Instructor’s Manual to Accompany

Challenges 2:

Reading and Vocabulary for Academic Success

Unit 1: Record Breakers (pages 1–28)

Objectives:

• learn about broken records and discuss related topics
• learn about and practice choosing a title for a text (Reading Skill, page 4)
• read and understand a text well enough to answer comprehension questions
• learn about and practice approaching a reading (Study Tip, page 10)
• learn about and practice new vocabulary
• learn common word forms for new vocabulary
• learn about and practice distinguishing fact from opinion (Reading Skill, page 17)
• learn about and practice careful study reading (Study Tip, page 22)
• learn about and practice identifying word forms (Vocabulary Skill, page 26)

Unit Opener (page 1)

• Books closed. Ask students if any of them have ever broken a record or won a contest, either individually or as a member of a team or group. Encourage them to give details. Tell them they are going to read about people who performed amazing feats to break records.
• Tell students to open their books to page 1 and direct their attention to the unit title and photograph. Ask where they think the hiker is and what his goal is.
• Solicit a volunteer to read the introductory text.
• Direct students to do the first item. Point out the answers upside down at the bottom of the page.
• Do the second item as a class by inviting volunteers to answer the questions. Answers to the first item are placed upside down on bottom of page 1.
Chapter 1: A Lightning Bolt: Setting New Records

Getting Ready to Read (page 2)

• Direct students to work in pairs to answer the questions.
• Check answers as a class.

ANSWER KEY
Answers will vary.

Vocabulary Preview (pages 3–4)

• Read the directions.
• Ask students What is a phrase? and elicit an acceptable answer. (A phrase is a group of words that mean something, but it is not a complete sentence because it doesn’t have both a subject and a verb.)
• Make sure that students understand that they are going to use the listed words and phrases to define the words in bold on pages 3 and 4.
• Give students time to do the exercise.
• Check answers as a class.

ANSWER KEY
1. take responsibility for
2. at the present time
3. the ability to control yourself
4. give money to help
5. money used for a specific purpose
6. participation
7. clear to everyone
8. a person’s typical behavior
9. public image

Reading Skill: Choosing the Best Title (page 4)
Carefully go over the information in the box.

Choosing the Best Title (page 5)

• Read the directions and give students time to complete the exercise individually.
• Check answers as a class.
ANSWER KEY

1. a
   (The first sentence mentions friendship with kings, and two examples are given: the cheetah was a pet of kings and was also believed to carry the king’s spirit to the next life.)

2. c
   (The first sentence mentions the decline of the cheetah, and the other sentences give details related to the main reason: their use in hunting. The final sentence also refers to the decline of the cheetah.)

Reading: Setting New Records (pages 6–7)
Give students time to read the text, assign it as homework, or read it together in class.

Reading Comprehension (pages 8–9)
• Direct students to complete the eight items individually.
• Check answers as a class. If desired, when checking answers, ask students to read the sentence from the text where they found the answer.

ANSWER KEY
1. b
   He was the first to win three races in a single Olympics event.
3. c
4. a
5. b

Discuss Your Ideas (page 9)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

Vocabulary Comprehension (page 10)
• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.
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ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
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<tr>
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<td>1. athlete</td>
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<td>athletically</td>
</tr>
<tr>
<td>2. athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>capital</td>
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<td>X</td>
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<td>currently</td>
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<td>discipline</td>
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<td>X</td>
</tr>
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<td>1. donation</td>
<td>donate</td>
<td>donated</td>
<td>X</td>
</tr>
<tr>
<td>2. donor</td>
<td></td>
<td></td>
<td></td>
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<td>involve</td>
<td>involved</td>
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<td>X</td>
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<tr>
<td>reputation</td>
<td>X</td>
<td>reputable</td>
<td>X</td>
</tr>
</tbody>
</table>

Matching (page 11)

Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework. Check answers as a class.

ANSWER KEY

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

Word Form (pages 11–12)

- Read the directions out loud. Remind students that they can refer to the chart on page 8 as they do the activity.
- Give them time to complete the activity individually.
- Check answers as a class or ask students to compare answers with a partner.
ANSWER KEY

1. disciplined
2. adoption, adopted
3. current
4. obvious
5. reputable
6. donations, donate
7. involvement
6. c

7. He donated $50,000 to earthquake victims of Sichuan, China.
8. b
9. c
10. b

Vocabulary Use (pages 12–14)

Vocabulary Notes (page 12)

• Read the heading and explanation out loud and go over the examples with the class.
• Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don't discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 13)

• Read the directions. Direct students to complete the items alone or assign this as homework.
• Check answers as a class.

ANSWER KEY

1. T
2. F
3. T
4. T
5. F
6. F
7. F
8. F
9. F
10. T
Multiple Choice (pages 13–14)
• Read the directions and direct students to complete the exercise individually.
• Check answers as a class.

ANSWER KEY
1. d
2. b
3. a
4. b
5. c
6. c

Write about It (page 14)
• Call on a student to read the directions and prompt.
• Assign the activity as homework.

ANSWER KEY
Answers will vary.

Chapter 2: Guinness World Records

Getting Ready to Read (page 15)
• Direct students’ attention to the title and the photo. Point out that W.V. is probably West Virginia.
• Read the Getting Ready to Read text and the directions out loud.
• Direct students to work in pairs to try to match the items in the exercise.
• Point out that answers are upside-down at the bottom of the page.

Vocabulary Preview (page 16)
• Read the directions and confirm that students understand them.
• Direct students to complete the exercise individually.
• Check answers as a class.

ANSWER KEY
1. collecting
2. condition
3. proof
4. rules
5. unusual or important event
6. closely
7. job
8. make sure of something
Reading Skill: Distinguishing a Fact from the Author’s Opinion (page 17)

• Ask if anyone can tell the class the difference between a fact and an opinion. Elicit an example of each.
• Go over the information in the box, paying particular attention to the examples.
• Ask for volunteers to state facts about class, e.g., “Our class meets daily Monday through Friday.” Then ask volunteers to give opinions about class, e.g., “This class is hard.”

Fact or Opinion (page 17)

• Call on a student to read the directions.
• Give students time to complete the three items individually.
• Check answers as a class. Offer explanations as necessary.

1. F
2. F
3. O

Reading (pages 18–19)

Reading Comprehension (pages 20–21)

1. c
2. from the brewing company that Sir Hugh Beaver worked for
3. c
4. b
5. c
6. up to six weeks
7. a
8. because they can be dangerous
9. a
10. b

Discuss Your Ideas (page 21)

• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY

Answers will vary.
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Cultural Note: Baseball Hall of Fame
In addition to world records, countries, states, provinces, and prefectures—even schools—have their own “records.” In the United States, one of the most popular and most loved collections of records is the National Baseball Hall of Fame. The website includes all kinds of information on Hall of Famers and their positions. There are also facts and links related to teams, coaches, etc.

Study Tip: Study Reading (page 22)
• Ask how many times students usually read a text necessary to perform an academic task, such as writing a report or paper.
• Ask how many students just start reading from the beginning and go straight through.
• Ask how many approach a text in a different way, and elicit several explanations.
• Go over the information in the box.

Vocabulary Comprehension (page 22)
• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<td>compile</td>
<td>X</td>
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<td>criterion</td>
<td>X</td>
<td>X</td>
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<tr>
<td>guidelines</td>
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<td>X</td>
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<td>X</td>
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<td>phenomically</td>
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<td>strictness</td>
<td>X</td>
<td>strict</td>
<td>strictly</td>
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<tr>
<td>task</td>
<td>X</td>
<td>X</td>
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<tr>
<td>verification</td>
<td>verify</td>
<td>X</td>
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</table>
Sentence Completion (page 23)

• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. phenomena
2. compile
3. guidelines
4. strict
5. verify

Odd One Out (page 23)

• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. combine
2. possibilities
3. cause
4. phenomenal
5. leisure
6. falsify
7. strict

Vocabulary Use (pages 24–25)

Vocabulary Notes (page 24)

• Read the heading and explanation out loud and go over the examples with the class.
• Ask if students have ever heard or used any of the words. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.
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Expansion: Dialogues
Put students in pairs and ask them to choose a word to use in a sentence that they can then use in a dialogue.
Give them time to write their dialogues. Circulate and help as needed.
Allow pairs to read their dialogues to the class.

Short Answer (page 24)
• Direct students to answer the questions individually.
• Solicit two or more volunteers to share an answer for each item with the class.

ANSWER KEY
Possible answers:
1. You can verify that you own your car by showing the ownership papers.
2. Jobs that require multitasking include teacher, doctor, and computer technician.
   (Answers will vary.)
3. The major criterion is the ability to cook well.
4. A marriage license is evidence of a marriage.
5. David Beckham is a soccer phenom.

Word Scramble (page 25)
• Read the directions and go over the example item with the class.
• Give students time to complete the exercise individually, or assign the exercise as homework and check it in the next class.

ANSWER KEY
1. phenom 2. guidelines
3. strict
4. criteria
5. verify
6. task
7. compiling
8. evident

Write about It (page 25)
• Ask a student to read the directions and the prompt.
• Give an example of a record you think would be an interesting one for someone to set, e.g., world’s smallest house or world’s largest window.
• Put students in small groups and direct them to brainstorm unusual records that they think have not been set yet. Give them five minutes.
• Direct students to choose an interesting potential record and to write about it.

*Option: online research*

Encourage students to look online, using search terms such as “how to break records” or “break world records.” They may be surprised at the number of sites with ideas/ steps listed. The categories on the official Guinness site may be helpful, too. They will see, for example, “woman with the longest fingernails,” which may prompt them to think of “largest tattoo,” “most body piercings,” etc.

**ANSWER KEY**

Answers will vary.

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**Cultural Note: Other U.S. Entertainment Awards**

In the United States, in addition to the Oscars and the Emmy Awards, which recognize excellence in the TV industry, the Tony Awards, which recognize excellence in Theater, and the Grammy Awards, for music, are considered very prestigious. The Tony Awards are specific to Broadway Theater.

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**Vocabulary Skill: Understanding Word Forms, Verbs, Adjectives, and Adverbs (page 26)**

• Remind students that they have been working with word forms in the charts like the one on page 22.
• Go over the information in the box. Under the last heading—adverbs—give or elicit examples of fast, hard, early, and late used as adjectives; then give or elicit examples of the same words used as adverbs.

**Identifying the Type of Word (page 26)**

• Read the directions and do the first four items together as a class.
• Direct students to complete the exercise individually.
• Check answers as a class.
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Expansion: Word Race

• Put students in groups.
• Tell them that someone in each group should have a notebook with several clean pages and should be prepared to write quickly.
• Tell the groups that they are going to compete to see which group can list the most nouns in two minutes.
• Time them. After two minutes, stop, and repeat this with verbs, adverbs, and adjectives.
• Then ask groups to add up all their words from all the categories. The group with the most words “wins.”

