllable in the *dictionary.com* entry.
4. print dictionary: paw, for; *dictionary.com:* all, or, talk, lost, saw
5. glottises
6. glued
7. gloweringly
8. print dictionary: glossography; *dictionary.com:* glossographer
9. Benjamin Gloxin print dictionary: Benjamin Peter; *dictionary.com:* Benjamin P.
10. French and Greek. Note: *dictionary.com* does not write out the words but shows *<F <GK.*
11. no. Note: The definition is slightly different in the print and electronic dictionaries.
12. print dictionary: four; *dictionary.com:* eight, in the first entry shown on the website. They are defined to indicate differences in usage (shades of meaning) among them.
13. print dictionary: 1714; *dictionary.com*: If you enter *Christoph Willibald Gluck*, you will learn Gluck was a composer but not when he was born. If you enter *Gluck Christoph Willibald*, you will see a webpage with links to other references where you could learn the day and year he was born, July 2, 1714.
14. print dictionary: 26,000; *dictionary.com*: If you enter Gloucester, Massachusetts, you will see a webpage with a link (City of Gloucester, MA) to the city's home webpage. To learn Gloucester's population, you must follow a series of links from that webpage leading to the most recent census data. (When we last checked, the population was 30,273.) It would be easier to Google™ it.
15. Answers include such things as: definitions, synonyms, parts of speech, pronunciation (syllabification and stress), alternate pronunciations, spelling and alternate spellings, if verb—principal parts, if noun—plural form, usage labels (archaic, obsolete, regional, etc.), origin of word (etymology), derived words, information about famous people, information about geographical locations, proper form for citing information from the dictionary.
16. Answers will vary and may include points such as:

Convenience:

Print dictionaries are generally very portable, but they can be heavy. Electronic dictionaries are available wherever you have web access and on some portable electronic devices, but they always require some type of electronic device to use.

Information:

Print dictionaries may have more information about individual people and places than electronic dictionaries do, but electronic dictionaries link to other websites that can provide endless amounts of information. Electronic dictionary sites like *dictionary.com* usually provide information from several different dictionaries for any word that you look up. Some electronic dictionaries allow you to hear a word pronounced, but that feature usually requires you to pay for a subscription. Print dictionaries include pictures to illustrate the meaning of some words.

Trustworthiness:

The trustworthiness of information from a dictionary depends on factors other than whether it is a print or an electronic dictionary, such as who wrote it, and when.

Currency of information—

Electronic dictionaries may have (or link to sites with) more current information than older print dictionaries, but not in all cases.

Ease and speed of use:

To find the definition of some words using a print dictionary, you must look up the root word. In online dictionaries, you usually can find it by entering the particular word form you are interested in. Once you are on an online dictionary site and enter a word, the definition appears quickly if you have high-speed online access. Online dictionaries may show how a word is pronounced using a simpler system than print dictionaries (using "spelled pronunciation" instead of the International Phonetic Alphabet symbols); you may see how to pronounce a word without having to refer to the Pronunciation Guide. Online dictionary websites may show so many different dictionaries' entries for a word that it can sometimes be confusing.

Ease of reading:

Print dictionaries often use small print, but all the information about a word is usually on a single page. Elec-

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tronic dictionaries have larger print, with more white space on the page, but you may have to scroll down several screens and look beyond the advertisements to find the exact information you want.

Cost:

Print dictionaries come in all price ranges. Some electronic dictionaries are free (if you have web access), but others are not. Also, some features in the free dictionaries are not available unless you pay for them.

Word Study: Stems and Affixes

Exercise 1 (page 19)

1. a. 1 b. 2 c. 3
2. insane, inactive, invisible
3. For example, coworker, coauthor, copilot
4. For example, rework, replay, rewind, relive, review

Exercise 2 (page 20)

1. *inhale:* breathe in
2. *import:* bring in from outside the country; buy from other countries
3. *collaborated:* worked together
4. *informal:* casual (not formal)
5. *prediction:* statement foretelling the future; statement saying what will happen in the future
6. *inscriptions:* writings, drawings, or marks written on or into some surface
7. *preregister:* register before classes start
8. *reflection:* image; likeness
9. *dictated:* spoke or read (the letter) aloud so that it could be written down
10. *graphologist:* person who studies handwriting
11. *microbiology:* the branch of biology that deals with animal or vegetable organisms that can be seen only with a microscope
12. *phonograph recordings:* records (from: write [record] sound)
13. *prescription:* written order for medicine
14. *chronic:* long-lasting; constant; continuous
15. *reapplied:* applied again
16. *recall:* remember
17. *in retrospect:* looking back
18. *audiovisual:* involving both hearing and sight (such as movies)
19. *immoral:* not moral; against ethical principles; wrong
20. *prenatal:* before birth

Exercise 3 (page 21)

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

Paragraph Reading: Main Idea (pages 22–27)

Passage 1: d
Passage 2: b
Passage 3: b
Passage 4: d. B is true but not the main idea.
Passage 5: c
Passage 6: Contrary to popular opinion, change has always characterized the family.
Paassage 7: Our ideas about the ancient Mayas are changing; we once thought them to be peaceful but now believe them to have been warlike.
Prose Summary: 1. b 2. b, e, g

Unit 2

Selection 1A: United Nations Report "Can English Be Dethroned?"

Comprehension (page 31)

1. T 3. F 5. T 7. F 9. T
2. T 4. F 6. F 8. T
10. He seems to use these terms with respect to numbers of speakers. Answers to the rest of this question will vary.

Critical Reading (pages 31–32)

1. a. Through a monopoly on education: languages not taught in schools tend to die out because they are not used for official functions. Languages not used outside the home or beyond traditional customs tend to die out.
   b. Answers will vary.
2. The author is referring to a number of relationships. The first is between individual freedom and political power—that is, if one is not free as an individual, one does not have real power within a community. The second is the tie between language and society and economics. If one doesn't have linguistic freedom/power, one is unlikely to have social freedom or economic success. Because the personal freedom to use language is fundamental to other freedoms and power, if one's language is destroyed, it endangers one's standing in the world.
3. Answers will vary.

Discussion/Composition (page 32)

Answers will vary.

Vocabulary from Context

Exercise 1 (pages 33–34)

1. *trend:* tendency; when something moves generally in a particular direction; inclination; pattern; propensity
2. *imperialism:* the practice of controlling and dominating other nations, for example, through colonialism
3. *diplomacy:* international relations
4. *eliminates:* gets rid of; removes; forces out
5. *denounce:* criticize; accuse; condemn
6. *inconspicuous:* not noticeable; not immediately obvious; subtle
7. *tangible:* obvious; actual; able to be touched
8. *subtle:* not obvious
9. *excesses:* extremes; lack of moderation
10. *deliberate:* knowing; intentional; purposeful
11. *policy: plan;* course of action; strategy
12. *intentional:* with intent; knowing; purposeful; deliberate
13. *initiatives:* plans; programs; proposals
14. *penetrating:* entering into; gaining access to
15. *tacit:* unspoken; understood; inferred; implicit
16. *resistance:* opposition; challenge; standing firm against
17. *summits:* meetings
18. *promote:* encourage; help; support
19. *cope with:* deal with; handle; manage
20. *colonization:* taking complete control of distant territory usually for the purpose of taking advantage of economic resources

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Exercise 2 (page 35)

1. don't mind
2. sphere
3. inevitable
4. folklore
5. encroachment
6. extinction

Exercise 3 (page 35)

1. *mechanisms:* processes; systems
2. *embraces:* includes; comprises
3. *surpasses:* is more than; is greater than; exceeds
4. *tongues:* languages

Figurative Language and Idioms (pages 35–36)

1. has taken root
2. the last word
3. deep-rooted
4. makes a mark
5. hand in glove (Par. 2: hand in hand)
6. broke new ground
7. a concerted strategy
8. make headway
9. at stake

Stems and Affixes (page 36)

1. *to have a monopoly:* to have control; to dominate
2. *globalization:* the process by which things that were once local are becoming worldwide
3. *unavoidable:* cannot be avoided; inevitable
4. *underpin:* underlie; support; form the foundation for
5. *transnational:* across nations; international
6. *biennially:* every two years
7. *subnational:* within a nation; smaller than a nation
8. *linguicide:* killing a language
   ethnocide: killing/destroying a culture
   deculturation: destroying a culture; ethnocide
   semi-official: not completely official; a policy that is not completely stated but is systematic and known

Selection 1B: Linguistics "English Seen as Co-Star among Global Languages"

Comprehension (page 39)

1. T
2. F
3. F
4. F
5. T
6. F. The graph refers to native speakers only.
7. Because he wanted "to give an indication of the future past that point."
8. F. The article refers to employers in Asia.

Critical Reading (page 39)

1. We believe this is an error. The sentence says that Hindi-Urdu and Arabic are projected to surpass English, but only the former (at 5.9%) surpasses English (at 5.4%).
2. Because English will remain a dominant (if not the dominant) language, especially in science and technology, increasing numbers of people will study English (and perhaps other languages, such as Chinese), making them bi- or multilingual. The prediction is that English will not necessarily replace other major languages, but be added to them.
3. The article quotes Montgomery's article in the prestigious journal *Science* concerning the use of English in scientific journals and on the Internet.

Discussion/Composition (page 39)

Answers will vary.

Vocabulary from Context (page 40)

1. *foreseeable:* as far as we can see, predictable, near, short-term
2. *appreciate:* understand, realize, recognize, are aware of
3. *spark:* create, produce, initiate, inspire, ignite
4. *trailing:* following, (being) behind, being less than
5. *consolation:* comfort, support, sympathy
6. *aspire:* have as a goal, aim

Figurative Language and Idioms (page 40)

1. having the global field to itself
2. sell-by date

Selection 2: Essay "Gate 4-A"

Reading for Details

Exercise 1 (page 43)

1. She herself is Palestinian. Also, the term *grandma* (rather than *grandmother*) suggests the intimacy of family.
2. Although Nye's grandmother is Palestinian, Nye is apparently not a fluent native speaker of Arabic.
3. This is a sign of intimacy; it also indicates that the woman is becoming more comfortable.
4. People from very different backgrounds are all sharing the same experience through the sharing of food.
5. And they are happy to be doing so.
6. The shared identity is visible throughout the gate area.
7. This is another sign of intimacy, a way of showing that the woman had become Nye's "new best friend."
8. The plant shows the woman maintaining traditional (presumably rural) customs—in this case, of remaining "rooted" to a place. The fact that the plant is medicinal may indicate that she was planning to use traditional as well as modern healing.

Exercise 2 (page 44)

1. 3
2. All definitions will work.

Exercise 3 (page 44)

Answers will vary.

Discussion/Composition (page 44)

Answers will vary.

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Selection 3A: United Nations Report "The Globalization of Tourism"

Comprehension (pages 45–48)

1. F
2. T
3. F
4. It encourages the growth of tourism by making it easier for people to get information about making travel reservations.
5. The United States was the country that earned the most from international tourism.
6. F
7. Europe
8. T
9. F
10. China, which was not even in the top 10 "sources of tourism" when this article was written, is predicted to jump to the fourth largest source of tourists. Also, China will move up from the sixth most popular destination for tourists to the most popular destination for tourists.
11. F
12. F. The map for 2020 does not tell us how many tourists will go from Asia to the East Asia/Pacific region.

Critical Reading (page 48)

1. Answers will vary.

2a. Paragraph 3: It is difficult to decide if the text and the graph agree. The text talks about regions, and the graph talks about countries. According to the text, the top destination will be Europe, followed by East Asia/Pacific, and then the Americas. Although not all countries are listed in the bar graph, adding up countries (on the bar graph) by region makes us think the information in the graph might be consistent with the claims about regions made in the text.
Paragraph 4: Yes and No. The bar chart of top destinations in 2020 shows China at the top. However China *did* appear (in sixth place) on the list of top destinations in 1998.

2b. Answers will vary.

Discussion/Composition (page 48)

Answers will vary.

Selection 3B: Essay "The Politics of Travel"

Comprehension (page 49)

1. T	4. F	7. F	10. F
2. T	5. F	8. F	11. F
3. T	6. F	9. T	12. T

Critical Reading (page 49)

1. Answers will vary, but the author was presumably referring to at least two senses of the term *consumer*. The first is someone who buys things and turns them into commodities (even tourist experiences), often as a result of advertising. The second is the sense of "consuming" or using up our natural resources.
2. Answers will vary. Some of the possible answers include: Politics will effect how people feel about tourism; tourism reveals/makes obvious the dramatic differences between rich and poor, for example, when people from rich nations pay for the experience of living with poor people; tourism can damage or destroy natural or cultural treasures of tourist locations; large-scale travel (for example, by car or train or plane) can damage the Earth's atmosphere and lead to global warming.

