

TEACHER'S MANUAL

REAL READING 2

**Creating an Authentic
Reading Experience**

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PAUL NATION



PEARSON
Longman

Real Reading 2
Teacher's Manual

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Scope and Sequence

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**MODEL
LESSON
PLAN**

HOW TO USE THE LESSON PLAN

Overview of Unit Format

Each unit of *Real Reading* consists of two thematically related chapters. Compelling readings in a variety of genres have been carefully written or adapted from authentic sources and feature a principled approach to vocabulary development.

- Chapters consist of pre-reading and post-reading activities, including a reading skill, a reading goal, comprehension questions, and discussion activities.
- Reading and vocabulary skill building and vocabulary learning strategies based on Paul Nation's research help students become more confident and successful in preparation for academic reading and reading on standardized tests.

Suggested Methods of Instruction

This lesson plan can serve as a generic guide for any unit in the Student Book.

- Suggested methods for delivering instruction for each section or activity in a unit are presented.
- Alternative ways to handle each activity are provided under the heading *Variations*. These options allow instructors to vary the way they treat the same activity from chapter to chapter and in so doing to identify the methods that work best for a specific class or individual students.

Think Before You Read

Each unit begins with a thought-provoking opener that introduces students to the unit theme, elicits vocabulary relevant to the theme, and includes discussion questions to activate students' prior knowledge and stimulate interest.

A. and B. (approximately 10 minutes)

- Ask students to silently read the discussion questions. Answer any questions the students have. Then elicit one possible answer for the first discussion question. Give students a few minutes to read the discussion questions.
- Have students label everything that they see in the pictures. If they do not know a word in English, they should look it up in a translation dictionary or ask the instructor or a classmate.
- Have students form pairs or small groups to discuss their answers. Tell them they will report at least one of their answers to the class. Instruct them to write any new words they encounter on the New Words pages in the back of the book.
- After 10 minutes, ask several students to share their answers.

Variations

- Ask students to answer the discussion questions in writing at home. Have them read their partner's or group members' answers in class and discuss their answers.
- Assign one discussion question per pair or small group. Have each pair or group discuss the question and report their ideas to the class.
- Start listing important vocabulary on the board that comes out of the class discussion or your reaction to students' responses. Ask about students' familiarity or knowledge with the words. Offer other examples of and contexts for the words as necessary.
- Choose one discussion question and have each student do a one-minute freewrite to expand ideas generated from the discussion. The students' writing can be passed around the class or reviewed in small groups to encourage further feedback and discussion. The activity may also serve as a closure to the discussion.
- After students have discussed the questions, ask them to write for 1 to 3 minutes in answer to the questions. Have students exchange their writing with a partner or group member and compare their ideas.

Prepare to Read

This section previews words and phrases that students will encounter in the reading. Students reflect on what they already know and then answer questions about the topic.

A. *(approximately 10–15 minutes)*

- Tell students that they will be learning new vocabulary that they need for the readings in the chapter and reading in general. Explain that learning a word is a gradual, cumulative process, and that this activity is designed to raise their awareness of what it means to know a word. Although some of the words in the list may be familiar to students, that does not necessarily mean that they know the word well enough to be able to use it in their own speech and writing. Conversely, they might be able to pronounce and spell the word perfectly, and yet not really know what it means.
- Tell them that almost all of the vocabulary words that are targeted in this book are high-frequency words, so they are very useful for English language learners. Tell students they will see these words in general texts like magazines and newspapers, as well as in academic texts like textbooks and journal articles.
- Have students complete the vocabulary exercise without using a dictionary. Tell them to pay close attention to what they already know about the words, as well as what they need to learn.
- Have students compare their answers with a partner. Walk around the class to monitor discussions. Listen for students' knowledge of the words. Make notes on any particular problems or misunderstandings you notice so that you can focus on them later.
- Bring the class together. Pronounce all targeted words for students, and have students repeat after you. Refer to the Pronunciation Table at the back of the book as necessary. List the vocabulary on the board. Ask for volunteers from each group to write stress markers and example sentences for the target vocabulary on the board. Then bring the class together and elicit corrections if necessary.

Variations

- Have students complete the exercise for homework and compare answers with a partner.
- Categorize the vocabulary according to part of speech. Write the headings *Noun*, *Verb*, *Adjective*, and *Adverb* on the board. Have students copy the headings on paper. In pairs or as a class, categorize the vocabulary. Be aware that some words will fall under more than one heading. For a more active exercise, call on students to write the words on the board by part of speech.
- With the words on the board, ask students which words have a positive, negative, or neutral connotation, and identify it next to each word (+, -, n).
- At home, have students make a word card for each unfamiliar vocabulary word from the exercise, after first demonstrating how they should review their cards.
- Ask students to write a sentence using two or three of the words they know. Have students share their answers in small groups or as a class. Write some of the examples on the board.
- Assign one or two words to different students the day before the exercise. Ask them to prepare a short presentation of the words, including part of speech, pronunciation, and meaning. Rotate this activity so all students have a chance to participate as you progress through the book.
- Divide students into small groups. Assign two or three words per group. Have students look up their words in the dictionary and look at their pronunciation. Refer students to the Pronunciation Table at the back of the book. Have each group pronounce their words and correct as necessary. Have the class repeat the words in chorus.
- Keep the list of target words on one side of the board. Refer to it when students encounter or use these words in the unit.