ANSWER KEY

1. NV
2. N
3. NV
4. N
5. N
6. N
7. N
8. ADJ or ADV
9. ADJ
10. N or ADJ
11. NV
12. AV or N
13. N
14. ADJ
15. ADV
16. AV
17. AV
18. ADV
19. N
20. ADJ

Timed Reading (pages 27–28)

Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed reading are located in Appendix 1.

ANSWER KEY (questions on page 243 of text)

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

Unit 2: Unexpected Treasures (pages 29–58)

Objectives:
• Learn about unusual forms of art and discuss related topics
• Learn about and practice using the SQ3R reading strategy (Reading Strategy, page 33)
• Read and understand a text well enough to answer comprehension questions
• Learn about and practice annotating a text while reading (Study Tip, page 39)
• Learn and practice new vocabulary
• Learn common word forms for new vocabulary words
• Learn about and practice making inferences (Reading Skill, page 46)
• Learn about and practice outlining a text (Study Tip, page 52)
• Use some of the new vocabulary in a writing assignment
• Learn new ways to organize your vocabulary acquisition (Vocabulary Skill, page 56)

Unit Opener (page 29)
• Books closed. Elicit examples of places you can find art besides in museums.
• Ask if anyone has created a work of art from unusual materials.
• Tell students to open their books to page 29 and direct their attention to the title and the photo of the painting.
• Read the questions out loud and direct students to complete the items on their own.
• Put students in pairs to share their answers, then invite volunteers to share answers with the class.

ANSWER KEY
Answers will vary.

Chapter 3: Trash to Art

Getting Ready to Read (pages 30–31)
• Direct students’ attention to the photo on page 30. Ask what items they see and where this might be.
• Read the title and the directions for Getting Ready to Read.
• Give students time to complete the chart.
Direct students to compare answers with a partner.
Invite a few volunteers to share their answers.

ANSWER KEY
Answers will vary.

Expansion: Online Research: Trash Art
Direct students to look online for artists who use trash to convey an environmental message.
Tell them they can use the keywords “trash art” to get started, but that they should narrow their search to find works/artists that feature trash as part of a statement in defense of the environment.

Vocabulary Preview (pages 31–32)
Read the directions and confirm that students understand them.
Direct students to complete the exercise individually.
Check answers as a class.

ANSWER KEY
1. knowing about
2. happening at the same time
3. throw away
4. individual understanding
5. standing on knees
6. hatred
7. material for creation
8. made something useful again

Reading Skill: Understanding and Using the SQ3R Reading Strategy (page 33)
Go over the information in the box.
Write on the board:
Survey
Question
Read
Recite
Review
• Make sure students understand that “SQ3R” comes from the first letters of the words.
• Ask if there is anyone who already does something like this when reading.
• Tell them they will practice this strategy in the next exercise, using the chapter reading.

**Practicing SQ3R (page 34)**
• Read the directions out loud to the class.
• Do the first item, “survey” together as a class. Go on to the second item, and elicit some students’ answers to the questions. Direct all students to write their own answers.
• Tell students that they will have to answer the next question (“read”), and that they will answer the questions for “recite” and “review” after reading.
• Make sure they understand that SQ3R is a strategy that encompasses “before,” “during,” and “after” reading.

**ANSWER KEY**
Answers will vary.

**Reading (pages 35–36)**
• Students will have read the text in order to do the exercise on page 34, but give them time to read again, either in class or as homework.

**Reading Comprehension (pages 37–38)**
• Direct students to complete the exercise individually.
• Check answers as a class.

**Reading Comprehension (pages 37–38)**
1. b
2. c
3. b
4. c
5. iii, iv, i, ii
6. At first, they look like piles of scrap metal, but they show detailed images in the light.
7. c
8. b

**Discuss Your Ideas (page 38)**
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.
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ANSWER KEY
Answers will vary.

Study Tip (page 40)
• Go over the information in the box with the class.
• Direct students to go back and annotate the text on pages 35–36.
• Circulate and help as needed.
• When they are finished, ask students to compare their annotations with a partner’s.

Vocabulary Comprehension (pages 39–41)
• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

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<th></th>
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<th>Adjectives</th>
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<tr>
<td>discard</td>
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<td>1. interpretation</td>
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<tr>
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<td>X</td>
</tr>
</tbody>
</table>

Matching (page 40)
• Read the title and directions out loud and do the first item with the class.
• Allow students time to complete the exercise individually or assign it as homework.
• Check answers as a class.

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

**Word Forms (pages 40–41)**

- Read the directions and give students time to complete the exercise or assign it as homework.
- Check answers as a class.

**Expansion: Sentence Writing**

Direct students to write sentences using the form of the word that was the incorrect answer in each item.

**ANSWER KEY**

1. aware
2. coexist
3. discarded
4. interpreter, interpretation
5. kneel
6. restore

**True or False (page 42)**

- Direct students to read the directions and complete the exercise.
- Check answers as a class.

**ANSWER KEY**

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

**Completing Analogies (page 43)**

- Read the explanation of what an analogy is.
- Read the directions.
- Remind students that they can refer to the word form chart on page 39 as they do the exercise. Do the first item together as a class, pointing out “discard” in the chart.
Give students time to do the remaining four items.
Check answers as a class.
If students have difficulty, reassure them that doing analogy items takes practice. They will get better as they do more throughout the rest of the book.

**ANSWER KEY**
1. discard
2. coexistence
3. media
4. restoration
5. kneel

**Write about It (page 43)**
- Ask a student to read the directions and the prompt.
- Go over the note, making sure students understand the abbreviations.
- Give them time to complete the writing in class or assign it as homework.

**ANSWER KEY**
Answers will vary.

**Chapter 4: Sandpainting (pages 44–58)**

**Getting Ready to Read (page 44)**
- Direct students’ attention to the photo and the title of the chapter.
- Point out that this is a Navajo sand painting. Ask if they know of any other cultures with similar forms of art.
- Read the directions, and direct students to circle their answers to the three questions.
- Go over the answers that are found upside-down at the bottom of the page as a class.

**Vocabulary Preview (pages 45–46)**
- Read the directions and give students time to complete the items.
- Check answers as a class.

**ANSWER KEY**
1. drink in
2. show in pictures
3. get rid of
4. resident
5. throw or drop
6. balanced and sameness
7. pain and trouble
8. use

Reading Skill: Making Inferences (page 46)

Making Inferences (page 47)

• Ask if anyone knows what an inference is. (Try to elicit the idea that it’s a guess, based on things that are stated; it’s something implied or hinted at but not spelled out.)
• Write on the board: Sally had to stand on her chair to blow out the candles on her cake.
• Ask students what we can infer. (Sally is a child. It’s Sally’s birthday. Sally is seated at a table.)
• Go over the information in the box.
• Tell students they will practice making inferences in the next exercise.

Making Inferences (page 47)

• Read the directions and do the first item as a class.
• Give students time to complete the exercise.
• Check answers as a class.

ANSWER KEY

1. b (The Dine use sand which is available in the desert environment. We can infer that people who make art use what is available around them.)
2. a (The Holy People must be powerful because they are asked to bring healing.)
3. b (Nothing stated in the sentence suggests that achieving balance is difficult.)
4. a (Nothing stated in the sentence suggests that children are more important than wealth.)
5. b (The sentence includes the word benefit which means helpful.)
6. b (Their purpose is to bless people on earth, which means they are interested in others.)

Reading: Beauty through Sand (pages 48–49)

• Remind students that they can use the SQ3R strategy or the annotating strategy to help them understand the text.
• Give students time to read the text in class or assign it as homework.
Reading Comprehension (pages 50–51)

- Give students time to read the directions and complete the exercise in class or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. b
2. a
3. It represents the balance that the sick person must achieve.
4. a
5. c
6. c
7. kings and queens of Europe
8. competition
9. b
10. c

Discuss Your Ideas (page 51)

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share ideas from their group with the class.

Culture Note: Navajo Crafts

Navajo tribes are also famous for some of their crafts, including jewelry for both men and women. Commonly silver or pewter are combined with turquoise for rings, bracelets, and necklaces. Navajo rugs are also valued for their beauty and craftsmanship. They feature geometric or striped patterns, and even today are often made of natural materials. Pottery, blankets, and baskets are still made in the authentic, traditional ways, although there are also many imitations.

ANSWER KEY

Answers will vary.

Study Tip: Outlining a Text (page 52)

Vocabulary Comprehension (pages 52–53)

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
Check answers as a class, providing or eliciting examples for each word added to the chart.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>absorption</td>
<td>absorb</td>
<td>1. absorbed</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. absorbing</td>
<td></td>
</tr>
<tr>
<td>depiction</td>
<td>depict</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>disposal</td>
<td>dispose</td>
<td>disposable</td>
<td>X</td>
</tr>
<tr>
<td>1. dweller</td>
<td>dwell</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. dwelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>scatter</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>symmetry</td>
<td></td>
<td>symmetrical</td>
<td>symmetrically</td>
</tr>
<tr>
<td>turmoil</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>utilization</td>
<td>utilize</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Sentence Completion (page 53)**

- Direct students to read the directions and complete the exercise individually.
- Check answers as a class.

**ANSWER KEY**

1. scatter
2. disposal
3. absorbing
4. turmoil
5. utilization
6. symmetry
7. depict
8. dwelled

**Odd One Out (page 53)**

- Read the directions and do the first item together as a class.
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.
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ANSWER KEY
1. create
2. utilize
3. loner
4. stability
5. dispose
6. gather
7. dissimilar

Vocabulary Use (pages 54–55)

Vocabulary Notes (page 54)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Expansion: Dictionary Work
Ask students to use paper or online dictionaries to find more example sentences using words the way they are used in the examples given.

Short Answer (page 54)
• Direct students to read the directions and complete the exercise individually or assign the exercise as homework.
• Check answers as a class.
    Option: Ask students to compare and explain their answers in pairs.

ANSWER KEY
Possible answers:
1. The dwellings may have been caves and holes.
2. You may lose things easily if you are scatterbrained.
3. In times of turmoil, talking with friends and family, music, and religious beliefs can bring comfort.
4. Doctors, reporters, and investigators have jobs that require absorbing information quickly.
5. A lack of familiarity may be why elderly people do not utilize new devices.
7. A sponge or paper towel is disposable.
Word Scramble (page 55)

- Direct students to read the directions and complete the exercise individually or assign the exercise as homework.
- Go over answers as a class.

ANSWER KEY
1. dwellers
2. depicts
3. scatter
4. utilization
5. turmoil
6. absorb
7. disposal
8. symmetrical

Write about It (page 55)

- Ask a student to read the directions and the prompt.
- Elicit the names of some famous artists—from world famous artists to local artists. Write the names on the board. Write the media each artist works with next to the name. This should help students narrow and focus their questions.
- If students have trouble coming up with names of living artists, ask them to think instead of different media artists use. Encourage them to write their list of questions for an artist working with the medium most interesting to them.
- Give students time to write their questions in class or assign the writing as homework.
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ANSWER KEY

Answers will vary.