Discussion/Composition (page 51)

Answers will vary.

Vocabulary from Context

Exercise 1 (pages 52–53)

1. *unqualified:* definite; complete; absolute; not qualified or limited
2. *income:* money; earnings
3. *ecosystem:* the interrelated community of plants and animals and bacteria that make up the Earth
4. *fragile:* easily damaged or broken; delicate
5. *threatens:* endangers; puts at risk
6. *trekkers:* people who take a difficult, laborious trip, especially on foot
7. *dilemma:* question; problem; situation in which one must choose between unpleasant alternatives
8. *profit:* income; earnings; monetary gain
9. *habitats:* places where plants or animals normally live; ecosystems; environments; surroundings
10. *survival:* continued living; continued existence
11. *thrive on:* succeed / grow / do very well / prosper with
12. *authentic:* real; genuine; true
13. *cumulative:* taken all together, especially over time; collective; total
14. *disruptions:* troubles; disturbances; interruptions of the normal
15. *campaigns:* organized, planned actions to bring about a specific result
16. *launched:* begun; started; introduced; initiated; inaugurated
17. *exponents:* supporters; advocates; promoters; proponents
18. *initiative:* action that is the first of its kind; first step; plan; proposal
19. *industrialization:* the process of organizing something on a large scale as though it were an industry with interchangeable parts

Exercise 2 (page 54)

1. *local:* resident; native; person from that area
2. *culprits:* problems; causes of problems
3. *monuments:* buildings; statues; tombs that keep alive a memory
4. *notably:* especially; particularly
5. *trampling:* destroying under foot; flattening; walking on
6. *replicas:* copies; reproductions
7. *awareness:* knowledge; consciousness
8. *redressed:* addressed; fixed; put right; rectified
9. *postindustrial:* there are two meanings here. The more conventional meaning has to do with economic systems that have replaced manufacturing, based on advanced

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technology, especially information technology. The author refers to another, related meaning. With the possibility to focus beyond products and profits, the author hopes that a postindustrial system will focus on people and places.

Figurative Language and Idioms (page 54)

1. poses a serious threat
2. appetite for
3. cost-benefit equation
4. salvation lies in
5. breed

Stems and Affixes (page 55)

1. *deforestation:* cutting down forests
2. *herbicides:* chemicals used to kill unwanted plants and weeds
3. *underpins:* supports
   wildlife: plants and animals
4. *reservoir:* supply; pool; reserve
5. *uniform:* the same
6. *transformed:* changed
7. *nonprofit:* not intended to make a profit; not maintained for financial gain; charitable
   asymmetries: inequalities

Dictionary Study (page 56)

1. *vtr.* 2
2. This is an adjective, not directly listed in the dictionary; the meaning is based on that listed under **boom**[1], *vintr.* 2
3. *n* 7

Selection 3C: Travel Guide "Learning Holidays"

Comprehension (page 58)

1. F
2. F
3. The first Art and Architecture tour and the Language (in Siena, Italy) tour
4. F
5. Tours where you live with and live as traditional people.
6. F
7. Possible answers are the third Art and Architecture tour, the fourth Archaeology tour, the fifth Archaeology tour, and Earthwatch under Further Information.
8. The first Language and the first and second Living In tours
9. F
10. Further Information
11. Answers will vary.

Unit 3

Nonprose Reading: Newspaper Advertisements

Overview (page 59)

1. Help Wanted, Help Wanted Over 18, Business Opportunities, Internships, Child-Care, Tutoring
2. Furnished Apartments, Unfurnished Houses, Shared Housing
3. Shared Housing and Rooms
4. Parking
5. Internships. Also some Volunteer because some positions are similar to Internships.

Comprehension (page 62)

1. SAT Tutors Needed; Teacher/Tutors (ESL); High School Freshman Needs
2. Smart, Energetic, Creative; Teacher and Assistant; Seattle Athletic Club
3. Restaurant–Summer Job; SAT Tutors Needed; Summer Job in Seattle; Summer Jobs Food Processing; Trekleader; Student Intern
4. Telemarketer/Appointment Setter; Wanted! Part-Time Telemarketer; Part-Time Receptionist
5. Answers will vary with respect to qualifications; you do not have to be a perfect student.
6. F
7. No, it is a volunteer position that doesn't pay.
8. F
9. T
10. $600, New Building; 1-1/2 blocks to UW; From $300–$350; Large Bedroom, Furnished; Summer Rentals
11. We wouldn't; 10 bedrooms and "cool roommates" doesn't sound quiet to us.
12. Probably 0 BLOCKS to UW
13. Female Roommate Wanted (the second one). If you think she would be willing to share with a male, you could also tell her about Share 3 Bedroom; you might also tell her about some of the ads under Rooms.
14. Yes at *www.thedaily.edu.*

Critical Reading (page 63)

1. We wouldn't. Whenever we read "this offer is going fast," we're suspicious. But you may be more curious than we are.
2. It seems to be the opportunity to buy the millionaire maker's information and other tapes. Often this kind of advertiser becomes a millionaire by selling useless tapes. We wouldn't answer this one either.
3. We wouldn't; it seems you would need some real experience to lead others on an adventure.
4. This question calls for personal opinion; answers will vary.

Web Work (page 63)

1. 835, 845
2. 360

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3. Often these are ads from people who are looking for relationships. Obviously you don't know these people; you don't know whether what they say is true or whether they are dangerous people.
4. a. $6.00
   b. No
   c. Friday
5. Your ad depends on the kind of roommate you want.

Word Study: Stems and Affixes

Exercise 1 (pages 66–67)

1. c 2. a 3. b 4. c 5. c
6. telephone: an instrument that reproduces sound that comes from far away (*tele:* far; *phon:* sound) telegram: a written message sent far away (*tele:* far; *gram:* written) television: an instrument that produces a picture of something that is far away (*tele:* far)
7. when he or she wants to take a picture of something far away
8. support: to hold up physically or emotionally (*sup:* under; *port:* carry)
9. Interstate commerce is business between different states. Intrastate commerce is business within one state.
10. *aqueduct:* a structure built to carry (lead) water from one place to another
11. He is going bald; his hairline is moving back.
12. *post meridiem*
13. *Sub* means under or below. *Scribe* means write.
    a. Before telephone agreements, when people subscribed to a magazine, they would sign an agreement to buy the magazine for a certain period of time. They would *write* their name at the *bottom* of a contractual agreement.
    b. To subscribe to a theory means to believe it or support it (figuratively, you sign your name in support of that theory).

Exercise 2 (page 68)

1. *to the contrary:* against (this belief)
2. *postpone:* delay; put forward to a later time
3. *supervisor:* boss
4. *remit:* send back
5. *superscript:* symbol that is immediately above and to the right of another symbol
6. *antibiotics:* chemical substances that kill bacteria and other small organisms
7. *transported:* carried (from one place to another)
8. *inexcusable:* not acceptable; very bad; unpardonable
9. *interaction:* actions between two or more people
10. *transmit:* send
11. *reconvene:* meet (come together) again
12. *revoked:* called back
13. *flexible:* able to bend without breaking
14. *portable:* lightweight; capable of being carried
15. *circumnavigate:* sail around
16. *imposed:* placed (the tax) upon

Exercise 3 (page 69)

1. b 3. a 5. e 7. j 9. g 11. i
2. d 4. c 6. h 8. k 10. l

Word Study: Dictionary Use (pages 0–0)

Exercise 1 (pages 70–71)

1. a. 1. adjective
      2. print dictionary: weak; exhausted; *dictionary.com:* fatigued; weary; exhausted
   b. 1. noun
      2. print dictionary: break; *dictionary.com:* a breach of harmonious, friendly, or peaceful relations
2. print dictionary: consecutively; *dictionary.com:* extending or repeated continuously
3. a and c. The print dictionary shows both *rustic* and *pastoral* as synonyms of *rural.* On *dictionary.com,* the first entry lists only *rustic* as a synonym, but the second entry, which comes from the *American Heritage Dictionary,* lists both *rustic* and *pastoral.*
4. print dictionary: b; *dictionary.com:* d
5. print dictionary: a; *dictionary.com:* a or d
6. a
7. print dictionary: a*; dictionary.com:* You can enter either a, b, or c to get the definition. What changes is the position of the definition on your screen.
8. print dictionary: a. *runner:* 8
   b. *runway:* 6
   c. *runes:* 1
   dictionary.com: a. *runner:* 16
   b. *runway:* 8
   c. *rune:* 1; *runes:* 1a
9. print dictionary: b; *dictionary.com:* the electronic dictionary entry does not show what runes look like. Where else could you look?
10. b
11. print dictionary: *ruralist; dictionary.com: ruralist, ruralite*
12. b

Exercise 2 (page 74)

1. a. *Thesaurus.com:* Find synonyms and antonyms.
   b. Language Resources: Grammar, Usage, and Style.
   c. No, but we'd recommend checking a search engine such as *Google.com*™.
   d. Bookstore: Check out our recommendations.
   e. Other Dictionaries: Latin.
   f. Other Dictionaries: Subject, Medical.
2. a. T b. T
   c. F. It also provides links to other references, such as encyclopedias.
   d. F. It's true that Russian isn't listed, but we don't know that there is no link to Russian. Under Other Dictionaries: Language-Specific, there is a link to More languages, and, in fact, Russian is one of them.
   e. F. It means Frequently Asked Questions.

Sentence Study: Comprehension (pages 77–79)

1. c 3. b 5. a 7. c 9. c
2. b 4. d 6. d 8. a

Paragraph Reading: Main Idea (pages 79–83)

Passage 1: c Passage 3: d Passage 5: c
Passage 2: d Passage 4: a

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Passage 6: A summit is a meeting between leaders of enemy Great Powers trying to reach agreements in order to avoid future conflict.
Passage 7: Recognizing that you have choices about what you do will make you feel better.
Passage 8: 1. T; 2. T; 3. F
Passage 9: 1. d; 2. a, d, e, f, g, j

Discourse Focus: Reading for Different Goals—Web Work

Getting Oriented

Exercise 1 (page 86)

1. T
2. Three most important sources of income
   a. Tourism
   b. Manufacturing
   c. Military
3. Manufacturing
4. F. They are happy they do not have the smog, traffic and fast-paced life that Los Angeles has.
5. T
6. Both T and F are defensible. It once was true, but this is changing; according to the brochure, San Diego is "emerging from the shadow" of L.A.

Exercise 2 (page 89)

1. Answers will vary according to interests.
2. San Diego **Convention & Visitors Bureau** has the suffix *.org* and **City of** San Diego **Official Website** has the suffix *.gov*, which indicates that the former is a business address and the latter is an official government website constructed by the city of San Diego.
3. Universities often have information on entertainment, museums, bookstores, and cheap places to eat.
4. Wikipedia
   a. F. *Wikipedia* is an open-source encyclopedia that anyone can edit.
   b. Answers will vary.

Exercise 3 (page 90)

1. The most obvious place to click is the Flights tab under Make reservations online, but you might also look at the box to the right that advertises Save on San Diego Vacations. San Diego Travel News might have information on flights, but its primary function is to send you information about San Diego.
2. Vacation Packages usually provide cheaper rates but require you to purchase flight, hotel, and other services such as rental cars, excursions, etc.
3. 800-350-6205
4. In the left column, just under the Convention and Visitor Bureau listings, there are three flags. If you speak Spanish, German, or Japanese, you can get information in your native language.
5. There are 4 hotels that list prices on this web page: Sheraton Marina, Loews Coronado Bay Resort, Sheraton San Diego, Catamaran Resort & Spa.
   a. Sheraton Marina appears to be the cheapest ($119.00)
   b. The Hotels tab permits you to search all hotels, and to indicate the price you want to pay.
6. Hotel Coronado is located on Coronado Island.

Getting There

Exercise 1 (page 92)

1. Some answers will vary.
2. F
3. a. This is called "pull technology"—when you subscribe to RSS, you will receive information that you want to receive. This is as opposed to spam, which is "push technology"—advertisers push their products onto your screen.
4. Under never miss a deal, Deals by email.
5. Join *expedia.com* by clicking on sign in in the upper right-hand corner. Benefits might include discounts on purchases, up-to-date travel information, etc.
6. T. See the Best Price Guarantee in the lower left-hand corner.

Exercise 2 (page 92)

Answers will vary.

Hotel Accommodations (page 93)

Answers will vary.