B. (approximately 5–10 minutes)

- Have students work in pairs to complete the exercise.
- Have students label everything that they see in the pictures. If they do not know a word in English, they should look it up in a translation dictionary or ask the instructor or a classmate.
- Tell students to list unknown words on the New Words pages in the back of the book.
- Call on students to share their answers to the questions.

Variations

- On the board, write important or useful vocabulary that you hear.
- When responding to students, incorporate the target vocabulary items from the unit in your responses. Ask follow-up questions that use the target items.

Reading Skill (approximately 10–15 minutes)

Each unit contains one or two key reading skills.

- Write the name of the reading skill on the board.
- Ask students with which kinds of text they think they can use the skill (e.g., for magazines, newspapers, textbooks). Have them explain their answers.
- Ask students if the skill is a pre-reading, during reading, and/or post-reading strategy and why.

- Ask and answer questions to confirm that students comprehend the skill. For example, you might ask them how previewing is different from predicting, or when they should scan a text rather than skimming it.
- Recycle previously taught skills in future units to promote greater mastery.

Variations

- Assign two students to prepare a short 2–3 minute lesson that describes what the skill is, when it is used, and why it is helpful. Have students present the lesson and answer questions that the class has. Monitor as necessary. Have students take the class through Exercise C to check answers.
- Offer examples of using the skill by bringing in other texts or using texts you have found online. Make the texts short, simple, and level-appropriate.
- Have students keep a Reading Skill log that lists the reading skills from the book in one column, a short definition of the skill in the second column, its occurrence (pre-, during, post-reading) in the third column, and a blank fourth column for the number of times they use the skill. As students read the texts in the book or outside texts, have them keep track of the skills they are using by putting a check mark (✓) every time they use a skill.

C. (approximately 5–10 minutes)

- Have students complete the exercise. Encourage students to refer to the reading to find the answers.
- Go over the exercise as a class and answer any questions.
- Ask students to explain how the skill helped them find the correct answers and why it helps improve their reading comprehension.

Variations

- Have students complete the exercise for homework. Have them compare their answers with a partner or group members. Ask several students to report their answers.
- Have students answer the questions individually and raise their hands when they think they have the correct answers. Circulate through the room and check students' answers. Explain any missing answers, and ask students with correct answers to report their answers to the class.

Read (approximately 10–15 minutes)

Each unit contains two major readings. Vocabulary is tightly controlled, and target words are recycled from one chapter to the next within a unit and from unit to unit.

- Preview the reading by looking at the title, subtitles, illustrations, and boldfaced target vocabulary. Have students guess the topic, main idea, and purpose of the reading from their previewing.
- Tell students to read each reading two or three times.
- Encourage students not to use a dictionary the first time they read because it interrupts the reading comprehension process. Tell students to focus on main ideas during the first read even if some words are unfamiliar. The second time, have students reread and mark

unfamiliar vocabulary words. On the third reading, let students use a dictionary to look up words they do not know and that seem important to their comprehension of the text. Point out that if they can understand the sentence by merely eliminating the unknown word, then it is probably not necessary to learn that word, at least not for the moment.

- Encourage students to develop and use annotating as they read. Tell students to underline or highlight main ideas and important details. Also, have them make notes in the margins about things they don't understand or that they find particularly interesting. This will make it easier for them to participate in a class discussion of the reading.

Variations

- Have students read the text for homework. Tell students to follow the above system of reading and be prepared to respond to questions about the main ideas and details of the reading.
- Begin discussion of the reading by writing a question on the board about a main idea of the text. Give students a few minutes to answer the question with a partner with their books closed.
- Play the audio recording of the reading. Have students read along silently as they listen to the audio.
- Using the audio recording, play a selected section of the reading. Have students retell the main point of the section in small groups or as a class.
- Give students 10–15 minutes to read the essay or article in class for timed-reading practice. Explain that research has shown that if readers push themselves to read at a faster than comfortable rate, they often have a higher comprehension of the reading. Have students use a large index card or folded white paper to cover up the lines in the reading, moving the card or paper downward on the page as they read. Students can time themselves by recording their start and end times and calculating their reading rate using this formula (the number of words in each reading is provided in the Unit Notes):

$$\text{number of words in reading} \div (\text{total time in seconds}) \times 60 = \text{words per minute}$$

This will motivate students to increase their reading speed. Do not let them use dictionaries.

- Have students take turns retelling the main points of a reading as a whole or paragraph by paragraph to a partner. Circulate through the room, assisting students with difficult passages. Especially difficult passages may merit a whole-class discussion.
- Have students write a “one-minute” summary of the introduction (or another section) of a reading as a type of pop quiz. Teachers may wish to collect the summaries and grade them, especially with students who are not keeping up with reading assignments.
- Assign small groups the task of carefully rereading sections of a reading. One group member should be prepared to explain the gist of the section to the entire class, with other group members taking notes on main points, and still others using a dictionary to make word cards on difficult target vocabulary from the passage.
- Have students complete a graphic organizer based on the ideas in a reading. Helpful organizers include Venn diagrams, KWL charts (what I *know*, what I *want* to learn, what I *learned*), and timelines.
- Divide the reading into four or five parts. Assign one group of students for each part. Have each group make a poster that identifies the main idea of the section and lists any important vocabulary with definitions or example sentences. Students can also draw a picture or symbol that represents the main idea of their section. Have each group present their poster to the rest of the class.

- Divide students into permanent study groups. Study groups can serve as resources inside and outside the class to discuss reading texts, help each other with difficult passages, and check each other's homework. They can also study together before exams.

Vocabulary Check (approximately 5–10 minutes)

This section gives students an opportunity to focus on the meaning of the target vocabulary before completing the comprehension activities.