Vocabulary Skill: Organizing Your Vocabulary Acquisition (page 56)

• Ask volunteers to share ways they organize and study new vocabulary items.
• Go over the information in the box.
• Encourage students to try a system of their choice for the remainder of the class.

On Your Own (page 56)

• Read the directions out loud.
• Tell students to bring their log, notebook, flash cards, mind maps, or any other system they wish to implement to the next class.
• In the next class, put students in groups of three or four and ask them to compare their systems, discussing advantages and disadvantages of each.

ANSWER KEY

Answers will vary.

Timed Reading (pages 57–58)

Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 244 of text)

1. F
2. T
3. T
4. F
5. F
6. F
7. F
8. T
9. F
10. T
Unit 3: Transportation (pages 59–90)

Objectives:

• Learn about recent developments in transportation and discuss related topics
• Learn about and practice skimming and scanning (Reading Skill, page 63)
• Read and understand a text well enough to answer comprehension questions
• Learn about Understanding the Intent of an Author (Study Tip, page 69)
• Learn and practice new vocabulary
• Learn common word forms for new vocabulary words
• Learn about and practice recognizing emphasis (Reading Skill, page 77)
• Learn about using the library (Study Tip, page 82)
• Learn some common prefixes and suffixes and their functions (Vocabulary Skill, pages 86–87)

Cultural Note: Transportation Museum

The St. Louis Museum of Transportation is one of the biggest and best in the United States. While the main collections are of railway equipment and cars, there are also a few planes outdoors, a tugboat, and other items on temporary exhibit.

Expansion: Report on a Transportation Museum

• Direct students to use the Internet to find information about a transportation museum in any country. The museum can be specific to air transportation, naval transportation, rail transportation, etc.
• Tell students to take notes about the exhibits and to report back to the class.

Unit Opener (page 59)

• Direct students’ attention to the title and photograph on page 59.
• Ask if any of them have, or have driven or ridden in, electric or hybrid cars.
• Put students in pairs to do the two items on the page. Point out that after they finish the matching in the first item, they can check the answers that are upside-down at the bottom of the page.
• Ask volunteers to share their answers to the discussion questions with the class.

ANSWER KEY

Answers to the first question appear at the bottom of the page.

Answers to discussion questions will vary.
Chapter 5: Going Green

Cultural Note: NYC Citi Bikes

Another green transportation initiative was implemented in 2013 in NYC. The Citi Bike program is a bicycle sharing system that doesn’t cost taxpayers any money. While a credit card is required, the users consider the fee of 100 dollars to be more than fair. This helps to cover the maintenance of the bicycles and the program. Many miles of bike lanes were already in existence, but accidents were more frequent and more serious before the program was implemented. The program involves high-quality bikes that can be picked up and left at many “stations” in town by people who are enrolled in the program. Day passes and other arrangements are also available. Critics point out that the costs may be too high for the program to be self-sustaining and that the credit card requirement puts the poor at a disadvantage.

Getting Ready to Read (page 60)

• Direct students’ attention to the chapter title and to the photograph.
• Ask if any students ride a bicycle to class or to work.
• If students are from different countries, ask whether bicycles are a popular form of transportation in their countries and whether there are bike lanes and paths in most towns and cities.
• Put students in pairs to discuss the three questions.
• Invite volunteers to share their answers with the class.

ANSWER KEY

Answers will vary.

Vocabulary Preview (pages 61–62)

• Direct students to complete the exercise individually.
• Check answers as a class.

ANSWER KEY

1. people who travel to work
2. saying what is wrong
3. easier
4. spending less effort, time, money, etc.
5. develops significantly
6. effect  
7. enjoyment of fun activity  
8. towns or neighborhoods outside a city center  
9. changing  
10. new fashions or developments

**Reading Skill: Skimming and Scanning (page 63)**

- Ask students to raise their hands if they are familiar with “skimming” and “scanning.”
- Ask which one involves reading quickly for a general idea of a whole text. (Skimming)
- Ask which one involves looking for specific information or details. (Scanning)
- Go over the information in the box.
- Tell students they will use the reading in this chapter to practice skimming and scanning in the next exercise.

**Skimming Practice (page 64)**

- Read the directions and ask if there are any questions.
- Give students time to complete the exercise in class or assign it as homework.

**ANSWER KEY**

1. a  
2. b  
3. c

**Scanning Practice (page 64)**

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. Holland  
2. commuters  
3. up to 20 miles per hour

**Reading: Biking as Transportation (pages 65–66)**

- Remind students that they can try to apply reading strategies from other chapters, such as annotating and SQ3R.
- Give students time to read the text in class or assign it as homework.

**Reading Comprehension (pages 67–68)**

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.
ANSWER KEY

1. c
2. Seattle
3. They make a bicycle-centered life easier and more practical.
4. a
5. a
6. c
7. b
8. Montreal, Canada
9. b
10. c

Discuss Your Ideas (page 68)

• Put students in small groups to discuss the questions.
• When all groups have finished, ask for volunteers to share some of their group’s ideas with the class.

ANSWER KEY

Answers will vary.

Study Tip: Understanding the Intent of an Author (page 69)

• Go over the information in the box.
• Ask for a volunteer to identify the intent of the author of “Biking as Transportation” on pages 65–66. (Description, providing information)

Vocabulary Comprehension (pages 69–71)

• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>commuter</td>
<td>commute</td>
<td>X</td>
<td>X</td>
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<tr>
<td>commute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>convenience</td>
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</tr>
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<td>evolution</td>
<td>evolve</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>impact</td>
<td>impact</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>recreation</td>
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</tr>
<tr>
<td>suburb</td>
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<td>suburban</td>
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</tr>
<tr>
<td>switch</td>
<td>switch</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>trend</td>
<td></td>
<td>trendy</td>
<td>X</td>
</tr>
</tbody>
</table>

Categorizing (page 70)

ANSWER KEY
Possible answers. Answers may vary.

<table>
<thead>
<tr>
<th>Positive</th>
<th>It Depends</th>
<th>Negative</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. convenience</td>
<td>1. impact</td>
<td>1. complaint</td>
<td>1. commute</td>
</tr>
<tr>
<td>2. efficient</td>
<td>2. trendy</td>
<td></td>
<td>2. suburb</td>
</tr>
<tr>
<td>3. evolve</td>
<td></td>
<td></td>
<td>3. switch</td>
</tr>
<tr>
<td>4. recreational</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Forms (pages 70–71)
Give students time to complete the exercise in class or assign it as homework. Check answers as a class.
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ANSWER KEY
1. efficiency, efficiently
2. convenience, convenient
3. trends
4. corporation
5. recreational
6. suburban
7. evolve

Expansion: Words and Pictures
As homework, tell students to find a photograph or picture to use as the basis for a paragraph using four of the target words (any forms). The writing can be a story, a description, advice, or anything else students can come up with.

Vocabulary Use (pages 71–73)

Vocabulary Notes (page 71)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

True or False (page 72)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. F
10. T
Completing Analogies (page 73)

- Read the directions and do the first item with the class. Point out that recreation is what takes place in a park and that work is what takes place in an office building.
- Refer students back to the chart on page 69 and remind them that they can use it as they finish the exercise.
- Allow time for students to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWERS
1. recreation
2. commuter
3. light switch
4. convenience store
5. trendy
6. evolution

Write about It (page 73)

- Ask a student to read the directions and the prompt.
- Encourage students to think of towns or cities they know that are bicycle-friendly. Ask them what things the city or businesses or local groups have done to make it easier for cyclists.
- Put students in pairs or groups to brainstorm a list of things that would make cycling more convenient in the town you’re in.
- Ask groups to share their lists with the class.
- Give students time to do the writing assignment in class or assign it as homework.
Write about It (page 73)
Answers will vary.

Chapter 6: Vacationing in Space (pages 74–90)

Getting Ready to Read (page 74)
• Direct students’ attention to the photograph and the title.
• Ask for a volunteer to read the introductory text and the directions.
• Tell students to read the four items individually, then to tell a partner about the quote that was the most interesting to them.
• Ask volunteers to share some information from their discussions with the class.

ANSWER KEY
Answers will vary.

Vocabulary Preview (pages 75–76)
• Read the directions to the class and give students time to complete the exercise or assign it as homework.
• Check answers as a class.

Vocabulary Preview (pages 75–76)
1. connected to
2. method
3. journey’s end
4. movement
5. exact
6. honor
7. depended
8. imitate
9. living well

Reading Skill: Recognizing Emphasis (page 77)
• Ask students what emphasis means or what it means to emphasize something. Elicit several ideas or articulations.
• Go over the information in the box.
• Remind students how the auxiliary verb do works. Point out that although it is used in questions, it is usually not used for statements. When it is, it is usually because the speaker or writer wants to emphasize the verb.
• Point out that students will practice looking for the word do and identifying the verb it emphasizes in the next exercise.
**Finding Emphasis in Verb Phrases (page 77)**

- Read the directions to the class.
- Do the items together as a class, asking for a volunteer to read each item and another volunteer to explain what is emphasized by the verb do.

**ANSWER KEY**

1. did pay; Tito had the honor of being the first space tourist, but he had to pay a lot of money for the honor.
2. does have; Even though Virgin Galactic has never made a space flight, there are 250 people who believe that someday they will.
3. did want; Some customers wanted to experience what space flight was, but they really didn’t want to actually do it.

**Reading (pages 78–79)**

- Direct students’ attention to the reading, “A New Vacation Destination” on pages 78–79. Ask them what they think they will read about.
- Remind them that they can use strategies such as skimming, annotating, and SQ3R.
- Give students time to do the reading in class or assign it as homework.

**Reading Comprehension (pages 80–81)**

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. c
2. a. zero-gravity flight
b. suborbital flight
c. orbital flight
d. space walk
e. lunar mission
3. a
4. c
5. b
6. c
7. c
8. Soyuz spacecraft
9. They want everyone to experience space travel, not just those who are in excellent health.
Discuss Your Ideas (page 81)

- Put students in small groups and give them time to discuss the questions.
- When groups have finished, ask for volunteers to share some of their group’s ideas with the class.

ANSWER KEY

Answers will vary.

Cultural Note: NASA Live Streams

For those who are interested in space but can’t take a space vacation, there are now live streams from various space stations and telescopes. NASA TV is a good place to start for people who would like to observe goings-on in space. There are feeds from different observatories and space stations—and not only ones in the United States or run by Americans. Often there are video recordings of recent significant events in space.