Activities (page 94)

1. There are 13 or 15 museums in the park, depending on whether you believe the first paragraph or the passport paragraph.
2. Both Calendar and Complete Calendar provide information about what is happening.
3. Your answer will depend on your finances, but there are restaurants in the park.
4. F
5. F
6. T

Unit 4

Selection 1A: Reference Book "The Creative Spirit"

Comprehension (page 96)

1. Pressures that inhibit creativity: surveillance, evaluation, rewards, competition, over-control, restricting choice, pressure
2. T
3. T
4. F
5. Reader's choice
6. T
7. F
8. T
9. T

Critical Reading (page 100)

1. F. They will learn, but we will not know what they learned.

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2. F. Merely by living and engaging in activity we are learning all the time; what we are learning, and whether it is what the teacher wants us to learn—that is another matter.
3. This is open to debate.
4. Reader's choice
5. Reader's choice

Discussion/Composition (page 100)

Answers will vary.

Vocabulary from Context (pages 101–2)

1. *creativity:* ability to use the imagination to develop original ideas
2. *toddlers:* children who are just learning to walk
3. *risk-taking:* inclined to try new things, sometimes without proper care or preparation
4. *inhibit:* to stop something from continuing or developing; constrain; hold back; restrict
5. *restricting:* holding back; making difficult to accomplish; inhibiting
6. *savor:* to enjoy; to make something last because of the enjoyment
7. *intrinsic:* natural; essential
8. *peers:* age-mates; individuals who are of the same approximate age
9. *engrossed:* completely absorbed in something; totally involved
10. *flow:* unconscious and easy involvement in an activity
11. *rhythms:* regular habits; comfortable tendency and routine
12. *compulsions:* strong feelings of being required to do something
13. *surveillance:* excessive observation; constant watching
14. *to hover:* to stay close by; to be overly protective
15. *excessive:* more than necessary; too much
16. *competition:* activity aimed at someone doing better than someone else; contest organized to see who is best
17. *desperate:* urgent, anxious desire to accomplish something
18. *aversion:* dislike of something
19. *proclivities:* inclinations; tendencies

Figurative Language and Idioms (page 102)

1. A creative "urge" is a desire to try something new. Being observed makes us want to avoid being seen, that is, not to take risks.
2. A good thing. They favor activities that give children the opportunity to forget about time and other pressures.

Reading Selection 1B: Textbook "American Values in Education"

Critical Reading (page 104)

Answers will vary.

Discussion/Composition (page 104)

Answers will vary.

Reading Selection 1C: News Report "School Violated Student's Rights"

Comprehension (page 106)

1. F
2. T
3. T
4. F
5. According to Paragraph 7, parents "looked to the school to protect children from the influence of religious extremists."
6. According to Paragraph 8, "the school argued that the jilbab posed a health and safety reisk, and might cause divisions among pupils."
7. F
8. jilbab (Paragraph 3): "a long, flowing gown covering all her body except her hands and face." Shalwar kameez (Paragraph 8): "trousers and a tunic."

Critical Reading (page 106)

Answers will vary.

Discussion/Composition (page 106)

Answers will vary.

Vocabulary from Context (page 107)

1. violated
2. banning
3. breached
4. ruled
5. manifest
6. attire
7. preserve
8. bigotry
9. modestly

Stems and Affixes (page 107)

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

Dictionary Study (page 108)

1. *n.* 3
2. *n.* 3a

Vocabulary Review (page 108)

1. assimilation
2. ruling
3. banned
4. appeal

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Reading Selection 2: Fiction "Yolanda"

Comprehension

Exercise 1 (page 112)

1. F
2. F
3. T
4. F
5. T
6. F
7. F
8. F
9. T
10. T
11. T
12. F
13. F
14. T
15. F
16. T
17. F

Exercise 2 (page 113)

1. S
2. S
3. S
4. D
5. D
6. S
7. D
8. S
9. S

Critical Reading (page 113)

1. Places you could point to include the fact that the mother doesn't know that the man next to her is her daughter's lover; the mother doesn't know that he knows about the family; we know what the mother and lover are talking about, but Yolanda doesn't; the mother doesn't know that he sees Yolanda in her.
2. Both points of view can be defended. If Yolanda defines herself as a poet when she is giving poetry readings (and presumably writing new poems), then yes. But because she apparently earns her living teaching, she may consider herself a teacher/poet, or a poet/teacher or solely a teacher.
3. Answers will vary.

Discussion/Composition (page 113)

Answers will vary.

Vocabulary from Context (Page 114)

1. *blushed:* turned pink or red in the face from embarrassment
2. *ascribed:* attributed; assignd the cause of
3. *chuckling:* laughing softly

Exercise 1 (page 114)

1. bastardized
2. fixed on
3. indelicacy

Exercise 2 (page 115)

1. *amended:* changed; corrected
2. *acknowledging:* recognizing; admitting
3. *confided:* told; confessed, especially something rather private and personal
4. *heavy-duty:* strongly; to a great degree: seriously
5. *uneasiness:* discomfort; nervousness; feelings of worry
6. *cocked:* tilted; leaned to the side
7. *drawing:* attracting; bringing
8. *podium:* stage; place where a public speaker stands; the stand that holds a speaker's papers

Figurative Language and Idioms (page 115)

1. threw her daughter off
2. take shortcuts
3. Old World
4. warming to
5. waved (the voice) away
6. woman's libber (*libber*, a slang term, comes from the word *liberation*)

Dictionary Study (page 116)

1. verb 3
2. *tr.v.* 2
3. ex^3
4. The meaning is adjective 1; the form is *adverb*.

Reading Selection 3: Psychology "The Stereotype of Stereotypes"

Comprehension

Exercise 1 (pages 118–19)

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

Exercise 2 (page 119)

1. P
2. N
3. N
4. N
5. P
6. P

Critical Reading (page 119)

Answers will vary.

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Discussion/Composition (page 120)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 121)

1. *prejudices:* negative feelings before the facts are known; preconceived ideas; biases
2. *biased:* prejudiced
3. *bigotry:* prejudice; intolerance
4. *stigmatize:* mark someone as not normal or standard
5. *exploit:* treat unfairly; take advantage of; misuse
6. *unjustified:* having no justification; mistaken; wrong; incorrect; invalid; untrue
7. *erroneous:* mistaken; wrong; incorrect; invalid; untrue
8. *tendency:* when something moves generally in a particular direction; inclination; propensity
9. *propensity:* tendency; inclination
10. *abet:* help; aid; support
11. *confront:* face up to; meet head on; deal with
12. *animosities:* negative feelings
13. *traits:* characteristics; qualities
14. *subtlety:* looking for the less obvious; making fine distinctions

Exercise 2 (page 122)

1. (to) enhance
2. probes
3. delineating
4. keener
5. (to) marshal
6. punctuality
7. deadlines
8. neglects to ask
9. a wide array

Exercise 3 (page 122)

1. *dwellings:* houses; homes; residences
2. *(in the) realm:* (in the) area; (in the) field; (on the) topic; (on the) subject
3. *employ:* use
4. *invalid:* untrue; false; unproven; unsupported
5. *encase:* surround; include; enclose
6. *counteract:* act against; work against; counterbalance; neutralize; offset; undo an effect with opposing action
7. *crucial:* important; necessary; vital; critical; fundamental
8. *tagged:* identified; selected; labeled
9. *tardiness:* lateness; not being on time; missing deadlines
10. *distort:* make inaccurate; misrepresent; cloud; twist

Figurative Language and Idioms (page 123)

1. fall short of
2. to give (stereotypes) their due
3. gained (particular) favor
4. conflict resolution
5. bridge-building

Dictionary Study (page 123)

1. punch[2] *n* 2
2. boast[1] *vtr* 2 or 3
3. *v. tr.* 4
4. *v. tr.* 3
5. *v. intr.*

Vocabulary Review (page 124)

1. accuracy
2. justified
3. animosity
4. trait
5. deadlines

Unit 5

Nonprose Reading: Questionnaire

Exercise 1 (pages 128–29)

Answers will vary.

Exercise 2 (pages 129–30)

Here is how we categorized the activities using Gardner's multiple intelligences. Note, however, there is not necessarily a single correct answer, so you should not take our word as final. Use your own judgment.

1. Linguistic Intelligence: 2, 17, 24
2. Logical-Mathematical Intelligence: 9, 19, 21
3. Visual-Spatial Intelligence: 3, 13, 16
4. Bodily-Kinesthetic Intelligence: 5, 15, 22
5. Musical Intelligence: 4, 12, 23
6. Interpersonal Intelligence: 8, 10, 14
7. Intrapersonal Intelligence: 7, 18, 20,
8. Naturalistic Intelligence: 1, 6, 11,

Word Study: Context Clues

Exercise 1 (page 131)

1. *hazy:* not clear
2. *anticipating:* guessing in advance; thinking of ahead of time; foreseeing
3. *massive:* large; heavy; clumsy
4. *vague:* not specific; not clear; imprecise
5. *appeased:* satisfied
6. *provoked:* caused
7. *manifested:* showed; demonstrated
8. *toll:* total; count; extent of loss
9. *wretched:* poor; terrible; miserable
10. *mammoth:* large

Exercise 2 (page 132)

diminutive: very small; tiny
notable: noteworthy; remarkable; extraordinary; significant
hover: to remain (to hang suspended or flutter) in the air near one place
unique: one of a kind; exceptional
ornithology: the study of birds

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Word Study: Stems and Affixes

Exercise 1 (pages 134–35)

1. a	3. c	5. d	7. d	9. c	11. d
2. d	4. a	6. b	8. b	10. c	

12. Originally, *manufacture* meant to make by hand (*manu:* hand; *fact:* make). Now products that are manufactured are often made by machine. Originally, *manuscripts* were books written by hand (*manu:* hand; *script:* write). Today, a manuscript is a document that is either handwritten or typed; it is a document in prepublication form.

Exercise 2 (page 136)

1. *beneficial:* good (for)
2. *mislaying:* misplacing; putting in a place that is later forgotten
3. *bilingual:* speaks two languages
4. *misbehave:* behave badly; act the wrong way
5. *anonymous:* nameless; not named; without giving their name

Exercise 3 (page 136)

1. e	3. c	5. d	7. h	9. j	11. k
2. f	4. b	6. a	8. l	10. i	12. g

Sentence Study: Comprehension (pages 137–39)

1. d	3. c	5. b	7. a	9. a
2. c	4. d	6. c	8. b	

Paragraph Reading: Restatement and Inference (pages 140–43)

Passage 1: b, d, e
Passage 2: b, d, e
Passage 3: a, d, e
Passage 4: b, d, e
Passage 5: a, b, e

Discourse Focus: Careful Reading/Drawing Inferences (pages 144–46)

1. Class Day: The museum authorities knew the communication was not an authentic one because of the manner of expressing the dates of the Pharaoh's reign. All BCE dates are expressed in the reverse manner from ACE dates. Thus, for example, Moses lived from 1571 to 1451 BCE and Tutankhamen reigned from 1358 to 1350 ACE
2. Ruth's Birthday: Her bill smelled of the perfume she'd spilled on her purse.
3. The Ex-Wife Murder: Rogers could not have known that his ex-wife had been shot unless he had guilty knowledge of the crime. The maid did not say why she had been taken to the hospital, yet Roger's first words on entering it were, "Who shot her?"
4. Case #463: Fordney knew that the dog had not bitten Miss Marshall because he found no teeth marks in the dress. She later confessed to inflicting the wound herself with a fork in the hope of collecting damages from Mrs. McGuire.

Unit 6

Selection 1: Economics "The Wealth of Nations"

Before You Begin (pages 147–48)

Your summary might read something like this: Economies grow by producing and exporting products that bring in more money. The closer a country's current products are to those that are highly valued, the easier it is to move into related areas that will bring it more wealth. Poor countries may not have products that are related to anything that allows their economies to grow.

Comprehension (pages 152-55)

1. (from Paragraph 1) "What's puzzled economists over the years is why it's been so difficult for these countries to start up new activities in the hope of spurring economic growth and lifting themselves out of poverty."
2. T
3. a
4. They looked at actual data and found that earlier explanations did not explain how countries expand their economies. "Factors of production" did not predict how economic diversification happened. Instead, they saw different relationships.
5. The map of products could help countries design good policies by showing the most promising ways to develop new industries.
6. Because all countries keep careful records of their exports, these data are reliable and available. Also, they are good indicators of high-quality production.
7. They were experts in applying the theory of networks to real-life situations. They took the data from the economists and translated them into a picture showing relationships, a visible network. The maps on page 151 are examples.
8. b
9. d
10. By nodes that were strongly connected to many other nodes
11. Nodes that had only a few connections to other nodes, such as oil, minerals, cereals, and coffee
12. F
13. It maps out world exports, showing how products are related to each other.
14. The majority of industrial products, from machinery and steel to chemicals
15. F
16. a. MC b. SC c. P
17. T
18. F
19. T
20. T
21. c
22. It might help governments and organizations decide how to invest money, in general, though it won't suggest specific policies.
23. T
24. F

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25. F
26. F
27. F
28. We assume that this has to do with relative distance between two products. According to Paragraph 8, the distance is short when the probability that a country that is good at exporting one type of product is good at exporting another. When the probability is low, the products are far apart in the product space. According to Paragraph 11, the researchers drew links between products only when the probabilities were high. We think that the length of the lines (the links) represents how high the probabilities are: Shorter lines mean higher probabilities.
29. F. We wish it did.
30. T
31. Richer countries export more products than poorer countries and their products are closely linked to each other, unlike the products exported by poorer countries.
32. T
33. F
34. T
35. Garments and electronics
36. Answers may vary, but the authors would say the statement is false.