- Have students complete the exercise for homework.
- Have students check answers with a partner. Circulate and answer questions.
- Go over the answers with the class. Write the target vocabulary words on the board.
- Practice group and then individual drilling of words that are challenging for students to pronounce. Indicate stressed syllables on the board.

Variations

- Have students complete the exercise with a partner or small group. Circulate through the room, assisting students with any items they have difficulty with.
- Ask students to identify grammatical clues in the items. For example, if the blank is preceded by an article—*a*, *an*, or *the*—the item is likely a noun. If the blank is preceded by a subject, the item is likely a verb. Have students notice the grammatical clues in the items as well determine the part of speech for each word.
- Have students look back at the reading to identify collocations with the boldfaced target vocabulary. Have them write sentences about the reading using three to five collocations. Bring in collocations dictionaries for students to reference in small groups as they write their sentences, or make photocopies of particular entries you want them to focus on. Have students write example sentences on the board. Answer any questions students have.

Read Again / Comprehension Check (15–20 minutes)

The reading goal gives students a purpose for rereading the text before completing the comprehension activities. Engaging and varied exercises help students achieve the reading goal. Target vocabulary is recycled, giving students additional exposure to high-frequency words and expressions.

- Emphasize to students the importance of second and third readings. Tell them that each time they read, they should have a particular goal in mind. Offer examples of times you have read with different goals and purposes in mind. Ask students for their own examples.
- Have students look at the Reading Goal for the reading. Ask students how they will achieve the goal. Help them identify what strategies they can use to complete the task, including ones previously learned. Explain that the exercises in the Comprehension Check will help them to achieve the goal.
- Have students complete the exercises for homework.
- Have students compare their answers in pairs or small groups. Circulate and check their answers.
- As you circulate, make note of any items students had difficulty with. Bring the class back together to discuss the difficult items.

Variations

- Have students complete the exercises in class. Use the first two exercises as a quiz to check if students have completed the assigned reading. Have students answer the questions within 5–10 minutes, and then have partners score each other’s quizzes.
- Assign individual exercises or parts of exercises to specific pairs or groups. Ask a student in each pair or group to report answers to the class.
- Bring in outside readings on the topic of the unit readings to give students additional reading practice. Outside readings should be short and easy enough to be read quickly, for example, in the minutes before class begins, or as an end-of-class activity or short quiz. Have students identify main ideas. Have them look for any connections they see between the outside reading and book text. Look for any target vocabulary in the reading to point out to students.

Discuss (10–15 minutes)

Each unit contains two post-reading discussion activities. A variety of activities for small-group or pair work encourages students to use vocabulary from the current unit as well as previous units.

- Have students preview the discussion questions. Answer any questions.
- Have students answer the questions in small groups. Tell them they will report at least one of their answers to the class.
- Circulate and take notes on students’ responses.
- Call on students to share their answers. Encourage them to use the target vocabulary in their responses. Write the target vocabulary on the board for reference.

Variations

- Encourage students to work with different partners for each discussion activity.
- Have students answer the questions in pairs. Assign one discussion question per pair. Then group two pairs together to share and compare responses as a small group.
- As students share their responses in groups or with the whole class, ask follow-up questions using the target vocabulary of the chapter. Ask students to answer in complete sentences using the target vocabulary. Put a check mark (✓) next to the words for each instance students use the word in the discussion.
- After students have discussed the questions, have them write for 1–3 minutes in answer to one of their questions. Have students exchange their writing with a partner and compare their ideas.
- Ask students to answer the discussion questions in writing at home. Have them read their partner’s or group members’ answers in class and discuss their answers.

Vocabulary Skill Building *(10–15 minutes)*

There is one vocabulary skill building exercise per unit. This section offers presentation and practice with common vocabulary skills.

- Write the name of the vocabulary skill on the board.
- Have one student read the instructional text aloud.
- Answer any questions students have about the vocabulary within the instructional text.
- Elicit the answer to the first item of the exercise as an example.
- Have students complete the exercise. Circulate to answer questions and confirm that students comprehend the skill.
- Ask several students to report their answers to the class.
- Ask students to explain how the vocabulary skill can be useful when reading.
- Recycle previously taught vocabulary skills in future units to promote greater mastery.

Variations

- Have students answer the practice questions in pairs. Ask students to recall the skill while going over the answers together as a class.
- Have students answer the practice questions for homework. Have them compare their answers with a partner or group members. Ask several students to report their answers.
- Assign pairs of students to present the skill to the class.
- Have students use their dictionaries in class to find other examples of the vocabulary skill. Use the targeted words in the unit whenever possible.

Learn the Vocabulary

A., B., and C. *(15–20 minutes)*

Each unit contains one Learn the Vocabulary section, which challenges students to practice strategies and techniques outlined by Paul Nation that will help them to acquire not only the target vocabulary but also vocabulary beyond the text.

- Write the name of the vocabulary strategy on the board.
- Have one or more students read the instructional text aloud.
- Answer any questions students have about vocabulary within the instructional text.
- Elicit the answer to the first item of the exercise as an example.
- Have students complete the exercise. Circulate to answer questions and confirm that students comprehend the skill.
- Help students notice that they have been building on their vocabulary knowledge throughout the unit. Emphasize the importance of identifying new words and how their knowledge of the words has changed and improved.

- Finish by bringing the class together as a whole. Ask students to keep the skill in mind as they learn vocabulary in future units.
- Recycle previously taught Learn the Vocabulary strategies in future units to promote greater mastery.