Study Tip: Using the Library

Vocabulary Comprehension (pages 82–84)

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. affiliation</td>
<td>affiliate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. affiliate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>approach</td>
<td>approach</td>
<td>approachable</td>
<td>X</td>
</tr>
<tr>
<td>fee</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1. maneuver</td>
<td>maneuver</td>
<td>maneuverable</td>
<td>X</td>
</tr>
<tr>
<td>precision</td>
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<td>precise</td>
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<tr>
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<td></td>
</tr>
<tr>
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<td>rely</td>
<td>reliable</td>
<td>reliably</td>
</tr>
<tr>
<td>1. simulator</td>
<td>simulate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. simulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>thrive</td>
<td>thriving</td>
<td>X</td>
</tr>
</tbody>
</table>

Sentence Completion (page 83)
- Read the directions and give students time to complete the exercise or assign it as homework.
- Go over answers as a class.

ANSWER KEY
1. thrive
2. fees
3. reliable
4. precision
5. approaches
6. maneuver
7. simulated
8. privileged

Odd One Out (page 84)
- Direct students to complete the exercise in class or assign it as homework.
- Check answers as a class.
ANSWER KEY
1. separate
2. approach
3. destination
4. motive
5. precisely
6. apology
7. moveable
8. erase
9. thrive

Vocabulary Use (pages 84–85)

Vocabulary Notes (page 84)

• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Short Answer (page 85)

• Give students time to complete the exercise or assign it as homework.
• Go over answers as a class.

ANSWER KEY
Possible answers:
1. An employee might approach an employer to ask for a raise.
2. An underprivileged graduate can apply for a scholarship.
3. A motorcycle is more maneuverable because it is smaller.
4. A college student can become self-reliant by taking his or her studies seriously.

Matching (page 85)

• Read the directions and do the first item together with students.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. b
2. a
3. e
4. h
Write about It (page 86)

- Read the directions and go over the prompt with the class.
- Encourage students to explore different ways to organize their writing for this prompt. They might make three columns for “thinking,” “excited,” and “worried,” and write some ideas. Or they might write indirect questions to prompt ideas about working the five senses into their lists of things they are excited or worried about.
  
  For example:
  
  *I wonder what the ____________ will look / smell / sound / taste / feel like.*

ANSWER KEY

Answers will vary.

Vocabulary Skill: Learning Prefixes and Suffixes (pages 86–87)

- Go over the information in the box with the class.
- Put students in pairs or groups and ask them to write at least one more example word using each prefix or suffix.
- Go around the class, asking students for an additional word for each prefix or suffix.

Matching (pages 87–88)

- Call students’ attention to the three groups of words on pages 87–88.
- Give them time to complete the exercise or assign it as homework.
- Check answers as a class.

*Option: Direct students to work in pairs or to check answers in pairs.*

Matching (pages 87–88)

<table>
<thead>
<tr>
<th>Group 1</th>
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<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1. g</td>
<td>1. c</td>
</tr>
<tr>
<td>2. f</td>
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<td>2. d</td>
</tr>
<tr>
<td>3. a</td>
<td>3. f</td>
<td>3. f</td>
</tr>
<tr>
<td>4. e</td>
<td>4. a</td>
<td>4. g</td>
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<td>5. g</td>
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</tr>
<tr>
<td>6. c</td>
<td>6. e</td>
<td>6. b</td>
</tr>
<tr>
<td>7. b</td>
<td>7. b</td>
<td>7. e</td>
</tr>
</tbody>
</table>
Timed Reading (pages 89–90)
Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 245 of text)
1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. T
10. T

Unit 4: Animals in the Wild (pages 91–120)
Objectives:
• learn about amazing animals and discuss related topics
• learn about and practice understanding the subjects of phrases (Reading Skill, page 94)
• read and understand a text well enough to answer comprehension questions.
• learn about reducing stress (Study Tip, page 98)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• learn about and practice finding the meaning of the pronoun which (Reading Skill, page 106)
• learn benefits of studying with others (Study Tip, page 112)
• use new vocabulary in a writing assignment
• learn about recognizing word roots (Vocabulary Skill, page 116)

Teaching Notes
Unit Opener (page 91)
• Call students’ attention to the title and the photo.
• Ask what the animals are. (lion cubs)
• Read the directions and ask students to complete the five items individually.
• Ask for volunteers to share their answers with the class.
  Option: Put students in pairs to discuss their answers before asking volunteers to share their answers with the class.

ANSWER KEY
Answers will vary.

Chapter 7: Remarkable Animal Stories

Getting Ready to Read (page 92)
• Call students’ attention to the photo and title.
• Read the directions. Tell students to check the animals they consider wild individually, then to compare their answers with a partner’s.
• Someone may point out that an animal that exists in the wild may be domesticated for work or as a pet. (rabbit, Asian elephant, horse.)
  Option: Ask students if they know anyone who has tamed a wild animal or works with wild animals.

ANSWER KEY
Answers will vary.

Vocabulary Preview (page 93)
• Read the directions.
• Give students time to complete the activity or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. done without thinking
2. lessens
3. kept a record
4. strongest
5. result
6. hunters
7. lasting strength
8. make public

Reading Skill: Understanding the Subjects of Phrases (page 94)
• Go over the information in the box.
• Point out that students will practice identifying the subjects phrases refer to in the next exercise.
Identifying the Subjects in Phrases (page 94)

- Read the directions and give students time to do the exercise.
- When they have finished, for each item, ask for a volunteer to come to the board and show what should be underlined and how arrows should be drawn.

Identifying the Subjects in Phrases (page 94)

1. Looking straight at me, the 8-foot alligator seemed very angry.

2. Acting like a “No Trespassing” sign to other birds, the bits of plastic can be seen from far away.

3. The aquarium honored Paul, unveiling a statue of him.

4. Completing the trek in 9 days, the polar bear then walked or swam another 1000 miles to reach shore.

Reading (pages 95–96)

- Read the title.
- Tell students to quickly read the subheadings and the first lines of each paragraph to get a general idea of what they will read, and then to close their books.
- Ask them what they think they will read about.
- Give students time to do the reading in class or assign it as homework.

Reading Comprehension (pages 97–98)

- Give students time to do the exercise in class or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. a
2. a
3. The alligator was protecting her three babies.
4. c
5. a
6. c
7. a
8. c
9. It is likely that such a journey will happen again because of climate change.
Discuss Your Ideas (page 98)
• Put students in groups and give them time to discuss the questions.
• When groups have finished, ask for volunteers to share some of their group’s ideas with the class.

ANSWER KEY
Answers will vary.

Study Tip: Reducing Stress (page 98)
• Ask students what they do to reduce their stress.
• Ask for a volunteer to read the information in the box.
• Ask if anyone plans to do anything relaxing later in the day or in the evening. Encourage several students to share their plans.

Vocabulary Comprehension (pages 99–100)
• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<td>outcome</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>stamina</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>unveiling</td>
<td>unveil</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Matching (page 100)
• Give students time to complete the exercise in class or assign it as homework.
• Check answers as a class.
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ANSWER KEY
1. c
2. f
3. b
4. g
5. a
6. d
7. h
8. e

Word Form (page 100)
Give students time to complete the exercise or assign it as homework.
Check answers as a class.

ANSWER KEY
1. automatic
2. diminishes
3. dominate, dominance
4. predatory

Vocabulary Use (pages 101–102)

Vocabulary Notes (page 101)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

True or False (page 101)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

True or False (page 101)
1. T
2. T
3. F
4. F
5. T
6. F
Multiple Choice (page 102)
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY
1. d
2. a
3. a
4. d
5. c

Write about It (page 103)
- Read the directions and the prompt.
- Suggest that students begin by brainstorming a list of reasons.
- Explain that students can write a response to the prompt based on all the reasons they can think of, or that they can choose one reason they feel most strongly about.
- Give students time to complete the writing or assign it as homework.

ANSWER KEY
Answers will vary.

Chapter 8: Great White Sharks

Getting Ready to Read (page 104)
- Call students’ attention to the title and the photo.
- Ask if any have seen a shark, and if so, where.
- Direct students to complete the exercise individually.
- When students have finished, go over the answers. Ask if anyone knows anything else about sharks.

ANSWER KEY
Answers appear at the bottom of the page.

Vocabulary Preview (pages 105–106)
Give students time to complete the exercise or assign it as homework.
Check answers as a class.

ANSWER KEY
1. not free
2. on display
3. moving from one area to another
4. save from harm
5. without delay
6. type of
7. excitement
8. put in danger

Reading Skill: Understanding the Meaning of which (page 106)
- Go over the information in the box.
- Point out that students will practice this skill in the next exercise.

Finding the Meaning of which (page 107)
- Read the directions and go over the first item with the class.
- Give students time to complete the exercise individually.
- If desired, direct students to check their answers with a partner.
- Go over answers in class by showing them on a transparency or slide or by having volunteers come to the board and write and diagram the correct answers.

ANSWER KEY
1. John's children were afraid of tiger sharks, which they had seen in movies.
   (sentence)

2. His children's fear, which worried him, was quite strong.
   (noun)

3. John is a marine biologist, which means that he cares deeply about ocean life.
   (sentence)

4. He took his children to an aquarium, which displays many kinds of sharks.
   (noun)

5. The children had toy tigers at home, which made them less afraid of the tiger shark.
   (sentence)

6. After visiting the aquarium, the children's knowledge of sharks increased,
   (sentence)
   which helped to decrease their fear.
Finding which (page 107)

- Read the directions and do Paragraph 2 together as a class.
- Give students time to complete the exercise or assign it as homework.
- Go over answers as a class.

**ANSWER KEY**

**Paragraph 2**

As the public became more interested in her, she became an animal ambassador, which led to greater concern about protecting the ocean environment of the great whites.

**Paragraph 3**

The next year, the great white on exhibit did not show much interest in feeding, which indicates that she was doing poorly in captivity.

**Paragraph 4**

This animal’s death is evidence that great whites can be harmed by fishing methods, which is one reason why this species is considered to be endangered.

**Paragraph 6**

At the Monterey Bay Aquarium, the public is part of the learning process, which has helped many people who once thought of the great white shark as a monster respond to the animal with increased interest and respect.

**Reading: Protecting a Predator (pages 108–109)**

- Elicit some of the reading strategies that have been presented in the textbook so far. Encourage students to try to use some of the strategies.
- Give students time to complete the reading or assign it as homework.

**Reading Comprehension (pages 110–111)**

- Give students time to complete the exercise in class or assign it as homework.
- Go over answers as a class.

**ANSWER KEY**

1. a
2. c
3. through a website
4. b
5. c
6. their small number of offspring
7. b
8. a
9. many scientific and popular websites about sharks
10. c

**Discuss Your Ideas (page 111)**
- Put students in groups and give them time to discuss the questions.
- When groups have finished, ask volunteers to share some of the information from their groups with the class.

**ANSWER KEY**
Individual answers will vary.

**Study Tip: Studying with Others (page 111)**
- Ask students the following questions:
  - How many of you prefer to study alone?
  - How many of you prefer to study with a group?
  - How many of you have a regular study partner?
  - Ask for volunteers to give reasons for their study preferences.
- Go over the information in the box.