Critical Reading (page 156)

1. a. The researchers would likely point to the findings reported in paragraph 15: Rich industrialized countries tend to produce a broad range of products. Your perspective and evaluation may differ.
   b. The researchers might say that countries such as oil-rich nations are economically at risk and will not remain wealthy if they don't branch out, that is, diversify their economies. Your perspective and evaluation may differ.

Discussion/Composition (page 156)

1. Answers will vary.
2. a. stuff b. T c. F
3. Answers will vary. Some factors we thought of are: educational level of the population; age of the population; type of government; size of the population; history of the nation (was the nation a colonizer or colony?); natural resources; geography; size; stability of borders; involvement in political conflicts (war/peace); public health.

Vocabulary from Context (page 157)

1. spurring
2. edge
3. links
4. conventional
5. *vice versa*
6. clusters
7. periphery
8. snapshot
9. *status quo*
10. branching out
11. potentials

Stems and Affixes (pages 157–58)

1. e
2. b
3. d
4. a
5. c
6. g
7. f

Dictionary Study (page 158)

1. noun 2
2. verb 8
3. noun 2
4. 1. verb 1
5. verb 1

Reading Selection 2: Essay "Mother Tongue"

Comprehension (page 164)

1. One's *mother tongue* is one's first language, the language learned at home as a very young child. This is also a pun; in the title it can refer to both Tan's mother's language and her own.
2. T
3. F
4. T
5. a, b, c, d
6. F
7. math and science
8. F
9. F
10. her mother
11. T

Critical Reading (page 164)

Answers will vary.

Discussion/Composition (page 165)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 165)

1. *rebellious*: like a rebel; not doing what authorities say; not obeying orders; resisting authority or control
2. *adolescent*: teenager; young, immature person
3. *stockbroker:* a person whose profession is to buy and sell stocks and other financial investments for other people
4. *astonished*: surprised; amazed; shocked
5. *perception:* impression; belief; understanding
6. *belied:* did not accurately represent; contradicted; showed to be false
7. *diagnosis*: medical evaluation of the cause or nature of a health problem
8. *benign:* not cancerous; harmless
9. *assured:* promised; guaranteed

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10. *impeccable:* perfect; without any errors
11. *intent:* meaning, purpose, goal
12. *bland:* dull; boring; ordinary; colorless

Exercise 2 (page 166)

1. *language of intimacy:* the speech used by people in a close, familiar, and usually affectionate or loving personal relationship with each other.
2. *peers:* people similar in age or importance, such as classmates or friends
3. *judgment call:* a matter of opinion and personal experience with no single right answer; a decision made by using one's own ideas and experiences
4. *steering:* directing; guiding

Exercise 3 (page 166)

1. tool of my trade
2. gangster
3. wince
4. empirical evidence
5. guise
6. cashed out her small portfolio
7. insular
8. essence

Figurative Language and Idioms (page 167)

1. burdened
2. strong suit
3. block out of my mind
4. hone my talents
5. where it counted

Stems and Affixes (page 167)

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

Dictionary Study (page 168)

1. noun 1
2. noun 2
3. noun 13
4. adjective 3
5. noun 2

Vocabulary Review

Exercise 1 (page 170)

1. adolescents
2. peers
3. steer
4. envision
5. block out
6. sound
7. strong suit

Exercise 2 (page 170)

1. S
2. D
3. S
4. D
5. S

Unit 7

Nonprose Reading: Charts & Graphs

Figure 7.1 Comprehension (page 172)

1. F
2. T
3. T
4. Your explanation might be something like the following: Under normal circumstances, some of the Sun's energy that enters the Earth's atmosphere is trapped by a thin layer of atmosphere, warming the Earth and keeping its temperature comfortable. Today, the atmosphere is being thickened by human-produced greenhouse gases that are trapping more of the Sun's energy and causing the temperature of the Earth's surface to rise.
5. He is talking about the CO_2 that goes into the atmosphere as a result of human actions, for example, when we burn fossil fuels (oil, natural gas, coal) in homes, cars, factories, or power plants, or when we cut or burn down forests.

Figure 7.2 Comprehension (page 173)

1. F. The chart reports global temperatures; we can not assume that the measurements were taken at the most populous areas.
2. The mean temperature during the period 1961-1990
3. Answers will vary.
4. The difference between the actual temperature and the average during the period studied.
5. The red line, showing the five-year averages, allows us to see overall trends more clearly.
6. F
7. T
8. Looking at data on average temperatures since 1860, average temperatures were relatively stable until 1900; they have fluctuated since then, rising most steeply since 1980.

Figure 7.3 Comprehension (page 174)

1. 1900–1995
2. F
3. T
4. Those with more than 5.08cm (2 inches) of rainfall (or equivalent if precipitation is snowfall) in 24 hours
5. F
6. T

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Figure 7.4 Comprehension (page 175)

1. Unlike Figure 7.3, Figure 7.4 contains explanatory prose, which explains both the causes and effects of extreme precipitation. Another difference is that the graph in 7.4 is a bar graph that groups data by decades, while Figure 7.3 shows decade averages through a line graph. Figure 7.4 compares Europe, the Americas, and Asia; while Figure 7.3 reports data only for the contiguous United States. Figure 7.3 reports amount of precipitation; Figure 7.4 reports floods.
2. Answers will vary.
3. Figure 7.3 comes from a university website. Figure 7.4 comes from Al Gore's book for the general public.

Figure 7.5 Comprehension (page 176)

1. b
2. Your sentence could describe the data reported in the graph and/or the conclusions that could be drawn from them: The figure shows total fossil CO_2 emissions for the world (divided into three regions) from 1860 to about 1995; total emissions have increased dramatically since the first half of the 20th century.

Figure 7.6 Comprehension (page 177)

1. Using data on CO_2 concentrations in the atmosphere and in ice cores between the years 800 and 2000, the figure shows a dramatic increase in concentration since 1800.
2. a. The last sentence
   b. For scientists familiar with this data, the prose may be unnecessary. For those unfamiliar with the data, or perhaps who are more disbelieving, a description of the data and how it is collected may be helpful.

Figure 7.7 Comprehension (page 178)

1. The USA, former USSR, China, the European Union, Japan.
2. Answers will vary; if your country isn't named, it is represented at the top of the chart in the area above Canada.

Figure 7.8 Comprehension (page 179)

1. developed countries: These tend to be the wealthy, highly industrialized countries, such as many countries in Europe, Japan, the U.S., and Canada.
2. developing countries: countries in the process of change toward economic growth; developing countries tend to be poorer, have less infrastructure, and be less industrialized than developed countries. Examples are many countries in South and East Asia and Latin America.
3. 2015
4. Presumably developing countries (some of which have very large populations) will develop the capacity for industry and car ownership that produces large amounts of CO_2 emissions, but not necessarily have the economic resources to carry out these activities in ways that decrease greenhouse gases, for example by using (more expensive) hybrid cars. At the same time, the developed world may have gone more "green," that is, they have the money and technology to implement more energy-saving practices.

Figure 7.9 Comprehension (page 181)

1. The sentence next to "Answer."
2. a
3. F
4. 1.13 metric tons of CO_2 carbon per person.
5. d

Critical Reading (page 181)

1. a. Increased wildfires: As hotter temperatures dry the soil and leaves, wildfires are becoming more common. (Also, warmer air produces more lightning, which is a common cause of wildfires.)
   b. More and stronger hurricanes and typhoons: According to Figure 7.4, "warmer water increases the moisture content of storms, and the warmer air holds more moisture." When storm conditions develop, they result in more severe weather events. Also there is a correlation between water temperature and wind velocity, which would lead to stronger hurricanes.
   c. Danger to food production and water supplies: Increased temperatures evaporate more water out of the oceans, lakes, and rivers. Loss of rivers and lakes leads to a loss of usable farm land. And, of course, the loss of lakes and reservoirs leads to a loss of drinkable water. Warmer temperatures also suck more moisture out of the soil, which leads to "desertification" (fertile land becomes desert).
   d. Increases in infectious diseases: According to Al Gore's *An Inconvenient Truth,* "disease vectors . . . have been increasing in range because of global warming And when these vectors—whether algae, mosquitoes, ticks, or other germ-carrying life forms—start to show up in new areas and over a wider range, they are more likely to interact with people, and the diseases they carry become more serious threats." In general, germs and viruses are less threatening to humans when there are colder winters, colder nights, and more climate stability.
2. Answers will vary, but all human life will be affected. Scientists see the worldwide connections among these events, for example, the potential for increases in infectious disease.
3. Answers will vary.

Figures 7.10 & 7.11 Critical Reading (page 183)

1. The sentence that begins the final paragraph says, "Those least able to cope and least responsible for the greenhouse gases that cause global warming are most affected."
   a. Answers will vary.
   b. Answers will vary; however, the numbers seem fairly low at this point.
2. Figure 7.8 both supports the argument and presents contrasting data. The prose that accompanies Figure 7.10 argues that those least able to cope and least responsible for global warming are the most affected by it. The data in Figure 7.8 indicates that the developing countries

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(some of which do pay a high price for global warming) will be increasingly responsible for it. In that sense, Figure 7.8 presents a contrasting picture. However, the nations that pay the heaviest price, for example, Sub-Saharan Africa, are not predicted to contribute greatly to global warming.

3. Answers will vary. However, it can take a few years to collect and synthesize large amounts of data, and because global warming develops over years, this may not be seen as a great problem.

Word Study: Context Clues

Exercise 1 (page 184)

1. *attributes:* qualities; talents; abilities
2. *conferred:* granted; gave to
3. *plump:* fat; chubby
4. *pedantic:* bookish; boring; giving attention to small, unimportant, scholarly details
5. *aloof:* above; apart from
6. *refrained:* held back; controlled oneself
7. *ineffectual:* not effective; not producing the intended effect
8. *chrysanthemums:* a (type of) flower
9. *drab:* uninteresting; dull; cheerless; lacking in color or brightness
10. *skin/cortex/membrane:* outside cover of a body or organ; boundary

Exercise 2 (page 185)

babbling: meaningless sounds that babies make before they learn to talk
sequence: related group; series; the coming of one thing after another
hearing-impaired: deaf; having problems hearing
myth: untruth; an untrue story or belief

Word Study: Stems and Affixes

Exercise 1 (pages 187–88)

1. b	3. d	5. b	7. c
2. c	4. d	6. b	8. a

9. An astronaut is a person who sails (travels) to the stars (outer space). (*astro:* star)
10. All the clothes look the same.
11. birth rate

Exercise 2 (page 188)

1. *biographies:* life histories
2. *triplets:* three children born at a single birth
3. *multimillionaire:* person who is worth many millions of dollars
4. *metropolitan:* a population area consisting of a central city and smaller surrounding communities
5. *semiprivate:* partly, but not completely private; a room with more than one person
6. *multivolume:* several-volume; consisting of more than one book
7. *peripheral:* (vision) away from the center, at the sides; having good peripheral vision means having the ability to see things on either side
8. *semiprecious:* of lesser value; semiprecious stones have lesser value than "precious stones"
9. *mortal wound:* injury that causes death
10. *periodontist:* dentist concerned with diseases of the bone and tissue around the teeth
11. *popularity:* the state or quality of being popular; being liked by the general population

Exercise 3 (page 189)

1. f	4. d	7. c	10. e	13. a	16. b
2. e	5. c	8. a	11. d	14. f	17. e
3. a	6. b	9. f	12. b	15. d	18. c

Sentence Study: Restatement and Inference (pages 190–93)

1. c, e	3. b, e	5. b, d	7. b, c	9. a, c, d
2. b, c, e	4. b, c	6. d	8. b, d, e	10. b, e

Paragraph Analysis: Reading for Full Understanding (pages 194–203)

Passage 1

1. a	3. a	5. a
2. d	4. c	6. d

Passage 2

1. a	3. a	5. b	7. a
2. b	4. d	6. c	

Passage 3

1. d	3. a	5. b	7. a
2. d	4. c	6. b	8. a

Passage 4

1. c	3. c	5. c	7. c
2. b	4. a	6. a	

Passage 5

1. d	2. a	3. d	4. a

Discourse Focus: Prediction (pages 204–07)

There are no single correct responses to the items in this exercise. Students should work interactively: interacting with each other and the text in order to form predictions, then reading to see if these are confirmed. The answers, therefore, are available by further reading.