Variations

- Have students test each other using the word cards they made. Have students read or show one side of the card and have their partner guess the other side (e.g., a word, a definition, a picture).
- Have students use their word cards to play review games, such as charades. Divide the class into two or three teams. Have students choose a word from their word card list to act out in front of the class to their team. Have the team guess the word. Give each team a point for a correct guess, marking their totals on the board.
- Have students work in groups of four or five to write a story. Have each student in the group choose a word from their word cards. Give the groups 10–15 minutes to write a story using all the words. If necessary, offer possible topics, such as *The Best Day of My Life*, *A Great Surprise*, or *An Unlucky Day*.

Fluency Practice (approximately 30–60 minutes)

Four fluency practice sections address learners’ extensive reading needs. Learners practice fluency strategies, read passages, check comprehension, and calculate their reading times. Fluency Progress Charts are provided at the back of the book for students to record their reading times and Comprehension Check scores.

Fluency Strategy (approximately 5–10 minutes)

- Present the fluency strategy. Read through important points or call on a student to read the strategy box aloud.
- Ask students how the strategy can improve their fluency while reading.
- Ask and answer questions to confirm that students comprehend the skill.

Variations

- Have students read the strategy box for homework. The next day, call on students to explain the skill. Make notes on the board that define the skill, explain its purpose, and identify its importance.

Before You Read (approximately 10–15 minutes)

- Have students answer any discussion questions in pairs or small groups. Tell each pair or group they will report one of their answers to the class. Elicit responses for each discussion item from the pairs or groups.
- Have students preview the reading. Emphasize the importance of previewing and reading with a purpose or questions in mind.

Variations

- Have students complete the exercises for homework. Ask students to write their answers on paper. Have students compare their answers in small groups. Circulate and answer any questions.

Read *(approximately 10–20 minutes)*

- Have students work individually to complete the reading and time themselves.
- If necessary, help students calculate their reading speed.
- Have students record their reading speeds in the Fluency Progress Chart at the back of the book.

Variations

- Have students complete Exercise A (first timed reading) at home. Then have students complete Exercise B (second timed reading) in class the next day.
- Confirm that students' second readings were shorter in length. If not, ask students to try to identify why it took longer. Help students identify strategies they can use to increase their reading speed in future fluency practices.

Comprehension Check *(approximately 10–15 minutes)*

- Have students complete the exercises individually. Circulate and answer any questions.
- Refer students to the Fluency Practice Answer Key at the back of the book. Have students check their answers and record their scores in the Fluency Progress Chart at the back of the book.

Variations

- Have students complete the exercises in pairs or small groups.
- For homework, have students complete the Comprehension Check exercises and check their answers. The next day, ask students about any difficult items.

Vocabulary Practice *(approximately 10–15 minutes)*

These activities appear at the back of the book and reinforce understanding of the target vocabulary, vocabulary skills, and vocabulary learning strategies.

- Have students complete the exercises in pairs. Circulate and answer questions, but encourage independent work.
- Encourage students not to use a dictionary to complete the exercises.
- When students finish the exercises, allow them to refer to the unit to answer any questions they have about the vocabulary, the skill, or the strategy.

Variations

- Have students complete the exercises for homework. Have students compare their answers in pairs or small groups.
- Use the vocabulary practice exercises as a way to extend or reinforce common vocabulary skills taught in the book, such as roots, prefixes and suffixes, and collocations.

- Have students review their word cards. Ask students to add any new information they learned about their words to their cards. Have students test each other using their word cards.

Tests

The reproducible tests—available in both Microsoft Word and PDF formats—appear online in Test Master. They allow teachers to evaluate students’ progress and to identify areas where students might have problems developing their reading and vocabulary skills. The tests should be given upon completion of the corresponding units. Answer keys are provided to make marking the tests as straightforward as possible.

There is a test for each of the 12 units. Every test begins with a reading that ties in with the unit theme. The reading is followed by three parts:

- **Part 1: Comprehension**

The Comprehension section tests students’ understanding of the reading and their ability to apply the reading skill(s) introduced in the unit.

- **Part 2: Vocabulary**

The Vocabulary section assesses students’ knowledge of the target vocabulary.

- **Part 3: Vocabulary Skill Building**

The Vocabulary Skill Building section tests students’ mastery of the vocabulary skill introduced in the unit.

UNIT NOTES

CHAPTER 1 **WHY ARE WE SHY?****CHAPTER 2** **IT'S ALL AN ACT****OVERVIEW****UNIT THEME: Shyness**

This unit focuses on the possible causes of shyness in everyday life as well as shyness among successful actors, in particular.

CHAPTER 1

"Why Are We Shy?" discusses possible biological and environmental causes of shyness in everyday life. (430 words)

Target Vocabulary: acquire, anxious, blame, failure, genetic, get over, increase, remarkable, shy, succeed

CHAPTER 2

"It's All an Act" notes that many famous actors are shy and discusses the possible reasons for this phenomenon. (413 words)

Target Vocabulary: break out of, coach, crowded, frequently, imaginary, in common, in control, perform, scared, star

SKILLS AND STRATEGIES

Reading Skills: Understanding the Topic and Main Idea; Understanding Pronouns

Vocabulary Skill: Nouns, Verbs, Adjectives, and Adverbs

Learn the Vocabulary Strategy: Making Word Cards

Follow-up Activity: Speaking and Writing

- A.** Have students ask and answer the questions with a partner. Tell them to use as many target words as possible.
1. In which situations do you feel shy?
 2. Which of the causes of shyness mentioned in the readings apply to you?
 3. Which don't apply to you?
- B.** Have students answer the questions from Exercise A in writing. Ask them to underline the target words in their answers.