**Vocabulary Comprehension (pages 112–113)**
- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.
# ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<tbody>
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<td>2. captive</td>
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<td></td>
</tr>
<tr>
<td>3. capture</td>
<td></td>
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<td>X</td>
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</table>

**Sentence Completion (page 113)**

- Give students time to do the exercise or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. threatening
2. migrate
3. promptness
4. endanger
5. capture
6. offspring
7. ambassadors
8. exhibit
9. species

**Odd One Out (page 113)**

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.
ANSWER KEY
1. enemy
2. surrender
3. intensify
4. habitat
5. late
6. model
7. neglect
8. boring

Vocabulary Use (pages 114–115)
• Read the heading and the explanation out loud and go over them with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Short Answer (page 114)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
Possible answers:
1. The chimpanzee is a species closely related to humans.
2. They exhibit intelligence by learning quickly and interacting with humans.
3. In winter, birds migrate to warmer weather in the south.

Matching (page 115)
Give students time to complete the exercise in class or go over it as homework. Check answers as a class.

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

[please note online key had one additional item, and the answer was wrong for item 3, since “e” doesn’t exist]

Write about It (page 115)
• Read the directions and the prompt.
• Ask students if they have ever had an injury or other bad experience while doing something they enjoyed doing. Ask if this caused them to stop the activity.
• Point out that if they have personal experience along these lines, they can use it in writing their response.

**ANSWER KEY**

Answers will vary.

**Vocabulary Skill: Learning Word Roots (page 116)**

• Go over the information in the box.

• Point out that sometimes students will see these various combinations of letters and they will NOT be the word root and will not carry the same meaning. However, often these combinations will be the root of a word, and knowing what it means will help students read vocabulary and read better.

*Option:* Put students in pairs and direct them to generate more examples of words using each root.

**Matching—Word Roots (page 117)**

Give students time to complete the exercise or assign it as homework.

Check answers as a class.

**ANSWER KEY**

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

**Matching—Word Roots, Prefixes, and Suffixes (page 118)**

• Give students time to complete the exercise or assign it as homework.

• Check answers as a class.

**ANSWER KEY**

1. i
2. a
3. e
4. c
Timed Reading (pages 119–120)
Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 246 of text)

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

Unit 5: Unusual Foods (pages 121–152)

Objectives:
• learn about unusual foods and discuss related topics
• learn about and practice finding correct definitions in a dictionary entry
• read and understand a text well enough to answer comprehension questions
• learn about overcoming procrastination (Study Tip: Overcoming Procrastination, page 131)
• learn about and practice new vocabulary
• learn common word forms for new vocabulary words
• learn about and practice using a dictionary to find grammatical information and usage notes for words (Reading Skill: Understanding Grammatical Information and Usage Notes in a Dictionary, pages 138–139)
• learn about using the computer to find and spell words correctly (Study Tip: Using the Computer: Editing Tips, page 146)
• use some of the new vocabulary in a writing assignment
• learn about hyphenated adjectives

Introduction (page 121)
• Call students’ attention to the unit title and the photos
• Ask for volunteers to tell the class about unusual foods they have eaten
• Ask if anyone has ever refused food that was offered because they couldn’t stand the idea of it or they couldn’t make themselves eat it. Encourage several students to share stories.
• Give students time to rate the four items.
• Go over students’ ratings as a class.
  Option: Put students in pairs to compare their ratings before going over them as a class.

ANSWER KEY
Answers will vary.

Chapter 9: A New Food Delicacy?

Getting Ready to Read (page 122)
• Direct students attention to the title and photo.
• Ask if anyone knows of wild / native plants or insects that we don’t see at stores but that are edible.
• Ask if anyone thinks he or she could survive for a while in the wild eating only things that could be foraged.
• Ask students if they would eat insects that they have never eaten before under certain circumstances or conditions and to explain.
• Direct students to do the exercise individually.

ANSWER KEY
Answers are given at the bottom of the page.

Vocabulary Preview (page 123)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.
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ANSWER KEY
1. delicious
2. outlook
3. rare food
4. transform food into energy for the body
5. something that affects a decision
6. problem
7. possible
8. fatal
9. workable

Reading Skill: Finding the Correct Definition in a Dictionary Entry (pages 124–125)

• Ask students what kinds of things they use dictionaries for.
• Ask whether they think there are advantages to either paper or online dictionaries.
• Go over the information in the box, calling on a volunteer to read the information for the entry shock.
• Tell students that they will practice this skill in the next exercise.

Identifying the Correct Definition (pages 126–127)

• Point out the three entries for dine, impact, and spray. Tell students these appear as they might in different dictionaries.
• Read the directions to the exercise. Make sure students understand that they are finding the number of the best definition, and the part of speech for each item.
• Read the first item. Ask whether dine, as it is used here, is a noun, verb, adjective, or adverb. Point out that they will look for a definition, then, that is for a verb.
• Give students time to do the three items in class or assign this exercise as homework.
• Check answers as a class, taking time to go over reasons why wrong answers are wrong.

ANSWER KEY
1. 2 verb
2. 11 verb
3. 7 verb
Reading (pages 128–129)

- Remind students that they may be able to apply some of the reading strategies they have learned so far to this reading. Encourage them to skim the text for main ideas before reading.
- Give students time to complete the reading in class or assign it as homework.

Reading Comprehension (pages 130–131)

- Give students time to do the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. b
2. b
3. c
4. c
5. Insects use fewer resources and produce less waste than beef does.
6. c
7. eating raw insects
8. a

Discuss Your Ideas (page 131)

- Put students in groups to discuss the questions.
- When groups have finished, ask for volunteers to share some information from their group with the class.

ANSWER KEY

Answers will vary.

Study Tip: Overcoming Procrastination (page 131)

- Ask students how many of them procrastinate. Ask some of them why.
- Ask for a volunteer to read the information in the box.
- Ask if anyone has already tried these suggestions and whether they found them helpful.
- Ask if students can think of other ways to overcome procrastination.

Vocabulary Comprehension (pages 132–133)

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

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<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
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<tr>
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<td>toxic</td>
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</tr>
</tbody>
</table>

Matching (page 132)
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

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

Word Forms (page 133)
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.
ANSWER KEY
1. appetite, appetizing
2. digestive, digest
3. toxic
4. viability, viable

Vocabulary Use (pages 133–135)

Vocabulary Notes (page 133)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

True or False (page 134)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

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

Multiple Choice (pages 134–135)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. a
2. d
3. c
4. c
5. b

Write about It (page 135)
• Read the directions and the prompt.
• Give students time to complete the writing or assign it as homework.
Option: Allow students to search the Internet for recipes with insects to use in their writing. Give students time to present their recipes to the class.
Chapter 10: Frankenfood

Getting Ready to Read (page 136)
- Direct students’ attention to the title and to the photo.
- Ask them if they have heard the term “frankenfood.” Ask them where it comes from and what it means.
- Ask them what benefits there are to organic agriculture and foods.
- Ask them who benefits most from the large-scale farming that utilizes chemicals, insertions of DNA from other species, and seeds that don’t reproduce.
- Read the directions and give students time to do the two items individually.
- Encourage volunteers to share and elaborate on their opinions.

Vocabulary Preview (pages 137–138)
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY
1. discussion of different opinions
2. something equal in size, degree, or amount
3. someone with a high level of knowledge or skill
4. stop something from happening in a desired or expected way
5. get the best result
6. changing
7. nourishment
8. specific liquid, solid, or gas

Reading Skill: Understanding Grammatical Information and Usage Notes in a Dictionary (pages 138-139)
- Remind students that they have already studied choosing the best dictionary entry for a word used in a sentence. Tell them now they will further explore dictionary entries to find out how they can help in other ways.
- Go over the information in the box. Provide an example of each part of speech if it seems like that would be helpful.
- Ask volunteers to answer the three questions under the Examples head.
- Tell students that they will use this skill in the next exercise.
Using Grammatical and Usage Information (pages 140–141)

• Read the directions and do the first item as a class.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

**ANSWER KEY**

1. a: noun; b: 2  
2. a: verb; b: 1b  
3. a: verb; b: 6  
4. a: noun; b: 1  
5. a: verb; b: 4

**Reading (pages 142–143)**

• Remind students that often information about controversial topics is presented by stakeholders as neutral by means of showing pros and cons. Teach them to be critical readers by asking who the information is from, who it is for, and what purpose it serves.

• Remind students that pros and cons can be generated for any topic, and that an equal number of pros and cons does not make the arguments equal. Remind them that a “side” can have more bullet points and still be the wrong side. You may wish to think of an event in history that is generally accepted as evil or wrong and show students how they might have been able to come up with pros and cons for defending and condemning the action.

• Point out that many readings take this format, hidden in paragraphs.

• Remind students that they can apply strategies they have used this far.

• Give them time to complete the reading in class or assign it as homework.

**Reading Comprehension (pages 144–145)**

• Give students time to complete the exercise in class or assign it as homework.

• Check answers as a class.

**ANSWER KEY**

1. a  
2. b  
3. b  
4. c  
5. Rats develop health problems after eating GM foods for the equivalent of 10 human years.

6. a
7. GM plants can grow faster and produce more food.
8. a
9. b
10. The future of GM foods is unclear.

**Discuss Your Ideas (page 145)**

- Put students in groups and give them time to discuss the items.
- When groups have finished, ask for volunteers to share some information from their groups with the class.

**ANSWER KEY**

Answers will vary

**Study Tip: Using the Computer: Editing Tips**

- Go over the information in the box.
- Ask students if there are other tools on the computer they use to help them write papers or organize notes.
- Ask them if they have had any problems using any of the tools.
- Ask them what programs they use and recommend and why.

**Vocabulary Comprehension (pages 146–147)**

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

<table>
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</tr>
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Sentence Completion (page 147)

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. maximum
2. substance
3. equivalent
4. nutritious
5. modification
6. debatable
7. interfere
8. expertly

Odd One Out (page 147)

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. nutritious
2. delay
Vocabulary Use (pages 148–149)

Vocabulary Notes (page 148)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Short Answers (page 148)
• Read the directions and do the first item as a class.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
Possible answers:
1. She can modify her name by taking her husband’s last name.
2. A piece of fruit is more nutritious than a cookie.
3. A ringing phone can interfere with a nap.
4. You can maximize your living space by using furniture with more than one function.
5. 40 pounds is equivalent to 20 kilograms.
6. Stephen Hawking is a leading scientific expert.

Word Scramble (page 149)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. expertise
2. substantially
3. interferes
4. nutrients
5. substances
6. maximum

Write about It (page 149)
• Read the directions and the prompt.
• Point out bias in prompts, explaining, for example, that this could also be presented as: GM foods, backed by enormous corporate expense and strategizing, may initially be accepted by people who are not informed about how they differ from other foods, but in time, we will see the social, financial, health and other implications clearly. Stress that when a prompt asks for an agreement or disagreement, students should not be swayed by the bias of the prompt—and they should not expect that the bias of the prompt will affect grading, either.
• Point out also, that while a prompt like this asks for a personal response, the truly responsible thing to do would be to research and to become as informed as possible before writing an opinion.