3. While there is no single correct answer, *a* and *d* are the most likely. The inset suggests that the author will *begin* by reviewing the current troubled state of calculus instruction.
4.–5. These questions require a personal response. Answers will vary
6. This paragraph presents calculus instruction in a negative light: calculus is described as a *barrier;* students have *no choice* but to take it; calculus brings back *painful memories.* This very *general* introductory description might lead us to expect that the author will go on to describe *specific* aspects of the current state of calculus instruction.
7. This question is intended for discussion.
8. The final, transition sentence of the previous paragraph states that "participants brought worthwhile suggestions." One might expect that suggestions for change will follow.

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9. This question requires a personal response.
10. This question is intended for discussion.
11. This question requires a personal response.
12. The rest of the article discusses suggestions for change and issues involved in implementing that change. Suggestions for change include utilizing the potential of handheld calculators to eliminate routine problems, thus concentrating on the central ideas of calculus. Other suggestions are to reinforce the important role of approximation and to streamline courses by eliminating much specialized material. In terms of implementation, issues discussed are the need for change in high school math curricula, for new textbooks, and for smaller university calculus classes.

Unit 8

Reading Selection 1: Business "New Life for Used Clothes"

Comprehension (page 211)

1. T
2. F
3. T
4. F
5. The developing world—areas such as Asia, Africa, Latin America, and the Caribbean
6. entrepreneurial energy, abundant low-wage labor, and contacts in the developing world
7. F
8. F
9. F
10. F
11. They don't have a currency problem (because they already use U.S. dollars) and they have access to low-wage Mexican labor.

Critical Reading (page 212)

1. Sellers can give each buyer exactly what he or she wants (for example, only baby clothes).
2. Because imported clothing costs less for people in the U.S., they tend to give away more used clothing.
3. Presumably they are concerned that the money may have been obtained illegally. They also would be concerned that people are not paying taxes on that money.
4. They are trying to protect local clothing industries.
5. They collect clothing to give to homeless people and sometimes to sell in local used clothing stores to raise money to help people in need. Any clothing that they cannot use in these ways is "excess," and they sell it to brokers to raise more money.

Discussion/Composition (page 212–13)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 214)

1. *glut:* oversupply, large amount
2. *entrepreneurs:* energetic and risk-taking business people
3. *developing world:* countries in the process of change toward economic growth; developing countries tend to be poorer, have less infrastructure, and be less industrialized than "developed countries."
4. *competition:* contest, struggle, rivalry
5. *trade barriers:* rules and regulations that limit imports or altogether keep them out of a country
6. *domestic:* local; referring to a particular country; not international
7. *free-trade agreements:* agreements or treaties that open borders and allow trade to flow freely; agreements creating trade that is free from government restrictions or fees (tariffs).
8. *negotiations:* discussions toward reaching an agreement; bargaining
9. *nonprofit:* organizations that are not established for the purpose of making a profit; generally charitable institutions, sometimes associated with a religious group

Exercise 2 (page 215)

1. *funky:* unconventional; original; eccentric
2. *sorted:* separated according to the kind of thing; categorized; classified
3. *reap:* get; obtain; gain; earn
4. *shifted:* moved
5. *soared:* increased a lot; to rise rapidly
6. *plummeting:* (the opposite of *soaring*) falling suddenly and by a great deal; plunging
7. *dwindle:* get smaller and smaller until very little remains.
8. *wrecks:* destroys; ruins
9. *revenue:* income; money

Exercise 3 (page 215)

1. brokers
2. infrastructure
3. dynamic
4. tractor-trailer
5. confiscated

Figurative Language and Idioms (page 216)

1. carved out a profitable niche: created a profitable special area.
2. widening ripples: (the term comes from the small waves that are created in water from some disturbance) increasing consequences
3. sprung up: (from *spring*, which means to jump up or act suddenly) to come into being (usually in a short time)
4. north of the border: Canada
5. rising tide: increasing amount
6. dirt-cheap: very inexpensive
7. left off the table: not raised for discussion
8. opening our doors: removing restrictions or barriers.
9. their days are numbered: they will not exist for much longer; they will soon go out of business

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10. barely hanging on: barely surviving; only just remaining in business

Vocabulary Review (page 216)

1. O
2. S
3. S
4. S

Dictionary Study (page 217–18)

1. transitive verb 2, also 3
2. verb (used with an object) 8
3. noun 4
4. verb (used with an object) 1
5. transitive verb 3

Selection 2: Economics "The World Turns Gray"

Overview (page 219)

1. The proportion of elderly people in the world is increasing, and this may create serious problems for many countries.
2. Answers will vary. Information about specific countries can be found in the text and on the map and accompanying graphics.
3. Looking at the map would be the fastest way to get information about Western Europe.
4. According to the Map key, the different colors represent differences in the fertility rate and projected population growth/decline in the various countries.
5. a. One represents the proportion of people in the world age 14 and under at different times in the past and future. The other represents the proportion of the world's population age 60 or older at different times.
   b. When the lines cross (between 2040 and 2050), the proportion of older people in the world will be greater than the proportion of younger people.
6. a. The percentage of people 14 and younger and the percentage of people 60 and older
   b. No. In the bar charts on the right side of the map, the colors refer to different years.

Comprehension (pages 222–24)

1. F 2. T 3. T
4. Because a large proportion of people in those countries are still in their childbearing years and because life expectancy has risen
5. People over 60 are becoming a greater proportion of the world's population than they were in the past, and young people are becoming a smaller proportion.
6. F
7. It's very costly to support the growing number of elderly, and there will be fewer workers to support retired elderly people. Also, markets will shrink, limiting economic growth.
8. Raise taxes on workers. Cut benefits to the elderly. Borrow money from another country.
9. F
10. F
11. Out-migration is people moving out of a country to live elsewhere. Outmigration ages a nation as it is mainly younger people who leave. It also leaves fewer younger people to take care of older people.
12. T
13. F
14. Between 2040 and 2050
15. Any country in orange on the map has a population that will decline by 2050; any country in green on the map has a relatively high birthrate.
16. France
17. T
18. T
19. Italy
20. Italy, France, Germany
21. T

Critical Reading (page 224)

1. Before their populations aged, developed countries had time to build up resources/wealth to support an aging population. Poor countries, unfortunately, did not.
2. *Replacement fertility rate* means the number of children each woman would need to bear in order to keep the size of the population unchanged. (That number is 2.1.) Population decline may not happen because of immigration, a large proportion of women of childbearing age in the country, and/or a decreasing death rate.
3. The footnote under the graph "Developed Countries" lists North America, Japan, Europe, Australia, and New Zealand. Opinions about these terms will vary.
4. No. In the last sentence of the article, he implies that the problems of global aging are not as bad as the problems of too many people on the planet.

Discussion/Composition (page 224)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 225)

1. *challenge:* test; problem; demanding task calling for special effort
2. *trend:* pattern; tendency; when something moves generally in a particular direction; inclination; propensity
3. *fiscal:* financial; economic; monetary
4. *retirement:* stopping work because of age
5. *pensions:* payments made regularly to a person who has reached a certain age and fulfilled certain requirements of service (for example, having worked for a company for 25 years)
6. *pensionable:* eligible for; qualified for; entitled to a pension
7. *debt:* money that is owed
8. *ethical:* moral; having to do with right and wrong
9. *obstacle:* something that gets in the way; barrier; hindrance; impediment; obstruction
10. *capacity:* ability; capability; potential; resources
11. *famine:* extreme and widespread food shortage; starvation

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Exercise 2 (page 226)

1. inevitably
2. thanks to
3. fertility rates
4. dearth
5. feat
6. dire
7. absent
8. divert
9. gap
10. are bound to
11. exuberance
12. ravages

Exercise 3 (page 226)

1. *plummeting:* rapidly falling; dropping; declining; decreasing
2. *strains:* difficulties; challenges; stresses; pressures
3. *shrink:* decrease in size; get smaller; contract
4. *escalate:* increase
5. *diminishing:* shrinking; decreasing
6. *exceed:* go above; surpass; are greater than
7. *compounded:* increased; made worse; multiplied
8. *toils:* works hard; labors

Figurative Language and Idioms (page 227)

1. to rack up mountains of debt
2. dental-floss bikinis
3. to make ends meet
4. be called upon

Stems and Affixes (page 227)

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

Dictionary Study (page 228)

1. prep
2. transitive verb 2b
3. noun 2
4. transitive verb 1 or 2
5. transitive verb 1
6. transitive verb 6a

Vocabulary Review

Exercise 1 (page 229)

S declining	S plummeting	S shrinking
S diminishing	L compounding	L outnumbering
L burgeoning	L escalating	L exceeding
S cutting		

Exercise 2 (page 229)

1. absent
2. cut
3. support
4. strain
5. gap

Exercise 3 (page 230)

1. *shrinking:* declining
2. *outnumber:* exceed
3. *escalating:* increasing
4. *uses:* consumes
5. *plummeted:* greatly diminished
6. *strained:* burdened
7. *invitation to test himself:* challenge
8. *worried:* preoccupied
9. *burgeoning:* rapidly increasing
10. *birthrate:* fertility of a population
11. *predictions:* projections
12. *raise:* rear

Reading Selection 3: Short Story "The Lottery"

Comprehension

Exercise 1 (pages 236)

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

Exercise 2 (page 236)

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

Drawing Inferences (page 237)

1. Answers might include such things as the following:
   People were nervous.
   Tessie didn't want to win the lottery.
2. Answers might include such things as the following:
   Normal Lottery
   a. The whole village was present.
   b. Tessie's arrival was good-humored.
   c. Mr. Summers conducted square dances, teen clubs, and the lottery.
   d. The slips of paper and the initial ritual of the lottery seemed typical.
   Strange Lottery
   a. Piles of rocks were prepared.
   b. People hesitated to volunteer to hold the box.
   c. Some villages had already stopped having a lottery.
   d. Mr. Warner considered such villages barbaric.
   e. A girl whispered: "I hope it's not Nancy."
   f. Tessie didn't want to win; she wanted to include her married children in the second drawing.
   Double Meaning
   a. There was no place to leave the box during the year.
   b. The Watson boy blinked his eyes "nervously."
   c. There were continual references to tension, nervousness, and humorless grins.
   d. Mrs. Dunbar said to "get ready to run tell Dad."
3. They had to take part so that everyone would be responsible, so that everyone would have to take part next year.
4. Mr. Warner felt that giving up the lottery would bring bad luck and would be uncivilized. He represents the older, more conservative members of a society who resist change.
5. Tessie wanted more people to be included in the final drawing so that her chances of "winning" would be reduced.
6. *Changes in the Lottery*
   a. The original paraphernalia had been lost.
   b. The box had changed.
   c. Slips of paper had replaced wooden chips.
   d. There used to be a recital and ritual salute.

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Unchanged Elements of the Lottery

a. The list of names was checked in the same way.
b. The black box was made with wood from the original box.
c. There were two drawings and the result of the lottery had remained the same.