CHAPTER 3**A TALL ORDER****CHAPTER 4****HULL CITY TIGERS DISCUSSION BOARD****OVERVIEW****UNIT THEME: Charitable Athletes**

This unit focuses on acts of charity by athletes and sporting organizations.

CHAPTER 3

“A Tall Order” tells about basketball star Dikembe Mutombo’s transition to life in the United States and his efforts to build a hospital in his hometown in Africa. (527 words)

Target Vocabulary: afford, argue, athlete, award, doubt, hero, improve, quit, reach, salary, treat

CHAPTER 4

In “Hull City Tigers Discussion Board,” a blogger ponders whether his favorite soccer team would actually profit from being more charitable, and a few readers share their comments. (562 words)

Target Vocabulary: advertising, attract, contract, fan, focus, investment, mind, positive, post, stand out

SKILLS AND STRATEGIES

Reading Skills: Understanding Sequence; Making Inferences

Vocabulary Skill: Compound Nouns

Learn the Vocabulary Strategy: Using Word Cards: Compounds and Example Sentences

Follow-up Activity: Writing, Speaking, and Listening

1. Have students write a paragraph in which they describe a time they did something charitable. Ask students to use sequence words in their writing.
2. Have students read their paragraphs to one another in groups. Then ask one student from each group to tell the class something he or she learned about a group member.

CHAPTER 5 A CLEANER WAY TO SHOP?**CHAPTER 6 GREEN AIRPLANES****OVERVIEW****UNIT THEME: Technology and the Environment**

This unit focuses on the challenges people face as they try to make online shopping and air travel more environmentally friendly.

CHAPTER 5

"A Cleaner Way to Shop?" reveals that online shopping wastes materials and causes pollution and suggests a few ways to make the practice more environmentally friendly. (412 words)

Target Vocabulary: allow, charge, customer, delivery, double, environment, fuel, materials, require, wasteful

CHAPTER 6

"Green Airplanes" discusses two points of view on the latest generation of airplanes: For some, they are a step in the right direction in terms of protecting the environment; for others, a lot more work needs to be done. (396)

Target Vocabulary: benefit, complain, extra, generation, luggage, made up of, passenger, regular, satisfied, shape

SKILLS AND STRATEGIES

Reading Skills: Previewing and Predicting

Vocabulary Skill: Suffixes: *-ful, -ment*

Learn the Vocabulary Strategy: Using a Dictionary

Follow-up Activity: Speaking and Writing

A. Have students ask and answer the question with a partner. Tell them to use as many target words as possible.

What are three things people can do to help protect the environment?

B. Have students answer the question from Exercise A in writing. Ask them to underline the target words in their answer.

CHAPTER 7 THE WORLD'S STRANGEST HOTELS**CHAPTER 8 SMALL TOWN, STRANGE FESTIVAL****OVERVIEW****UNIT THEME: Unusual Tourist Destinations**

This unit describes some of the world's most unusual hotels and the reasons why many small towns host festivals with bizarre themes.

CHAPTER 7

"The World's Strangest Hotels" describes six unusual hotels, from a converted airplane to an underwater lodge that can only be reached by scuba diving. (483 words)

Target Vocabulary: check out, converted, entirely, extreme, originally, prison, provide, reserve, theme, towers, unique

CHAPTER 8

"Small Town, Strange Festival" notes that for many small towns, hosting an unusual festival is the only way to attract visitors, although these festivals have their downsides. (444 words)

Target Vocabulary: competition, economy, entertain, festival, host, local, mud, occur, population, seek, tourist

SKILLS AND STRATEGIES

Reading Skills: Visualizing; Using a Graphic Organizer

Vocabulary Skill: Suffixes: *-ation*, *-ition*, *-sion*, and *-ion*

Learn the Vocabulary Strategy: Using a Dictionary: Stressing the Correct Syllable

Follow-up Activity: Speaking and Listening

Have students do online research to learn about a strange hotel or festival not mentioned in the readings. Then have them do a short presentation about this hotel or festival for the class. Each presentation should answer a predetermined set of questions about the hotel / festival (e.g., where it is, what people can see / do there, when the best time to go is, etc.), and the class should listen for the answers to these questions during each presentation.

CHAPTER 9 WHAT IS AMERICAN FOOD?**CHAPTER 10 WHY CHILIES ARE HOT****OVERVIEW****UNIT THEME: Food**

This unit describes trends in food consumption: Americans are eating more food from Mexico and Asia, and more chili peppers.

CHAPTER 9

“What Is American Food?” notes that the American diet is influenced by patterns in immigration and is currently trending toward Mexican and Asian food. (468 words)

Target Vocabulary: associate, critic, dish, exotic, immigration, mix, profit, reflect, sauce, spicy, taste

CHAPTER 10

“Why Chilies Are Hot” explores the interesting properties of capsaicin, a chemical found in chilies, and how capsaicin is helping to make chilies popular around the globe. (454 words)

Target Vocabulary: bitter, chemical, discover, pack, pain, pleasure, poisonous, relief, respond, sell out, variety

SKILLS AND STRATEGIES

Reading Skill: Understanding Cause and Effect

Vocabulary Skill: Suffix: -y

Learn the Vocabulary Strategy: Word Cards: Changing Order and Grouping

Follow-up Activity: Speaking and Writing

A. Have students ask and answer the question with a partner. Ask them to base their answer on the two readings from this unit. Tell them to use as many target words as possible.