ANSWER KEY
Answers will vary.

Vocabulary Skill: Understanding Hyphenated Adjectives (page 150)
• Go over the information in the box.
• Tell students they will practice this skill in the next exercise.

Matching (page 150)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. g
2. c
3. h
4. f
5. a
6. i
7. d
8. j
9. b
10. e
Timed Reading (pages 151–152)
Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 247 of text)
1. T
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. T

Unit 6 (pages 153–182)
Objectives:
• learn about famous couples and discuss related topics
• learn about and practice finding out about collocations (Reading Skill: Using Dictionary Information on Collocations, page 157)
• read and understand a text well enough to answer comprehension questions
• learn about and practice ways to limit distractions while you study (Study Tip: Limiting Distractions, page 162)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• learn about and practice understanding cause and effect (Reading Skill: Understanding Cause and Effect, page 168)
• learn about finding reliable sources on the Internet (Study Tip: Using the Internet: finding Reliable Sources, page 174)
• use some of the new vocabulary in a writing assignment
• learn about and practice using participial adjectives (Vocabulary Skill: Understanding Participial Adjectives, page 179)
Unit Opener (page 153)

• Ask students if they can name famous couples in history.
• Ask if they can name any current famous couples.
• Ask why they think people are interested in these couples.
• Point out the title and the photo on page 153.
• Give students time to complete the matching individually.

ANSWER KEY

Answers are given upside-down at the bottom of the page.

Chapter 11: The Power of Giving

Getting Ready to Read (pages 154–155)

• Ask students if they or their families ever give money to charities. Encourage them to share information about various charities and non-profits they know of.
• Point out the title and the photo on page 154.
• Go over the directions and the information in the chart on page 154.
• Put them in groups to discuss the question on page 155.
• Ask for volunteers to share some of the information from their groups with the class.

ANSWER KEY

Limited Oil Supply; The world’s economy may collapse without new sources of energy.
Global Water Supply; People may fight wars to gain control of water.
Species Extinction; There may be more food shortages.

Answers to discussion questions will vary.

Vocabulary Preview (pages 155–156)

Give students time to complete the exercise in class or assign it as homework.
Check answers as a class.

ANSWER KEY

1. attempts
2. strongly held beliefs
3. get rid of
4. gives strength and ability
5. involved in improving people’s lives
6. in contact with
7. financial supporter
8. started
9. formal promises
10. is noticed easily

**Reading Skill: Using Dictionary Information on Collocations (page 157)**

- Go over the information in the box.
- Point out that students will practice this skill in the next exercise.

*Option: brainstorm collocations for the words *go* and *get* to give students more of an idea of what this is about.*

**Looking for Collocations (page 157)**

- Read the directions and give students time to complete the exercise or assign it as homework.
- Be sure students understand there will be more than three words that are used in collocations but that they are only required to find three.
- Check answers as a class.

**ANSWER KEY**

Answers will vary.

**Reading: Couples who Give (pages 158–159)**

- Tell students to skim the reading quickly and close their books.
- Ask them what they think the reading will be about.
- Give students time to complete the reading or assign it as homework.

**Reading Comprehension (pages 160–161)**

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. Anthony and Cleopatra
2. b
3. Bill and Melinda Gates
4. b
5. a
6. b
7. b
8. The Hunger Project
9. b
Discuss Your Ideas (page 161)

• Put students in groups to discuss the ideas.
• When groups are finished, invite volunteers to share some of the information from their groups with the class.

Cultural Note: About Giving—Charity Navigator

For information about many major charities, you can check websites such as Charity Navigator. You’ll get a rating, brief description of the work, and a breakdown of income and expenses. In addition, you can see how any charity measures up against other similar charities.

ANSWER KEY

Answers will vary.

Study Tip: Limiting Distractions (page 162)

• Go over the information in the box.
• Ask volunteers to share information about what distracts them and about what they do to help themselves concentrate.

Vocabulary Comprehension (pages 162–163)

• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.
Instructor’s Manual

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>aim</td>
<td>aim</td>
<td>aimless</td>
<td>X</td>
</tr>
<tr>
<td>Conflict</td>
<td>convict</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>conviction</td>
<td>convict</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>elimination</td>
<td>eliminate</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>empowerment</td>
<td>empower</td>
<td>1. empowering</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. empowered</td>
<td></td>
</tr>
<tr>
<td>1. humanitarian</td>
<td></td>
<td>humanitarian</td>
<td></td>
</tr>
<tr>
<td>2. humanitarianism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td>interact</td>
<td>interactive</td>
<td></td>
</tr>
<tr>
<td>1. investor</td>
<td>invest</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. investment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>launch</td>
<td>launch</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>pledge</td>
<td>pledge</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>stand out</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Matching (page 163)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY

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

Word Forms (page 163)

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.
ANSWER KEY
1. investments, invest
2. empowered, empowering
3. eliminates
4. interactive, interaction

Vocabulary Notes (page 164)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

True or False (page 164)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

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

Completing Analogies (page 165)
• Give students time to complete the exercise in class or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. investment
2. aim
3. empower
4. humanitarianism
5. conviction
6. interaction
7. launch
8. stand out
9. eliminate
10. pledge

**Write about It (page 165)**

- Read the directions and the prompt.
- Give students time to complete the writing in class or assign it as homework.

**ANSWER KEY**

Answers will vary.

**Chapter 12: Royal Couples**

**Getting Ready to Read**

- Ask if anyone knows anything about any royal couples in history. Encourage classmates to add details.
- Ask if anyone knows anything about any royal couples living today. Encourage classmates to add details.
- Point out the title and the photo. Ask what country is pictured. (Refer them to the flags lining the street.) Ask them, given the title, what the photo might be showing.
- Put students in pairs or small groups.
- Direct them to discuss the first four items in pairs.
- After five or ten minutes, stop the discussion and ask students to complete the exercise by writing three rules of their own.
- Direct students to share their own rules with others from their original pairs or groups.
- Ask for volunteers to share some of the rules generated with the class.

**ANSWER KEY**

Answers will vary.

**Vocabulary Preview (pages 167–168)**

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. caring
2. related to the government
3. believed
4. respect
5. true
6. demanded
7. tense
8. inappropriate

**Reading Skill: Understanding Cause and Effect (pages 168–169)**

- Go over the information in the box, calling on a student to read the last section of examples.
- Tell students they will practice this skill in the next exercise.

**Analyzing Cause and Effect (page 169)**

- Read the directions and go over the first item with the class.
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class by providing a marked transparency or slide or by calling on volunteers to come to the board and write out the sentences and mark them correctly.

**Analyzing Cause and Effect (page 169)**

Understanding Cause and Effect

1. **Wallis Simpson was deemed unsuitable by the British government and society.**
   - As a result, King Edward had to give up the throne to marry her.

2. **The world was shocked** because he broke society’s rules and put himself before his country.

3. **Michiko suffered mentally and physically** due to the stress she was under.

4. **Because of** Akihito and Michiko’s modern ways, the royal family gained popularity.

5. **Queen Noor was highly educated and more liberal in her views than most Jordanians.**
   - Accordingly, the people of Jordan were unsure of their new American queen.

6. **Noor’s four children live in Jordan,** so she decided to stay there.

7. **Since** Diana was much beloved by the people of England, Camilla was put in the role of home wrecker.
Reading: Royal Couples Who Broke the Rules (pages 170–172)

Reading Comprehension (pages 172–173)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. c
2. c
3. b
4. She was
   a. American
   b. highly educated
   c. liberal
   d. non-Muslim
5. She was modest and seemed very interested in the culture of Jordan.
6. Diana died, and the Queen gave her permission.
7. a
8. They both follow their hearts.

Discuss Your Ideas (page 173)

- Put students in small groups to discuss the questions.
- When groups have finished, ask for volunteers to share some of the information from their groups with the class.

ANSWER KEY

Answers will vary.

Study Tip: Using the Internet: Finding Reliable Sources (page 174)

- Ask why we might have to be careful using sources from the Internet.
- Ask whether students depend more on the Internet or on print or other archived materials for research. Encourage them to explain why.
- Go over the information in the box.

Vocabulary Comprehension (pages 175–176)

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>affection</td>
<td></td>
<td></td>
<td>affectionately</td>
</tr>
<tr>
<td>1. civilian</td>
<td>civilize</td>
<td>1. civil</td>
<td></td>
</tr>
<tr>
<td>2. civilization</td>
<td>civilize</td>
<td>2. civilized</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>deem</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>esteem</td>
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<td>esteemed</td>
<td></td>
</tr>
<tr>
<td>genuineness</td>
<td></td>
<td>genuine</td>
<td></td>
</tr>
<tr>
<td>insistence</td>
<td>insist</td>
<td>insistent</td>
<td>insistently</td>
</tr>
<tr>
<td>strain</td>
<td>strain</td>
<td>strained</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>unsuitable</td>
<td></td>
</tr>
</tbody>
</table>

Sentence Completion (page 175)

Give students time to complete the exercise as a class or assign it as homework. Check answers as a class.

ANSWER KEY
1. citizens
2. esteemed
3. genuineness
4. strain
5. unsuitable
6. deemed
7. affectionate

Odd One Out (page 176)

Give students time to complete the exercise in class or assign it as homework. Check answers as a class.

ANSWER KEY
1. anarchy
2. doubt
3. dislike
4. genuine
5. strain
6. unsuitable
7. insistent

Vocabulary Use (pages 176–178)

Vocabulary Notes (page 176)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Short Answer (page 177)
• Give students time to do the exercise in class or assign it as homework.
• Go over answers by asking for volunteers to share what they have written.

ANSWER KEY
Possible answers:
1. You could get a strained muscle by running too long.
2. You can teach a child self-esteem by praising his/her accomplishments.
3. Etruscan, Egyptian, Greek, Roman, Dravidian, Aztec, Incan are all ancient civilizations.
4. To find out if a diamond is genuine, you can take it to a jeweler.

Matching (page 178)
• Give students time to complete the exercise as a class or assign it as homework.
• Check answers as a class.

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

Write about It (page 178)
• Read the directions and the prompt.
• Tell students they can organize their response in several different ways.
• To support their opinions, they might wish to use some monarchs they know about as examples. This might be a way to come up with three paragraphs—focusing on an introduction and two different monarchies to support it.
ANSWER KEY
Answers will vary.