Discussion/Composition (page 237)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 238)

1. *ritual:* any formal, customary observance or procedure; ceremony; rite
2. *paraphernalia:* equipment; any collection of things used in some activity
3. *drawing:* a lottery; the act of choosing a winner in a lottery
4. *gravely:* seriously; soberly; somberly; solemnly
5. *soberly:* seriously; gravely; solemnly; sedately
6. *murmur:* a low, indistinct, continuous sound
7. *to discard:* to throw away, abandon, or get rid of something that is no longer useful
8. *to disengage:* to release oneself; to get loose; to leave

Exercise 2 (page 238)

1. boisterous
2. reprimands
3. gossip
4. fussing
5. interminably

Exercise 3 (page 239)

1. to devote: to give
2. stirred up: moved; shook; displaced
3. to fade off: to slowly disappear or end; to die out
4. shabbier: older; more broken down; worn out; showing more wear
5. to lapse: to fall away; to slip from memory; to return to former ways
6. craned: raised or moved
7. tapped: hit lightly
8. consulted: looked at; checked; referred to; sought information from

Unit 9

Nonprose Reading: Bus Schedule

Exercise 1 (page 242)

1. 20th Avenue
2. The schedule does not list the university; however, if you knew that the university was in downtown Denver, you would know that the bus goes near the university. The bus does go by the museum.
3. "Peak hours" are when the most traffic is on the road: 6–9 a.m. and 4–6 p.m. weekdays. Because the traffic moves more slowly, your ability to get to work on time may depend on this knowledge. Also, it costs more to ride the bus during peak hours.
4. $2.80 (round-trip: 70 cents per adult each way; children 5 or under may ride free)
5. Yes, you must have exact change or use tokens.
6. 573-2288
7. 303-299-6000 or 1-800-366-7433 or 303-299-6039 (for people with hearing or speech impairments)
8. Five cents

Exercise 2 (page 243)

1. Yes 2. T 3. F
4. Yes (on selected trips only)

Exercise 3 (page 243)

1. T
2. All 20th Avenue buses are accessible to wheelchairs.
3. The 8:56 A.M. bus will get you there 40 minutes early. The 9:58 bus will get you there 22 minutes late. You decide which bus to take.
4. The 6:08 P.M. bus
5. None
6. F
7. F
8. F

Web Work

Exercise 4 (page 246)

1. How To Ride, Contact Us or Trip Planner
2. Trip Planner, Schedule Finder or Schedules
3. Yes, you can click Buy Pass Online. There are probably places where you can buy tickets in person as well. You might want to do this if you don't want to carry cash or if you don't want the trouble of paying with cash as you get on.
4. F. You might make *up to* $21.85 per hour.
5. If you click on Rider Alert, you will find out whether there is construction or are other problems on particular lines. Your answer to this question depends on your tolerance for ambiguity, desire for adventure, or how badly you want to arrive on time.
6. Probably not. If it were a bustling business center, the shuttle serving it would would run during the work week.

Word Study: Stems and Affixes

Exercise 1 (page 248)

1. *hydroelectric* (plant): a plant that uses water power to produce electricity
2. *thermometer:* an instrument that measures heat and indicates temperature
3. *hyperactive:* overactive; too active; abnormally active
4. *to verify:* to make sure it is true; to confirm
5. *pedals:* the parts of the bicycle moved by the feet to make the wheels turn
6. *dehydration:* loss of water from the body
7. *tripod:* a three-legged stand used to hold a camera
8. *hypersensitive:* overly sensitive; too easily hurt
9. *hypodermic:* a needle used to inject substances under the skin

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10. *orthodontics:* a type of dentistry concerned with straightening teeth
11. *deported:* made (him) leave the country
12. *per capita:* individual; for each person
13. *dermatologist:* a doctor who treats skin diseases
14. *geothermal:* heat of the earth
15. *bipedal:* walked on two feet
16. *veracity:* truth
17. *supersonic:* faster than (above) the speed of sound

Exercise 2 (page 249)

1. d	6. e	12. c	18. a
2. a	7. f	13. a	19. c
3. e	8. d	14. d	20. e
4. c	9. b	15. f	21. d
5. b	10. a	16. b	22. b
	11. c	17. e	

Sentence Study: Comprehension (pages 250–52)

1. d	3. a	5. c	7. b	9. b
2. b	4. c	6. a	8. d	

Paragraph Reading: Restatement and Inference (pages 253–55)

Passage 1: e
Passage 2: a, b, c, d
Passage 3: c, d
Passage 4: a (c)
Passage 5: a, d

Discourse Focus: Careful Reading/Drawing Inferences (pages 256–58)

1. Murder on Board: Nathan Cohen was held because it would have been impossible for him to have written in small, precise handwriting during a storm that "tossed and rocked" the boat.
2. Death in the Mountains: It was a dark, starless, moonless night. No animal's eyes shine unless there is a light that can be reflected from them. A human's eyes NEVER shine under any circumstances.

   Wylie could not possibly have seen eyes shining at him in the dark. It was clearly murder.
3. Case #194: If the newspaper account was correct, Mayer was lying. He could not possibly have been in the water, walked half a mile through ten below zero weather, and then shaken water from his clothes. Had the tragedy happened as he described it, the water on his clothes would have been frozen.
4. The Break: Before ascertaining the killer's identity we will find out who is the mob leader.

   The leader is not Louis Segal (2). And he is not Anton Kroll or Sam Chapin (3), therefore the leader is Dan Morgan. Dan Morgan (the leader) is not the killer (4). The killer is not Louis Segal (2 and 4) and in (5) we learn Anton Kroll is not the murderer. Hence the man who killed Trooper Burton is Sam Chapin.

Unit 10

Selection 1A: Genetic Engineering "Grains of Hope"

Critical Reading (page 259)

1. F
2. Answers will vary.

Comprehension (pages 262–63)

1. Answers will vary somewhat for these two charts. Here is one possibility for how the charts might be answered.

Table 1. People and Organizations Who Are "for" GM Crops and the Reasons They Give for Supporting Their Use

Name	Job/Position	Reason for supporting GM crops
Ingo Potrykus	Creator of a GM crop, golden rice	He sees GM crops as a way to improve the health of poor people in the world.
Jimmy Carter	Former U.S. President	He sees GM crops as a way to fight world starvation.
Gordon Conway	Agricultural ecologist at the Rockefeller Foundation	He sees GM crops as a way to feed hungry people.
Monsanto	GM food producer	It makes and sells GM crops for profit.
Bruce Tabashnik	University of Arizona entomologist	GM crops reduce the need for insecticides without making insects resistant.
Dennis Gonsalves	Cornell University plant pathologist	He developed a GM papaya that helped Hawaiian growers.
Rusty Perry	Hawaiian papaya farmer	Using GM papayas helped his crops grow, and customers were pleased with the results.
Florence Wambugu	Kenyan plant scientist	GM crops could provide desperately needed food with less labor and suffering.

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Table 2. People and Organizations Who Are "against" GM Crops and the Reasons They Give for Opposing Their Use

Name	Job/Position	Reason for opposing GM crops
European environmentalists and consumer advocacy groups	Varied; some farmers, some consumers, some political activists	They worry about possible bad effects of GM foods related to the environment and consumer issues.
European farmers	Farmers	They fear GM crops might cross-pollinate other crops and are suspicious that the same companies produce both the pesticide chemicals and the plants that need to be resistant to them.

Names that might or might not be circled rather than placed in one or the other chart are Losey, Goldberg, and Mellon. Some might see these people as not clearly for or against GM crops; others might see them as opposed to GM crops because there has not yet been enough research to ensure that they will not have negative effects, such as killing monarch butterflies.

2. Answers will vary. See answer to question 1 for names that some may have circled.
3. Answers will vary. Some other arguments are listed here. The numbers in parentheses show the paragraphs where these arguments are made or implied.
   (6) People shouldn't try to change nature.
   (8) GM crops are mainly just a way to make money for large corporations like Monsanto.
   (13) GM foods might be a source of allergens.
   (14) GM foods may pollinate non-GM plants nearby.
   (15) GM crops may lead to insects that are resistant to natural insecticides that are now used by organic farmers (endangering organic farming).
   (16) GM crops may kill butterflies.
   (19) GM crops may lead to the development of stronger, harder-to-kill weeds.

Critical Reading (page 264)

Answers will vary.

Composition (page 264)

Answers will vary.

Vocabulary from Context

Exercise 1 (pages 264–65)

1. *resistant to:* unaffected by; not destroyed by
2. *damage:* harm; injury; destruction
3. *properties:* characteristics; traits
4. *drought:* a long period with no rain
5. *starvation:* dying from lack of food; famine
6. *challenges:* problems; tests; demanding tasks calling for special effort
7. *suspicious:* mistrustful; believing that something is probably bad; harmful; questionable; doubtful; disbelieving; unconvinced; skeptical; dubious
8. *risks:* dangers; threats; hazards
9. *ecosystem:* the interrelated community of all living things and their surroundings; environment
10. *environment:* ecosystem; (in this context: natural) surroundings; natural world
11. *pollen:* powder- or dustlike substance that allows flowers to reproduce. Some people are allergic to pollen; it makes them cough and sneeze.
12. *fertilize:* to spread pollen from one plant to another with the result that it will reproduce
13. *allergens:* substances that cause an allergic reaction. An allergy is a strong sensitivity to something. Allergic reactions can range from coughing and sneezing to death.
14. *ruin:* destroy; make unusable
15. *contaminate:* make inferior or impure by mixing with something else; pollute
16. *pollute:* contaminate; to make impure or unclean
17. *poison:* a substance that chemically kills or severely hurts plant or animal life; something destructive or harmful
18. *ecologists:* biologists who study the interrelationship of organisms and their environment; environmentalists; conservationists
19. *web:* complex pattern; network; maze; shape that a spider weaves
20. *benefits:* positive results; advantages; improvements
21. *monitoring:* checking; making sure; ensuring; verifying; confirming; observing

Exercise 2 (page 266)

1. elated
2. properties
3. rot
4. leap forward
5. consumer-advocacy groups
6. critical
7. conserve
8. take advantage of
9. entomologist
10. drifting
11. pathologist
12. (doubly) green revolution
13. drought-ridden land

Exercise 3 (pages 266–67)

1. *Frankenfood:* monster food; something terrible invented by scientists
2. *escalated:* increased; grown; expanded
3. *protests:* speaking against something; complaints; objections; public meetings called so people can argue strongly against something; demonstrations
4. *insect pests:* insects that destroy plants; a destructive or troublesome insect
5. *projected:* predicted; expected; anticipated
6. *proponents:* supporters; those who argue in favor
7. *alarmed:* worried; concerned; troubled
8. *transgenic contaminants:* genetic material from another plant (making the seeds impure)
9. *weeds:* undesirable plants, particularly those that crowd out crops

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Stems and Affixes (page 267)

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

Vocabulary Review

Exercise 1 (pages 267–68)

1. escalate
2. proponent
3. consumer advocate

Exercise 2 (page 268)

1. a. resistance
   b. resistant
2. a. ecological
   b. ecologist
3. a. environmentalists
   b. environmental
4. a. polluting
   b. pollution
5. a. allergens or allergies
   b. allergic
6. a. contaminate
   b. contaminants
7. a. Pollen
   b. pollinated

Selection 1B: Graphic Information "The Global Food Fight"

Comprehension

Exercise 1 (page 269)

1. Color is used to indicate a country's attitude toward genetically modified food.
2. They refer to the paragraphs at the top of the page that describe some recent events related to the controversy over GM food.
3. The percentage of the nation's diet made up of grains

Exercise 2 (page 272)

1. Britain, France
2. Argentina, China
3. N. We don't know this from reading this article.
4. N. The article does not give information about this.
5. U.S., Canada, Argentina
6. 130 nations signed an agreement putting some requirements on the shipping and labeling of GM foods.
7. F. Paragraph 9 (Tokyo, 2001) at the top of the page and the Japan paragraph at the bottom of the page reveal that people in Japan hold varying positions on GM food.
8. T
9. N or F. We don't know, but mad cow disease is a neurological disorder that destroys the brains of cows and people.

Critical Reading (page 272)

1. It's possible that a country's diet, for example, and its reliance on grain will affect its position on GM foods. Answers about what, if any, relationship might be suggested by this map will vary.
2. Countries generally favoring GM crops are producers of GM foods, countries where grain is a high proportion of the diet, and countries with large populations to feed. Countries most opposed to GM foods are in Europe, do not have diets with a high proportion of grain, and are not identified as GM food producers. They also have had problems with the safety of their foods.
3. Answers will vary.
4. Answers will vary. Possible sources of information could be found using search engines on the Web, magazine indexes at libraries, or library catalogs. Other sources of information might be organizations supporting or opposing GM foods. To decide if the information is reliable, one would have to evaluate aspects such as the author of the information, the date of the information, the quality of any research reported, and the publisher of the information.

Discussion/Composition (page 273)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 273)

1. Passage 1: block, banned, blockade, logjam
   Passage 3: freeze
   Passage 5: bans
   Passage 6: prohibits
2. Passage 7: approves
   Passage 8: receptive
   Passage 9: promoting
3. Brazil: alienating
   Britain: alarmed
   France: hostility
4. France: tainted food
   Japan: food-poisoning

Exercise 2 (page 274)

1. *wary:* cautious; mistrustful
2. *reap:* get; gain; collect; obtain
3. *eager:* enthusiastic; excited; anxious
4. *alienating:* making angry; putting off; pushing/turning away
5. *alarmed:* worried; concerned; bothered; upset

Vocabulary Review (page 274)

1. promote
2. prohibiting

Reading Selection 2: Poetry

Comprehension: "How to Eat a Poem" / "Unfolding Bud" (page 276)

1. a. Reading a poem is like eating because, to enjoy a poem, you bite into it; you make a poem part of you and it nourishes you. You "ingest" the poem: you pick it up, examine it closely, enjoy it, and put it inside you. You can enjoy every part of it; every part provides nourishment.
   b. The author is urging us to "get our hands dirty," to

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really experience and ingest the poem, to touch all parts of it.
   c. There is nothing to throw away; no part of a poem is left uneaten.
   d. Eating fruit is messier than eating bread, but it can be sweeter. Similarly, reading poetry can require taking more chances, making more guesses, but it too can be very satisfying.
   e. This question is intended for discussion.
2. a. Like a water-lily bud, a poem can appear at first to be closed. As we read, we open the bud, revealing the many wonderful things inside.
   b. We expect a bud to reveal a rich inner self: we forget that poems, too, reveal different colors and dimensions upon reading.
3. Both points of view suggest that one needs to examine poems closely, to fully appreciate them. Many differences might be mentioned. Among them is the fact that Merriam stresses the sensuous joy of consuming poetry, while Koriyama stresses the contemplation of beauty.