Why are Americans eating more and more spicy food?

B. Have students answer the question from Exercise A in writing. Ask them to underline the target words in their answer.

CHAPTER 11 ALL ABOUT MUSIC

CHAPTER 12 CAN'T NAME THAT TUNE?

OVERVIEW
<p>UNIT THEME: Music This unit discusses the possible reasons humans enjoy music, and why certain people don't appreciate it at all</p>
<p>CHAPTER 11 "All About Music" presents an online discussion in which four writers offer different theories of why people enjoy music. (584 words) Target Vocabulary: appropriate, beat, complex, content, in contrast, left over, note, pattern, resemble, tend to</p>
<p>CHAPTER 12 "Can't Name That Tune?" describes the condition of amusia, in which people can't distinguish musical notes and thus cannot appreciate music. (459 words) Target Vocabulary: appreciate, avoid, concert, condition, distinguish, embarrassed, instrument, lack, turn on, wish</p>
<p>SKILLS AND STRATEGIES Reading Skill: Understanding Examples Vocabulary Skill: Adjective Forms of Verbs: <i>-ing, -ed</i> Learn the Vocabulary Strategy: Figuring Out Meaning from Context</p>

Follow-up Activity: Speaking and Writing

- A.** Have students ask and answer the questions with a partner. Tell them to use as many target words as possible.
1. Do you have a favorite type of music?
 2. Why is this type of music your favorite?
 3. When do you like to listen to it?
- B.** Have students answer the questions from Exercise A in writing. Remind students to use adjective forms correctly in their writing. Ask them to underline the target words in their answers.

CHAPTER 13 FAMOUS FLOPS**CHAPTER 14 SLEEPER HITS****OVERVIEW****UNIT THEME: Movies**

This unit discusses why some movies are surprisingly successful, while others unexpectedly fail to make a profit.

CHAPTER 13

“Famous Flops” notes that movies that lose a lot of money often have two things in common: dreamlike premises and conflict on set. (494 words)

Target Vocabulary: audience, break even, career, cautious, comedy, interact, out of business, review, screen, script, set

CHAPTER 14

“Sleeper Hits” points out that movies that make a surprising profit often rely on word of mouth and innovative marketing. (464 words)

Target Vocabulary: campus, factor, genius, hit, low-budget, marketing, release, set out, state, take by surprise, trust

SKILLS AND STRATEGIES

Reading Skills: Understanding Figurative Language; Identifying Key Details

Vocabulary Skill: Understanding Word Meaning (words with multiple meanings)

Learn the Vocabulary Strategy: Finding the Core Meanings of Words

Follow-up Activity: Speaking and Writing

A. Have students ask and answer the questions with a partner. Tell them to use as many target words as possible.

1. What was the last movie you saw?
2. What things did you like about the movie?
3. What things did you not like about the movie?
4. To whom would you recommend the movie?

B. Have students answer the questions from Exercise A in writing. Ask them to underline the target words in their answers.

C. Have students choose a new or upcoming movie and answer the question in a paragraph.

How financially successful do you think the movie will be?

Ask students to base their answer on the two readings from this unit. Ask them to underline the target words in their answers.

CHAPTER 15

REBEL WITH A CAUSE

CHAPTER 16

ABOUT *THE NUTURE ASSUMPTION*

OVERVIEW
<p>UNIT THEME: Personalities This unit presents two authors' viewpoints on the extent to which our families influence our personalities.</p>
<p>CHAPTER 15 In "Rebel with a Cause," the author notes that she is very different from her sister and wonders whether their differences can be explained by the Birth Order Theory. (670 words) Target Vocabulary: grades, influence, make a living, obey, personality, raise, rebel, steady, strict, theory, turn out</p>
<p>CHAPTER 16 "About <i>The Nurture Assumption</i>" provides two contrasting reviews of the book <i>The Nurture Assumption</i>, which posits that our personalities are influenced more by our friends than by our families. (572 words) Target Vocabulary: adapt, credit, deal with, evidence, fit in, guilt, ignore, imitate, mention, peers, psychologist</p>
<p>SKILLS AND STRATEGIES Reading Skill: Comparing and Contrasting Vocabulary Skill: Word Families Learn the Vocabulary Strategy: Choosing Which Words to Study</p>

Follow-up Activity: Speaking and Writing

- A.** Have students complete the tasks with a partner. Tell them to use as many target words as possible.
1. Contrast Frank Sulloway's and Judith Rich Harris's opinions on personality.
 2. State which opinion they agree with more and give examples from their own lives to support their answers.
- B.** Have students write their ideas from Exercise A in a paragraph. Ask them to underline the target words in their paragraph.

CHAPTER 17 THE HAIKU MASTER**CHAPTER 18 SO YOU WANT TO WRITE HAIKU?****OVERVIEW****UNIT THEME: Haiku**

This unit first tells the life story of famous Haiku poet Matsuo Basho and then offers tips for students to write their own great haiku.

CHAPTER 17

“The Haiku Master” tells about the most significant events in Basho’s life and includes select works of his haiku that reflect those life experiences. (610 words)

Target Vocabulary: admirable, countryside, empty, encourage, inspiration, journey, master, overrated, poet, robber, season, sign

CHAPTER 18

“So You Want to Write Haiku?” provides a lighthearted step-by-step approach to haiku writing, with examples of both modern and traditional haiku. (606 words)

Target Vocabulary: approach, challenging, go on and on, have trouble, mood, nap, on your mind, skip, system, syllable, unit

SKILLS AND STRATEGIES

Reading Skills: Scanning; Following Steps in a Process

Vocabulary Skill: Prefix: *over-*

Learn the Vocabulary Strategy: Adding a Picture for Example Sentences

Follow-up Activity: Writing

- A. Have students write one haiku a day for a one-week period. These haiku might describe how they are feeling on a particular day, what is on their minds, and/or what they are doing.
- B. Have students research another famous haiku poet and write a short summary of his/her life, including one or two of the poet’s haikus. Ask them to underline the target words in their summary.