Vocabulary Skill: Understanding Participial Adjectives (page 179)
• Ask for a volunteer to explain the difference between interested and interesting.
• Read the information in the box.
• Tell students they will practice this skill in the next exercise.
• Present or Past Participial Adjective (page 180)
• Read the directions and do the first item with the class.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. known
2. signed
3. disappointing
4. gifted
5. closing
6. puzzled
7. determined
8. awaited

Timed Reading (pages 181–182)
Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 248 of text)
1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. F
9. T
10. T
Unit 7: Cartoons Aren’t Just for Kids (pages 183–212)

Objectives:

- learn about history and trends in the field of animation and discuss related topics
- learn about recognizing an author’s attitude and feelings toward his subject
- read and understand a text well enough to answer comprehension questions
- learn tips to help you on standardized tests (Study Tip: Taking Standardized Tests, page 192)
- learn about and practice new vocabulary
- learn common word forms for new vocabulary words
- learn about recognizing definitions in a reading (Reading Skill: Recognizing Definitions in a Reading, page 200)
- learn about Test-Taking Strategies (Test-taking Strategies for Objective Tests; Study Skill: Test-taking Strategies for Objective Tests, page 205)
- use some of the new vocabulary in a writing assignment
- learn about and practice phrasal verbs (Vocabulary Skill: Distinguishing between Phrasal Verb Combinations, page 209)

Unit Opener (page 183)

- Ask how many students were interested in animated movies and characters when they were children.
- Ask how many students are interested in animation now.
- Point out the title and photo.
- Read through the questions with the class.
- Call on volunteers to share their answers.

ANSWER KEY

Answers will vary.

Chapter 13: The Magic of Pixar Animation

Getting Ready to Read (page 184)

- Point out the title and the photo.
- Ask students to share information about their earliest memories of animation.
- Ask whether a big screen is important to appreciating animation—whether some of the magic is connected to the experience of being in a movie theater. Encourage several students to answer.
- Put students in pairs and give them time to complete the chart.
• When pairs have finished, ask for volunteers to share some of the information from their charts with the class.

ANSWER KEY
Answers will vary.

Vocabulary Preview (pages 185–186)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. produce
2. fascinating
3. earning
4. invention or improvement
5. significant
6. completely
7. changed completely
8. different form
9. experienced

Reading Skill: Understanding an Author’s Feelings (page 186)
• Read the information in the box and ask if anyone has any questions.
• Point out that being a critical reader involves understanding how a writer may be trying to persuade or manipulate you. Point out that sometimes, writers are paid to do that, as is the case with movie critics. So bias is not necessarily a bad thing; it’s just important to be alert to it because sometimes it can be hidden.
• Tell students that they will practice identifying an author’s feelings in the next exercise.

Finding the Author’s Attitude (page 187)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. negative (It took 9 months just to make the drawings.)
2. neutral (fact)
3. positive (It improved so much that . . . . )
4. neutral (fact)
5. positive (It was entirely computer generated.)
6. neutral (fact)
Commas or No Commas? (page 188)

- Read the directions and do the first item with the class.
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

1. The world’s first animated short film, which was called *Steamboat Willie*, was released in 1928.
2. The 11,500 individual drawings that *Steamboat Willie* contained ran together to simulate action.
3. Pixar developed a computer program that has redefined computer graphics animation.
4. RenderMan®, which won an Academy Award®, is now in its 4th version.
5. Pixar released its first full-length film that was entirely computer generated.
6. Pixar released *Toy Story 2*, which became the highest grossing film of the year.
7. Pixar released *Up* which also won the Oscar for Best Animated Film.
8. Pixar Studios has been the forerunner in computer graphics animation. The studio, which is located in Northern California, was started by George Lucas.

Reading: Animated Films (pages 189–190)

- Elicit some of the reading strategies students have learned so far. Point out that they may be able to apply one or more of them to this reading.
- Give students time to complete the reading or assign it as homework.

Reading Comprehension (pages 191–192)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

**ANSWER KEY**

1. a
2. They have made the process faster and the product more realistic.
3. b
4. There are many more details to incorporate into one minute of a Pixar animation.
5. b
6. b
7. a
Discuss Your Ideas (page 192)

• Put students in small groups to discuss the questions.
• When groups have finished, ask for volunteers to share some of their group’s ideas with the class.

ANSWER KEY

Answers will vary.

Study Tip: Taking Standardized Tests

• Ask how many students have taken the TOEFL or the TOEIC.
• Elicit any tips they know for taking these tests.
• Read the information in the box and ask if students have tried these suggestions in the past.

Vocabulary Comprehension (pages 193–194)

• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>generator</td>
<td>generate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>grip</td>
<td>grip</td>
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<td>X</td>
</tr>
<tr>
<td>gross</td>
<td>gross</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. innovation</td>
<td>innovate</td>
<td>innovative</td>
<td>X</td>
</tr>
<tr>
<td>2. innovator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>noteworthy</td>
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<td>veteran</td>
<td></td>
<td>veteran</td>
<td>X</td>
</tr>
</tbody>
</table>
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Categorizing (page 193)
• Point out that there are not necessarily a specific number of right and wrong answers and that students should be prepared to give reasons for putting words in one box or the other.
• Give students time to do the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
Answers will vary, but possible answers are:

<table>
<thead>
<tr>
<th>Indicates a Change</th>
<th>Does Not Indicate a Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. generate</td>
<td>1. gripping</td>
</tr>
<tr>
<td>2. innovate</td>
<td>2. gross</td>
</tr>
<tr>
<td>3. radical</td>
<td>3. noteworthy</td>
</tr>
<tr>
<td>4. revolutionize</td>
<td>4. veteran</td>
</tr>
<tr>
<td>5. version</td>
<td></td>
</tr>
</tbody>
</table>

Word Forms (page 194)
Give students time to complete the exercise in class or assign it as homework.
Check answers as a class.

ANSWER KEY
1. generate
2. innovators, innovative
3. radical
4. revolutionized, revolutionary
5. gross
6. rendering

Vocabulary Use (pages 195–196)

Vocabulary Notes (page 195)
• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.
True or False (page 195)

- Read the heading and the explanation out loud and go over the explanations with the class.
- Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

**ANSWER KEY**
1. F
2. T
3. T
4. T
5. F

Multiple Choice (page 196)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

**ANSWER KEY**
1. c
2. b
3. c
4. b
5. a

Write about It (page 196)

- Read the directions and the prompt.
- Ask for volunteers to share some of their first ideas with the class.
- Give students time to do the assignment in class or assign it as homework.

**ANSWER KEY**
Answers will vary.

Chapter 14: Costume Play

Getting Ready to Read (page 198)

- Ask students how many of them liked to dress up in costumes when they were children. Encourage them to give details about their costumes and when they wore them.
- Ask how many students still like dressing up, for example, for Halloween or other costume parties.
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• Point out the title and the photo.
• Discuss the questions as a class.

ANSWER KEY
Answers will vary.

Vocabulary Preview (pages 199–200)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. exactly
2. hide
3. make someone feel eager
4. purpose
5. pastime
6. imitate
7. try hard
8. sign of respect

Matching (page 200)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

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

Reading (pages 201–202)

Reading Comprehension (pages 203–204)
• Read the title and ask students what they expect to read about.
• Remind them that they should try to apply reading strategies they have learned so far.
• Give them time to complete the reading or assign it as homework.
ANSWER KEY
1. b
2. night clubs, restaurants, theme parks (as well as Harajuku)
3. a
4. b
5. c
6. c
7. Hong Kong
8. b
9. c
10. Astronaut Soichi Noguchi

Discuss Your Ideas (page 204)
• Put students in groups to discuss the questions.
• When groups have finished, ask for volunteers to share some of the information from their groups with the class.

ANSWER KEY
Answers will vary.

Study Tip (page 205)
• Tell students they are going to learn some test-taking strategies.
• Read the information in the box.
• Ask students to share any other test-taking strategies they may use or know of.

Vocabulary Comprehension (pages 205–206)
• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.
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ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>X</td>
<td>accurate</td>
<td>accurately</td>
</tr>
<tr>
<td>concealment</td>
<td>conceal</td>
<td>concealed</td>
<td>X</td>
</tr>
<tr>
<td>inspiration</td>
<td>inspire</td>
<td>1. inspiring</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. inspirational</td>
<td></td>
</tr>
<tr>
<td>intention</td>
<td>intend</td>
<td>intentional</td>
<td>intentionally</td>
</tr>
<tr>
<td>pursuit</td>
<td>pursue</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. replication</td>
<td>replicate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. replica</td>
<td>replicate</td>
<td>X</td>
<td>X</td>
</tr>
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<td>striving</td>
<td>strive</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>tribute</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Sentence Completion (page 206)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. inspiration
2. tribute
3. concealed
4. replica
5. pursue
6. accuracy
7. intend
8. strive

Odd One Out (page 206)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY

1. approximate
2. factor
3. reveal
4. disappoint
5. dislike
6. job
7. originate
8. achieve

**Vocabulary Use (pages 207–208)**

**Vocabulary Notes (page 207)**
- Read the heading and the explanation out loud and go over the explanations with the class.
- Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

**Short Answers (page 207)**
- Give students time to do the exercise or assign it as homework.
- Ask for volunteers to share their answers with the class.

**ANSWER KEY**
Possible answers:
1. Answering all the answers accurately results in a score of 100%.
2. A person with cruel intentions might hurt you.
3. A shy person might pursue hobbies that can be done alone, such as reading or hiking.
4. You could replicate the cooking of a great chef by using the same ingredients and following the same recipe.
5. You can conceal a wallet in a pocket or in a purse.
6. Jimi Hendrix, Eric Clapton, or The Edge might inspire a beginning guitarist.
7. You could pay tribute to someone important by writing a song about them or having a special party in their honor.

**Word Scramble (page 208)**
- Give students time to complete the exercise or assign it as homework.

**ANSWER KEY**
1. concealed
2. pursue
3. inspiring
4. strive
5. replicate
Write about It (page 208)
- Read the directions and the prompt.
- Put students in pairs or small groups to verbally answer the question and to ask each other questions that might elicit details.
- Give students time to complete the writing in class or assign it as homework.

ANSWER KEY
Answers will vary.

Vocabulary Skill: Distinguishing between Phrasal Verb Combinations (page 208)
- Go over the information in the box.
- Point out that students will practice this skill in the next exercise.

Understanding Phrasal Verbs (pages 209–210)
- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

Expansion: Sentence Writing
- Direct students to write new sentences using the phrasal verbs in this exercise.
- Put them in pairs or small groups to compare their sentences.
- Invite volunteers to share sentences with the class.