Comprehension: "This is Just to Say" (page 277)

1. People who don't like the poem mention such things as the fact that it lacks poetic rhyme and rhythm, is not on a lofty topic, and it contains everyday language. People who like the poem tend to enjoy its haiku-like format, its references to nature, and the simplicity of the presentation.
2. Although the note says, "forgive me," this is not primarily an apology. The writer does not seem to fear serious punishment.
3. Most readers agree that there is a degree of intimacy between the writer and the receiver of this note. They appear to live together. Students have suggested the following relationships between the two: spouses, lovers, child and parent, siblings. This may be considered a love letter.
4. The note may have been written to ask forgiveness, but the expression of intimacy and caring seems to be its primary purpose.
5. This question is intended for discussion.

Comprehension: "in Just-" (page 279)

1. The poem mentions spring weather (mud puddles), children's games (pirates, hop-scotch, jump-rope, marbles), and seasonal salespeople (the balloonman).
2. Eddie, Bill, Betty, and Isabel
3. *mudluscious:* the wonderful feeling of playing in the mud
4. You can argue either that the poem evokes a happy springtime or suggests a sadder or more sinister theme. To argue for a joyful poem you can point to the use of words like *mudluscious* and *puddle-wonderful,* and to the joyful games of the children. A sadder theme is suggested by the description of the physical handicap of the balloonman who is referred to as *old* and *lame.* The balloonman is also described as *queer* and *goat-footed* (like the devil). If we change the title from "in Just-" to *injust,* it suggests that some injustice has or will occur. Is our view of the balloonman unjust, or will he perpetrate an injustice upon the children?
5. This question is intended for discussion.

Comprehension: "Spring and Fall: To a Young Child" (page 280)

1. a. Can you with your fresh thoughts care for leaves like the things of man?
   b. Neither the mouth nor the heart had expressed what heart heard of, ghost guessed.
2. *Goldengrove:* The initial capital letter indicates that this is the name of an imaginary place where a group of trees have turned golden during the fall season.
   unleaving: The trees are losing their leaves.
   wanwood: Wan is a colorless, sick color. The term suggests colorless, dead stems and branches.
   leafmeal: In this context, meal refers to any substance with a powdered, grainy quality, e.g., corn meal. Leafmeal suggests a ground substance made of leaves. The leafmeal also apparently contains colorless, dead stems and branches.
3. Margaret is grieving for herself: like all living things she, too, will one day die.

Reading Selection 3: Business "Flying High, Feeling Low"

Comprehension

Exercise 1 (page 283)

1. F
2. T
3. F
4. T
5. You are fighting the clock if you travel east. Answers will vary.
6. 9 AM to 11 AM and 9 PM to 11 PM
7. F

Exercise 2 (page 283)

1. Yes
2. Yes
3. No. Alcohol can interfere with your body's natural rhythm.
4. Yes
5. No. You should get a full night's sleep.
6. No. You should plan to see daylight around 5 AM your time.
7. No. If you operate on destination time before your departure, you will just accumulate sleep debt.
8. Yes
9. Yes

Vocabulary from Context (page 284)

1. *kidding:* joking; not serious
2. *rely on:* something you can depend on
3. *strategies:* plans; methods
4. *recalibrate:* reformat
5. *compensate for:* counterbalance; make equivalent
6. *apart from:* beside; not part of
7. *alert:* awake; sharp; ready for action
8. *frantically:* overwrought; agitated; frenzied
9. *melatonin:* a hormone secreted by the pineal gland in inverse proportion to the amount of light received by the retina
10. *disrupt:* disturb; intrude

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Figurative Language and Idioms (page 284)

Answers will vary.

Stems and Affixes (page 285)

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

Dictionary Study (page 285)

1. transitive verb 4
2. intransitive verb 1
3. noun 3a
4. noun 3

Vocabulary Review (page 286)

1. c
2. a
3. f
4. e

Unit 11

Nonprose Reading: Road Map

Introduction

Exercise 1 (pages 287–88)

2. a. L-10
3. Centennial Boulevard and 28th Avenue
4. a. Bowling Green is about 25 miles/40 kilometers from the KY/TN border.
   b. Route 31W is a Federal highway while route 65 is an Interstate highway.
   [*All* Interstate highways are multilane, divided, controlled access roads. In contrast, Federal highways have widely varying characteristics. For instance, although some Federal highways are divided, 31W is not.]
5. 63 miles (101 kilometers)

Exercise 2 (page 288)

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

Map Reading

Exercise 1 (page 289)

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

Exercise 2 (pages 290–96)

1. Yes; 50 miles per hour/80 kilometers per hour
2. Answers might include such routes as the following:
   31W or 65 → 101 → 259 → 70
   or (31W) → 65 → 70
   You can spend the night at the Park.
3. The *mapquest* directions provide more of some kinds of details: They provide detailed directions (including street names) to get you onto interstate highway 65 (although this may be more detail than you want or need). Once you get to the park entrance, *mapquest* tells you the names of the roads that lead into the park (something that signs would probably tell you as well). However, neither the *mapquest* maps nor the directions indicate such things as whether there is camping in the area, although you could link to such information. The *mapquest* directions provide only a single route, whereas both the paper and *mapquest* maps allow you to choose at least two.
4. Answers might include such routes as the following:
   56 (E. E. State Park) → 40 → 70 → 96 → 266 → 231 (C. L. State Park) → 40 or 41 (Nashville)
   Or (31W) → 65 → (255) → 70

Critical Reading (page 297)

Answers will vary.

Word Study: Context Clues

Exercise 1 (page 298)

1. *precariously:* dangerously; uncertainly
2. *to trudged:* walked tiredly, slowly
3. *turmoil:* confusion
4. *grooming:* personal cleaning; the act of making neat and tidy
5. *matrimony:* marriage
6. *probe:* a long slender instrument used for delicate exploration
7. *convened:* called together; started
8. *ingesting:* eating; taking inside
9. *autocratic:* dictatorial; undemocratic; tyrannical; domineering
10. *limnology:* freshwater biology

Exercise 2 (page 299)

genetic/genes: referring to biological inheritance; the elements by which parents biologically transmit characteristics to their children
rearing/reared: referring to the process of raising children, bringing them up. In this article nurture (child rearing) is contrasted to nature (genetics).
findings: discoveries; conclusions
shatter: disprove; destroy
primacy: being first in importance; supremacy
heredity: the biological process of passing on characteristics from parent to child
nurture: the act of raising, rearing; all the environmental factors that affect individuals as distinguished from their nature or heredity

Sentence Study: Restatement and Inference (pages 300–2)

1. d	5. c	9. b
2. a, b	6. a, c	10. a, d
3. a, b, c, e	7. b, c, d, e	
4. a	8. d, e	

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Paragraph Analysis: Reading for Full Understanding (pages 303–9)

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

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

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

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

Passage 5
1. c
2. d
3. b
4. a
5. a
6. c

Discourse Focus: Prediction (pages 310–15)

There are no single correct responses to the items in this exercise. Students should work interactively: interacting with each other and the text in order to form predictions, then reading to see if these are confirmed. The answers, therefore, are available by further reading.

1. This article is about changes in the family. You might expect to read about changes in such things as the size of families, the roles of family members, the role of families in society, or even the definition of the family. There are many other possible responses.

2–3. These questions require a personal response.

4. b, d, i

5–6. There are many possible answers. Based on the mention of family members and the reference to definition, you might have listed such things as the roles of family members, the definition of the family, perhaps the size of the family.

7. Because the opening sentence discusses changes in the historical view of family size and definition, you might expect to find historical data that speaks to these issues.

8. This question requires a personal response.

9. b, d, e, g, h, i, j

Unit 12

Reading Selection 1: Anthropology "The Sacred 'Rac'"

Comprehension (pages 318–19)

1. the Asu
2. They live on the American continent north of the Tarahumara of Mexico.
3. T
4. The cost is so high because of the long period of training the specialist must undergo and the difficulty of obtaining the right selection of magic charms.
5. T
6. It may be used as a beast of burden.
7. The Asu must build more paths for the rac; the Asu must pay high taxes; some Asu must move their homes.
8. F
9. The rac kills thousands of the Asu a year.
10. T
11. car

Drawing Inferences (page 319)

She feels that individuals and societies are foolish to sacrifice so much for cars. People often notice problems of other cultures more easily than those of their own culture. The author hopes that people in the United States will be able to examine the effect of the car on their society more realistically if they do not realize immediately that they are reading about themselves.

Discussion/Composition (page 319)

Answers will vary.

Vocabulary from Context (page 320)

1. *preoccupied:* absorbed in one's thoughts; unable to concentrate
2. *temperament:* disposition; emotional or psychological characteristics; frame of mind
3. *prestigious:* admired; important; distinguished; of a high rank
4. *treating:* giving medical care to
5. *ailing:* sick
6. *puberty rites:* ceremonies that mark adulthood
7. *petitioned:* made a formal request; asking; to begged
8. *detrimental:* damaging; harmful; injurious
9. *regard:* consider or think of as being something

Reading Selection 2: Business and Sociology "The Cross-Generational Workplace"

Comprehension (page 325)

1. Because of the diversity in terms of age, race, gender, ethnicity
2. F
3. Economy; political and social circumstances
4. T
5. T
6. F (The Vietnam War had a greater direct influence.)
7. F
8. T
9. T
10. T

Critical Reading (page 326)

1. a. V b. X c. N d. B

Discussion/Composition (page 327)

Answers will vary.

Vocabulary from Context

Exercise 1 (pages 328–29)

1. *unique:* one of a kind
2. *diversity:* variety; difference, usually concerning race, religion, or another characteristic
3. *manage:* direct; control; take responsibility for
4. *realization:* understanding; insight; discovery
5. *generational:* of or characteristic of the same age; this term is sometimes used to describe traits of people who were born about the same time

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6. *challenges:* difficulties; tests of ability
7. *coincidence:* something that happens by accident, by chance, without planning
8. *resentment:* anger; unhappiness that stays with a person
9. *enmity:* anger; prolonged hatred
10. *alliances:* groups with common interests; close relationships
11. *prosperity:* good fortune; wealth
12. *scarcity:* insufficient supply; not enough of something
13. *optimism:* tendency to expect the best; confidence in the future
14. *harmony:* agreement; happiness; feelings of good will and cooperation

Exercise 2 (page 329)

1. stunning
2. encompass
3. formative
4. adept

Exercise 3 (page 330)

1. *gulf:* distance; difference
2. *rift:* gap; break; disagreement; distance
3. *social demographers:* people who study human populations, especially patterns of birth, death, distribution, etc.
4. *cohort:* a group of people united by common interests or characteristics
5. *dotage:* old age (The term refers to mental decline.)
6. *challenged:* confronted; questioned

Dictionary Study (page 330–31)

1. *pitted against:* definition a
2. *causes:* definition c
3. *anchored:* definition b

Figurative Language and Idioms (page 331)

1. confronted
2. hungering for
3. preferences
4. laid down the law
5. breathing down my neck

Reading Selection 2B: Social Trends "*Parlez-Vous* Twixter?"

Comprehension (page 334)

1. F
2. T
3. F
4. *nest:* definitions 1, 2, 4
   squat: definition 3
5. The article mentions "Mamma's cooking," which might be seen as a metaphor for being taken care of.

Vocabulary (page 334)

1. A boomerang is a curved piece of wood thrown as a hunting weapon by the native people of Australia. It returns to the person who threw it, just as Twixters return to their parents' homes.
2. KIPPERS is an acronym (a word formed by combining the first letter or letters of a phrase or compound term) for the phrase **K**ids **I**n **P**arents' **P**ockets **E**roding **R**etirement **S**avings. KIPPERS captures the idea that Twixters are supported financially by their parents. Kippers are also a common British food, a type of newly mature male fish.
3. They made a new word based on two foreign words, *free* (English) and *arbeiter* (German, meaning *worker*). In Japan, *freeter* is used to describe a part-time worker who moves from job to job and is sometimes unemployed. This type of worker does not fit the traditional Japanese model of a successful adult, someone who has a permanent, full-time job.