CHAPTER 19 RACE FOR THE SKY

CHAPTER 20 ANYBODY WANT TO BUY A STADIUM?

OVERVIEW
<p>UNIT THEME: Buildings and Stadiums This unit examines the motivations behind the construction of some of the world’s tallest buildings and the challenges of maintaining Olympic stadiums.</p>
<p>CHAPTER 19 “Race for the Sky” shows how the effort to build the world’s tallest skyscraper has been spurred by rivalries, first between New York businesspeople and more recently between nations. (581 words) Target Vocabulary: architect, construction, crush, enemy, floor, former, height, honor, intense, limited, race, symbol</p>
<p>CHAPTER 20 “Anybody Want to Buy a Stadium?” details the financial headaches Olympic host cities experience as they work to maintain their Olympic facilities after the Games. (627 words) Target Vocabulary: add up, circular, controversial, fade, maintenance, manager, named after, operation, rent, roof, status, worth it</p>
<p>SKILLS AND STRATEGIES Reading Skill: Recognizing Text References Vocabulary Skill: Collocation Patterns Learn the Vocabulary Strategy: Using Word Parts to Figure Out Meaning</p>

Follow-up Activity: Listening and Speaking

Have students work in groups to research the history of a famous human-made structure and then present their findings to the class. Each group should answer a predetermined set of questions about the structure (e.g., when it was built, why it was built, where it is located, whether it has ever been involved in an accident), and the class should listen for the answers to these questions during each presentation and take notes.

BODY LANGUAGE: THE SCIENCE OF PHEROMONES

CHAPTER 21 PHEROMONE PERFUME

CHAPTER 22 THE LANGUAGE OF PHEROMONES

OVERVIEW

UNIT THEME: Pheromones

This unit examines how certain animals use chemicals called pheromones to send messages and questions whether humans do so as well.

CHAPTER 21

“Pheromone Perfume” explores the controversy over perfumes containing pheromones and their supposed power to make people more attractive to others. (570 words)

Target Vocabulary: biologist, claim, debate, detect, industry, insect, likely, nevertheless, process, proof, surgery, sweat

CHAPTER 22

“The Language of Pheromones” describes how insects use pheromones for a wide variety of purposes, from finding food to staying safe. (555 words)

Target Vocabulary: alarm, attack, blocked, care for, depend on, head toward, species, stage, trail, trap, vision, weapon

SKILLS AND STRATEGIES

Reading Skills: Distinguishing Facts from Opinions; Summarizing

Vocabulary Skill: Knowing the Meanings of Roots

Learn the Vocabulary Strategy: The Keyword Technique

Follow-up Activity: Writing

- A.** Have students complete the tasks with a partner. Ask students to base their discussion on the readings in this unit. Tell them to use as many target words as possible.
1. Summarize how insects use pheromones.
 2. Summarize how humans may or may not use pheromones.
 3. Give their opinion about the existence of human pheromones.
- B.** Have students write their ideas from Exercise A in three short paragraphs. Ask them to underline the target words in their paragraphs.

CHAPTER 23 THE CHRONOMETER

CHAPTER 24 THE TREASURE OF THE *SS CENTRAL AMERICA*

OVERVIEW
<p>UNIT THEME: Sea Stories This unit tells two stories of technological triumph on the high seas: the invention of the chronometer and the retrieval of gold from a shipwreck.</p>
<p>CHAPTER 23 “The Chronometer” describes Englishman John Harrison’s lifelong effort to solve the longitude problem in navigation and the challenges he faced along the way. (740 words) Target Vocabulary: accurate, century, constant, deserve, endure, invent, model, observe, on board, repair, sailor, tough</p>
<p>CHAPTER 24 “The Treasure of the <i>SS Central America</i>” tells about treasure hunter Tommy Thompson’s search for and retrieval of gold from a shipwreck and the mystery surrounding him afterward. (621 words) Target Vocabulary: coast, convince, desperate, determined, equipment, insure, investigate, mystery, sink, task, the rest, ton</p>
<p>SKILLS AND STRATEGIES Reading Skill: Identifying Problems and Solutions Vocabulary Skill: Suffix: <i>-able</i> Learn the Vocabulary Strategy: Choosing Words to Learn</p>

Follow-up Activity: Writing

- A. Have students imagine they are a person from one of the readings (e.g., Harrison, a passenger on a ship testing the chronometer, Thompson, a passenger on the *SS Central America*, or a worker on Thompson’s ship) and write a two-paragraph diary entry incorporating details and vocabulary from the readings.
- B. Have students create a page from an illustrated comic book that summarizes the events of one of the readings in the unit.

**STUDENT BOOK
ANSWER KEY**

Think Before You Read (page 1)

A.

1. a woman hiding part of her face
2. Answers will vary. She is shy, she is nervous, she is anxious, she feels uncomfortable, she is not confident, she lacks social skills, she doubts herself, she worries what others think of her, she is smiling slightly, so may be trying to be friendly.

Prepare to Read (page 2)

B. Answers will vary.

C.