ANSWER KEY
1. a, c, b
2. a, c, b
3. b, c, a
4. b, a, c
5. c, b, a
6. b, c, a

Timed Reading (pages 211–212)
Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 249 of text)
1. T
2. F
Unit 8: Jazz It Up (pages 213–242)

Objectives:

- learn about jazz history and performers
- learn about and practice understanding passive voice (Reading Skill: Understanding Passive Voice, page 216)
- read and understand a text well enough to answer comprehension questions
- learn about taking subjective tests (Study Tip: Taking Subjective Tests, page 222)
- learn and practice new vocabulary
- learn common word forms for new vocabulary words
- learn about and practice identifying unexpected results and their connectors (Reading Skill: Understanding Unexpected Result, page 229)
- learn about reducing test anxiety (Study Tip, page 234)
- use some of the new vocabulary in a writing assignment
- learn about and practice recognizing adjective-noun combinations (Vocabulary Skill: Recognizing Adjective-Noun Combinations (Vocabulary Skill: Recognizing Adjective-Noun Combinations, page 239)

Teaching Notes

Unit Opener (page 213)

- Tell students to open their books to page 213 and direct their attention to the title and the photo. Ask them what the instrument is. (Saxophone.)
- Direct students to work in groups to complete the chart and to discuss the four questions.
- When groups have finished, ask for volunteers to share some of the information from their groups with the class.
Chapter 15: All that Jazz

• Direct students to discuss the questions with a partner.
• When pairs have finished, ask for volunteers to share some of the information from their discussions with the class.

Vocabulary Preview (page 215)

• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY

1. important and lasting
2. working together
3. specific cultural background
4. was a sign of a later development
5. created without planning
6. earning a living
7. position
8. forced obedience

Reading Skill: Understanding Passive Voice (page 216)

• Ask if anyone can give an example sentence using a passive verb.
• Ask when we use the passive, just to get ideas from students.
• Go over the information in the box.
• Point out that it is unusual for an entire text to be written in the passive voice; that it’s more common for a writer to use a mix of active and passive voice.

Recognizing Passive Voice (page 217)

• Read the directions and do the first item together with the class.
• Give students time to complete the exercise or assign it as homework.
• Go over answers as a class.
ANSWER KEY

NP

P; were influenced

P; had been improvised

NP

P; was published

P; is remembered

Reading: The Birthplace of Jazz (pages 218–219)

• Give students time to complete the reading in class or assign it as homework.
• Remind students to try to apply one or more of the reading strategies they have learned so far.

Reading Comprehension (pages 220–221)

• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY

1. a
2. African slaves enjoyed their traditional songs, singing and dancing together.
3. b
4. The two styles were Creole music and the improvised music of freed slaves.
5. b
6. a
7. a
8. b
9. c
10. The city hosts the annual New Orleans Jazz and Heritage Festival.

Discuss Your Ideas (page 221)

• Put students in groups to discuss the questions.
• When groups have finished, ask for volunteers to share some of the information from their groups with the class.

ANSWER KEY

Answers will vary.
Culture Note: The Cotton Club

The Cotton Club is an iconic club in Harlem, NYC. Soon after its opening in 1923 it quickly became the center of nightlife in Harlem. Duke Ellington was one of the regular performers there. The club closed for several years, but it opened again in 1977. It’s popular with tourists and offers buffet dinners along with live jazz and blues several nights a week.

Study Tip: Taking Subjective Tests (page 222)

• Ask students what they think the difference between an objective and a subjective test is. If necessary, help them by offering that an objective test has questions for which there are correct answers—for which no interpretation is involved and there is very little possible difference in wording, etc. A subjective test usually calls for a written response to a prompt. “Essay tests” are an example of a subjective test.
• Go over the information in the box. Ask if students have any additional tips or strategies for taking subjective tests that they would like to share.

Vocabulary Comprehension (pages 222–224)

• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>classic</td>
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<td>collab</td>
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<td>foreshadow</td>
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<td>improvisation</td>
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<td>livelihood</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>status</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>subjugation</td>
<td>subjugate</td>
<td>subjugated</td>
<td>X</td>
</tr>
</tbody>
</table>
Categorizing (page 223)

• Give students time to categorize the words individually or assign the exercise as homework.
• Ask students to compare answers in pairs or check answers as a class.

ANSWER KEY

Answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Positive</th>
<th>It Depends</th>
<th>Negative</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>classic</td>
<td>foreshadow</td>
<td>subjugated</td>
<td>livelihood</td>
</tr>
<tr>
<td>collaborative</td>
<td>improvise</td>
<td></td>
<td>multi-ethnic</td>
</tr>
<tr>
<td>high status</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Forms (pages 223–224)

• Read the directions and remind students that they can refer to the chart on page 222.
• Give students time to do the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY

1. classically
2. collaboratively, collaboration
3. foreshadow, foreshadowing
4. subjugation, subjugated
5. improvise, improvised
6. ethnicity

Vocabulary Use (pages 224–225)

Vocabulary Notes (pages 224)

• Read the heading and the explanation out loud and go over the explanations with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

True or False (page 225)

• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.
Completing Analogies (page 225)

- Give students time to complete the exercise in class or assign it as homework.
- Check answers as a class.

**Answer Key**

1. classical
2. subjugation
3. collaboration
4. ethnicity
5. status
6. improvisation
7. livelihood
8. foreshadowing

Write about It (page 226)

- Read the directions and the prompt.
- Elicit the names of some famous musicians and descriptions of their musical styles. Ask if anyone knows who influenced these musicians or who they influenced.
- Tell students they can write about a famous musician or they can write about someone less well-known.
- Give students time to complete the writing in class or assign it as homework.

*Option:* Allow students to choose another kind of artist for the writing assignment.

**Answer Key**

Answers will vary.
Chapter 16: The First Lady of Jazz

Getting Ready to Read (page 227)
• Ask if anyone has ever been to a jazz festival or jazz club. Encourage students to share details about these experiences.
• Ask who the most popular female jazz musicians have been and what songs they are famous for.
• Direct students’ attention to the photo and title on page 227. Ask if anyone knows who is considered “the first lady of jazz.” (Ella Fitzgerald)
• Read the introductory text and directions.
• Direct students to answer the questions with a partner.
• Ask for volunteers to share their answers with the class.

ANSWER KEY
Answers will vary.

Vocabulary Preview (page 228)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. extreme appeal
2. basis
3. show clearly
4. simple
5. trying to be like
6. scared
7. before
8. amazing or awesome

Reading Skill: Understanding Unexpected Result (page 229)
• Ask students if they know what the words “but,” “however,” “although,” and “despite” mean. Encourage several students to share ideas with the class.
• Go over the information in the box. Remind students that “so” and “because” are often indicators of cause and effect. Give some examples if it seems helpful. In contrast, show them how the result or outcome using the words in this lesson’s skill box is not an effect of a cause. It’s unexpected.
Identifying Connectors of Unexpected Result (page 229)

• Read the directions and give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. Ella was born in Virginia, yet she lived most of her life in New York and California.
   \( S \quad \text{UR} \)

2. Ella had a home with her stepfather. Nevertheless, she lived on the streets.
   \( S \quad \text{UR} \)

3. Even though she was a black woman in the south, Ella became a star.
   \( S \quad \text{UR} \)

4. Ella remained a humble person despite her success.
   \( \text{UR} \quad S \)

5. Ella was renowned as a swing singer. Even so, she was always looking for new kinds of music to sing.
   \( S \quad \text{UR} \)

Reading: Ella Fitzgerald (pages 230–231)

• Tell students they are going to read about Ella Fitzgerald. Ask what kinds of information they think they might find in a short article about her.
• Encourage students to skim before they begin a more careful reading.
• Remind students that they can annotate a text or they can use the SQ3R strategy in order to help them remember key information.
• Give students time to complete the reading or assign it as homework.

Reading Comprehension (pages 232–233)

• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. b
2. a
3. It was based on a children’s nursery rhyme.
4. b
5. c
6. 79
7. c
8. a
Matching (page 232)

• Give students time to complete the exercise in class or assign it as homework.
• Check answers as a class.

ANSWER KEY
4, 3, 2, 1, 6, 7, 5

Discuss Your Ideas (page 234)

• Put students in groups and give them time to discuss the questions.
• When groups have finished, ask for volunteers to share some of the information from their groups with the class.

ANSWER KEY
Answers will vary.

Cultural Note: Other Great Female Jazz Vocalists

There are many great ladies of jazz. Some of them are: Nina Simone, Dinah Washington, Billie Holiday, Sarah Vaughn, Peggy Lee, Etta Jones, and Lena Home. All of them have songs recorded on YouTube.

Expansion: Jazz movie

Show and discuss a movie about jazz, such as Bird or ’Round Midnight.

Study Tip: Reducing Test Anxiety (page 234)

• Ask how many students experience anxiety before they take tests. Ask volunteers to share what they do about it.
• Go over the information in the box.

Vocabulary Comprehension (page 235)

• Read the directions and tell students to complete the chart in pairs.
• Circulate and assist as needed.
• Check answers as a class, providing or eliciting examples for each word added to the chart.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>charisma</td>
<td>X</td>
<td>charismatic</td>
<td>?</td>
</tr>
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<td>cornerstone</td>
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<td>X</td>
<td>X</td>
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<td>humility</td>
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<td>humble</td>
<td>humbly</td>
</tr>
<tr>
<td>imitation</td>
<td>imitate</td>
<td>X</td>
<td>X</td>
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<tr>
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<td>preceeding</td>
<td>X</td>
</tr>
<tr>
<td>2. precedence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>stun</td>
<td>stunning</td>
<td>stunningly</td>
</tr>
</tbody>
</table>

Sentence Completion (page 235)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY
1. intimidated
2. imitate
3. humility
4. stunning
5. preceded
6. exuded

Odd One Out (page 236)

- Give students time to complete the exercise or assign it as homework.
- Check answers as a class.

ANSWER KEY
1. building
2. differ
3. intimidation
4. subsequent
5. expect
6. hiding
7. repulsive
8. humble

Vocabulary Use (pages 237–238)

Vocabulary Notes (page 237)
• Read the heading and the explanation out loud and go over the examples with the class.
• Ask if students have heard or used any of the words. Elicit any examples they can give. Give additional examples if necessary.

Short Answer (page 237)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
Possible answers:
1. Breakfast precedes lunch.
2. Sweat exudes from the body.
3. Some birds can imitate a human voice.
4. A person who doesn’t have much money lives in a humble abode.
5. Individual answer.

Matching (page 238)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

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

Write about It (page 238)
• Read the directions and the prompt.
• Ask for volunteers to share their answers to the questions.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
Answers will vary.

Expansion: Movie
Show and discuss the film *The Story of the Weeping Camel* (It uses English subtitles.)

Vocabulary Skill: Recognizing Adjective-Noun Combinations (page 239)
• Go over the information in the box.
• Tell students that they will practice this skill in the next exercise.

Matching Adjective Noun Collocations (page 239)
• Read the directions and do the first item as a class.
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

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

Sentence Completion (page 240)
• Give students time to complete the exercise or assign it as homework.
• Check answers as a class.

ANSWER KEY
1. natural athletes; body weight
2. film industry; high esteem
3. private citizens; travel agency
4. fashion design; learning process
5. amusement parks; facial expressions

**Timed Reading (pages 241–242)**

Review the details about timed and paced reading in the To the Teacher section on page xii. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

**Unit 8 Jazz Funerals** (questions on page 250 of text)

**ANSWER KEY**

1. T
2. F
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. F
98  Instructor’s Manual
Instructor’s Manual
102 Instructor’s Manual