Discussion/Composition (page 335)

Answers will vary.

Selection 3A: Family Narrative "The Circuit"

Comprehension (page 337)

1. Answers will vary.
2. T 4. T
3. T 5. T

Comprehension (pages 341–42)

1. a. California (near Fresno). Summer and fall.
   b. F d. F f. F
   c. T e. F
2. Panchito is about 11 years old. His family consists of his father and mother, his older brother Roberto, himself, and little brothers and sisters.
3. F
4. Answers will vary.
5. T
6. F
7. The family would get in trouble for not having the boys attend school. The boys might be forced to go to school and not be able to work to help the family.
8. Panchito describes picking grapes as worse than picking strawberries.
9. F
10. T
11. T
12. At lunchtime, Panchito studied English with Mr. Lema.
13. Answers will vary.

Discussion/Composition (page 342)

Answers will vary.

Vocabulary from Context

Exercise 1 (page 343)

1. *universal:* shared by everyone in the world; common to all
2. *themes:* topics
3. *intense:* strong; powerful; emotional
4. *tumultuous:* not calm or orderly; disorderly; stormy
5. *touchstone:* a test used to identify something; from

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mining—a hard black stone that was used to test for gold or silver by rubbing other stones on it
6. *generations:* groups of people of approximately the same age

Exercise 2 (page 344)

1. sharecropper
2. shack
3. jalopy
4. detect
5. spelled
6. dents, nicks
7. mattress
8. savoring
9. startled
10. held back
11. taking roll

Exercise 3 (page 344)

1. braceros: Mexican farm workers
2. ya esora: Now is the time (to stop working).
3. listo: ready
4. mi olla: my pot
5. es todo: That's all.
6. tienen que tener cuidado: You have to be careful.
7. vámonos: Let's go (home).
8. quince: fifteen (a small amount of money)
9. carne con chile: chile with meat
10. corridos: a type of Mexican music

Descriptive Language (page 345)

1. a, b, d
2. c, e
3. b
4. d
5. a, d
6. a, d
7. c, d

Vocabulary Review (page 346)

1. theme
2. migrant
3. universal
4. shack
5. mattress
6. nicks or dents
7. nicks or dents
8. jalopy
9. generations

Selection 3B: Short Story "Fish Cheeks"

Comprehension (page 348)

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

Discussion/Composition (page 349)

Answers will vary.

Unit 13

Longer Reading: Psychology "The Milgram Experiment"

Comprehension

Exercise 1 (pages 357–58)

1. F
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. F
10. The quotation marks around subject indicate that the man strapped into the chair is not the real subject. The real subject is the person who administers the shocks.

11–12. These items are intended to provoke discussion. There is no single correct answer.

Exercise 2 (page 361)

1. Milgram wanted to determine the extent to which people would obey an experimenter's commands to administer painful electric shocks to another person.
2. T
3. F
4. F
5. This item is intended for discussion.
6. F
7. The answer depends on your view of human nature. You might agree with Milgram, who believed that few people have the resources needed to resist authority. On the other hand, you might believe that people are sadistic and that they want to hurt other people.
8. a. T or F. You might answer true if you believe that the subjects were simply obedient and gave positive evaluations. On the other hand, you might answer false if you believe that the subjects rated the experiment positive for another reason—if, for example, they felt that they learned something.
   b. T or F. Your answer might be either true or false depending on your answer to 8a. If obedient subjects merely continued to respond obediently to the follow-up study, the answers would not reflect their true feelings.
9. T or F. You might answer true if you consider Stanley Milgram to be an ordinary person subject to the same pressures as the rest of us. On the other hand, you might answer false if you consider Milgram to have special knowledge about the experiment that he authored.

Vocabulary from Context

Exercise 1 (page 362)

1. *rationalizations:* excuses; explanations that are based on logical reasoning, but are essentially false
2. *simulation:* imitation; artificial situation created to resemble a real situation
3. *banality:* commonness; ordinariness
4. controversial: full of controversy; causing argument or disagreement
5. *ethical:* having ethics; acting according to moral principles or beliefs

Exercise 2 (page 362)

1. atrocities
2. ingenious
3. administer
4. subject
5. contrived
6. virtually
7. sadistic
8. debriefing

Figurative Language and Idioms (page 363)

1. by lot
2. a cross section
3. chilling

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4. fringe of society
5. has raged

Discussion/Composition (pages 363–64)

Answers will vary.

Unit 14

Longer Reading: Short Story "The Third and Final Continent"

Section 1, Comprehension (page 379)

Answers will vary. Below is our point of view, but others are defensible.

1. a. I
   b. I
   c. L (possible I)
   d. L
   e. L
   f. I
   g. I
   h. L
   i. US
   j. US
   k. US
   l. US
2. Answers will vary.

Section 2, Comprehension (page 380)

1. T
2. The noise was unbearable, and the room was stifling.
3. a. bold: C
   soft-spoken: N
   insulted: N
   baffled: N
   punctual: N
   appears fierce: C
   bellowing: C
   commanding: C
   b. Answers will vary.

Critical Reading (page 380)

1. He knew what food he bought and ate, and he had an evening routine of reading the local newspaper. He couldn't entirely adjust to the room since it was so noisy and didn't have much fresh air.
2. We assume he doesn't feel that he has to, or isn't willing to, change all the terms he uses in order to adjust.
3. He leaves early, he wears a coat and tie, and he uses mouth wash. He is also aware that he has never lived in the home of a person who was not Indian.
4. Among the details are the following: She has "snowy white hair"; she speaks loudly (presumably because she is deaf); her hands are swollen, with yellow nails; her face is so battered she almost looks like a man.

Section 3, Comprehension (page 381)

1. She was the daughter of a schoolteacher in Beleghata. The narrator had been told that she could cook, knit, embroider, sketch and recite poetry. She was 27 years old and did not have a fair complexion.
2. a. T
   b. F
   c. F
   d. F
   e. F

Section 4, Comprehension (page 381)

In the morning the narrator would leave without seeing Mrs. Croft. Every night he sat next to her on the bench and said "Splendid!" about the astronauts on the moon. Then Mrs. Croft would abruptly fall asleep, and the narrator would retire.

Critical Reading (page 381)

1. She is presumably losing her memory.
2. The narrator is kind and thoughtful.

Section 5, Comprehension (page 382)

1. He sat there from habit.
2. Instead of putting his rent check across the room as he was told, he insists on putting it into Mrs. Croft's hand.

Section 6, Comprehension (page 382)

1. T
2. F
3. T
4. F
5. F
6. a. In paragraph 35, Helen says that she slips sometimes.
   b. Apparently not.
7. She believes it is improper for a man and a woman who are not married to be alone without a chaperone.
8. She gave piano lessons.
9. F

Section 7, Comprehension (page 383)

He worries that something would happen to Mrs. Croft in the middle of the night or when he was out during the day. He worried that if something happened, he would be blamed.

Critical Reading (page 383)

Answers will vary. But clearly the narrator cares about Mrs. Croft, worries about her, and feels protective of her. When he moves out, he is "disappointed" that she shows no emotion.

Section 8, Comprehension (page 383)

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

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Critical Reading (page 383)

1. Soon he will be responsible for an Indian woman adjusting to America, and perhaps someday for a child.
2. He is disappointed that Mrs. Croft showed no emotion at his leaving.
3. Answers will vary.

Section 9, Comprehension (page 384)

1. a. T
   b. F
   c. F
   d. F
   e. F
   f. T
   g. F
2. F
3. T
4. F

Critical Reading (page 384)

1. Answers will vary. You might point to such things as the fact that this was the first time that the narrator had seen Mala laugh; they now had a shared experience; the narrator could see Mala's kindness.
2. We don't know for certain. Perhaps because Mala is wearing a long dress, and Mrs. Croft hates miniskirts.

Section 10, Comprehension (page 385)

1. Answers may include such things as the following. They become fully in love; they are able to give each other pleasure and solace; they are American citizens; they have decided to grow old in the United States; they have a son at Harvard; Mala no longer drapes her sari.
2. The son has the same ambition in his eyes. In contrast, his father is still living; his mother is happy and strong.

Critical Reading (page 385)

Like the astronauts, the narrator has traveled to a new world. He is bewildered by how far he has come. Realizing he has traveled across three continents, and seen so much, it is "beyond [his] imagination."

Sections 1–10, Critical Reading (page 385)

Students will work with these phrases. Numbers in parentheses indicate the paragraphs in which they are found.

(4) this was my *first* meal in America
He would eat many meals.

(7) I *had never* lived in the home of a person who was not Indian
Presumably he had contact with many non-Indians in the course of his life in the U.S.

(20) It was the *first time* I had announced this fact [that he was married] to anyone
He would say it throughout his life.

(45) assumed an intimacy we had *not yet* discovered.
If they had not *yet* discovered it, that means they did.

(47) would *soon be* my concern
He would come to have a wife and child, and their wellbeing would be his concern.

(49) speaking Bengali for the *first time* in America
At the end, they still speak Bengali at home.

(51) Another thing I had *not yet* done in America
At the end, the family eats with their hands when they are at home.

(62) for the *first time* since her arrival, we felt sympathy
But this is presumably not the last time; we assume they become a sympathetic couple.

(63) for the *first time,* we looked at each other and smiled
At the end he says that Mala has become "happy and strong."

(64) we were *not yet* fully in love
"Not yet" tells us that in the future they become fully in love.

Discussion/Composition (page 386)

Answers will vary.

Vocabulary from Context

Exercise 1 (pages 386–88)

1. *crammed into:* crowded into; forced in tightly; packed into
2. *adjust to:* get used to; adapt to; become accustomed to
3. *duty:* something one is expect or required to do
4. *intolerable:* unbearable; unendurable; insupportable; painful; impossible to endure
5. *distracting:* disturbing; making it hard to think or concentrate
6. *commanding:* strong; authoritative; dominating; as though one is in command
7. *fierce:* strong and wild, often used to describe animals such as lions
8. *awkward:* uncomfortable; embarrassing
9. *baffled:* confused; bewildered; perplexed; puzzled
10. *offended:* insulted; has hurt feelings
11. *insulted:* offended; has hurt feelings
12. *admires:* respects
13. *inevitably:* certainly; without doubt
14. *abruptly:* suddenly; unexpectedly; without warning
15: *oblivious:* not aware of, unmindful of
16. *chaperone:* generally an older a person who accompanies unmarried couples
17. *chaste:* pure; innocent; nonsexual
18. *vulnerable:* easily hurt; weak; at risk; defenseless
19. *vigorous:* strong; energetic; forceful
20. *imperious:* commanding; domineering; authoritative; overbearing
21. *fair complexion:* light skin
22. *spinsterhood:* being a woman and unmarried beyond the usual age for marrying (generally a negative term).
23. *console:* comfort; reassure; lessen sadness or grief
24. *sari:* a traditional Indian dress; a garment worn by Indian women that is made by wrapping cloth around the body.
25. *stroller:* a small baby carriage; a carriage (often collapsible) in which small children are pushed.
26. *startled:* surprised; alarmed; suddenly shocked
27. *sedately:* calmly and quietly; in a dignified manner

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28. *placidly:* peacefully; calmly; quietly; undisturbed (like calm water)
29. *stunned:* amazed; astonished; shocked; very surprised
30. *scrutinizing:* carefully examining
31. *disdain:* disrespect; looking down upon her; contempt
32. *obituary:* notice of the death of a person
33. *stricken:* shocked; deeply affected (with grief)
34. *admired:* respected
35. *ambition:* strong desire for achievement

Exercise 2 (page 388–89)

1. *stifling:* without fresh air; suffocating
2. *glancing:* looking quickly or briefly
3. *mapped:* made the pattern of a map
4. *boarder:* a lodger; someone who rents a room (usually this term means someone who gets meals, but this doesn't seem to be the case here).
5. *electrifying:* exciting or shocking
6. *hollering:* shouting; calling loudly; yelling
7. *salutation:* greeting
8. *retreated:* went back; moved back; retired

Exercise 3: Figurative Language and Idioms (page 389)

1. a string of men: many men; a series of men
2. to her face: said directly to her
3. sent you packing: threw you out; made you pack your bags and leave
4. pave his way: create a path for himself; create a future

Exercise 4 (page 389)

1. shabby
2. miracle
3. mortified
4. accuse me of negligence
5. awe
6. object to
7. all but obscured
8. obstacle

Dictionary Study (page 390)

1. noun 3
2. verb used without object 3
3. verb used without object 1 (possibly 2)

Stems and Affixes (page 391)

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

Vocabulary Review (pages 391–92)

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