1. b
2. c

Vocabulary Check (page 4)

- | | |
|---------------|--------------|
| 1. failure | 6. anxious |
| 2. succeed | 7. acquire |
| 3. get over | 8. shy |
| 4. blame | 9. increased |
| 5. remarkable | 10. genetic |

Comprehension Check (page 5)

A. 2, 4, 5, 6, 7

B.

- I. B. 80% D. scientists Main idea: causes
 II. genetics A. babies B. parents
 III. family size A. older B. acquire
 IV. born A. Japan B. Israel C. failure
 V. technology A. conversation B. increased
 VI. speak A. get over

Vocabulary Skill Building (page 7)

- | | |
|--------|---------|
| 1. ADJ | 7. V |
| 2. ADV | 8. N |
| 3. N | 9. ADV |
| 4. ADJ | 10. V |
| 5. N | 11. V |
| 6. ADJ | 12. ADV |

Prepare to Read (page 8)

B.

1. Nicole Kidman, Daniel Radcliffe

C.

Underline: They. It replaces Julia Roberts, Nicole Kidman, Tom Cruise, Robert De Niro and Johnny Depp.

Vocabulary Check (page 10)

A.

- | | |
|-----------------|---------------|
| 1. crowded | 4. perform |
| 2. frequently | 5. coach |
| 3. break out of | 6. in control |

B.

- | | |
|-----------|--------------|
| 1. stars | 3. in common |
| 2. scared | 4. imaginary |

Comprehension Check (page 11)

A. 2

B.

- | | | |
|------|------|------|
| 1. c | 3. b | 5. d |
| 2. a | 4. c | 6. b |

C.

- | | | |
|------|------|------|
| 1. 2 | 3. 3 | 5. 4 |
| 2. 1 | 4. 1 | |

Think Before You Read (page 15)

A.

1. The man is Drew Brees, a star quarterback football player. He is throwing the ball.
2. a football, a helmet

Prepare to Read (page 16)

B.

1. basketball

C. Circle: once, 1966, the first time, 1979, thirteen years old, At the time, For weeks, then, A few years later, in 1985, Soon
Check: event 2

Vocabulary Check (page 19)

- | | |
|-------------|------------|
| 1. improved | 7. treat |
| 2. reach | 8. hero |
| 3. doubted | 9. awards |
| 4. quit | 10. afford |
| 5. athlete | 11. salary |
| 6. argued | |

Comprehension Check (page 20)

A.

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

B.

Dikembe was born in ^{Kinshasha} Washington, D.C., in what is today called the Democratic Republic of the Congo. He played basketball for the first time when he was thirteen years old. At first,

he ^{hated} ~~loved~~ basketball. He hoped to become a

^{doctor} ~~basketball coach~~. Then one day he realized basketball could pay for his education.

Dikembe went to the United States to play basketball, and life ^{wasn't} ~~was~~ easy for him at first.

He ^{couldn't} ~~could~~ afford to call his family in Africa, and he didn't speak English.

When Dikembe went to the N.B.A. in 1991, he became famous for his defense. He won two

^{awards} ~~scholarships~~ for defense in 1995 and 1996.

But then one day in 1997 Dikembe's ^{mother} ~~father~~ died. Dikembe felt very sad. He decided to

build a ^{hospital} ~~university~~ in his hometown. He saved

money for ^{years} ~~months~~. Over time, his ^{knees} ~~arms~~ started to hurt from playing, and his salary went down. Then finally, his dream came true in 2007.

Vocabulary Skill Building (page 22)

A.

One word	Two words
baseball	home team
football	team player
hometown	sports star
	star player
	sports hero
	team sports
	soccer player
	soccer star
	soccer hero
	home base

B.

- | | |
|--------------|----------------|
| 1. hometown | 4. team player |
| 2. football | 5. star player |
| 3. home base | 6. team sports |



Prepare to Read (page 23)

B. uniforms, jerseys; soccer (football)

C. 1

Vocabulary Check (page 26)

- | | |
|----------------|---------------|
| 1. fans | 6. contract |
| 2. stand out | 7. investment |
| 3. attract | 8. positive |
| 4. focus | 9. post |
| 5. advertising | 10. mind |

Comprehension Check (page 27)

A.

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

B.

- | | | |
|------|------|------|
| 1. N | 3. F | 5. T |
| 2. H | 4. L | 6. E |

Think Before You Read (page 30)

A.

1. a sky with clouds, a truck blowing black smoke into the air
2. Answers may vary. pollution, environmental problems
3. humans, animals, nature, the earth, the environment, the ecosystem
4. being environmentally friendly, caring about the health of the planet, caring about nature

Prepare to Read (page 31)

B.

1. Answers may vary. shopping online, Web surfing, buying shoes on the Internet, using the computer, looking at a Web page

C.

1. b
2. c

Vocabulary Check (page 33)

- | | |
|--------------|----------------|
| 1. fuel | 6. waste |
| 2. require | 7. customer |
| 3. delivery | 8. environment |
| 4. materials | 9. double |
| 5. allow | 10. charge |

Comprehension Check (page 34)

A.

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

B. Answers may vary but may include:

1. It hurts the environment, it causes pollution and wastes materials, it is not environmentally friendly, it is not as green as people think.
2. It wastes materials, people are buying bigger things and using more materials, airplanes are used for delivery, airplanes create more pollution than cars, free shipping and returns waste more materials and create more trips in airplanes.

Vocabulary Skill Building (page 36)

A.

Word	Adjective	Noun
require (verb)		requirement
advertise (verb)		advertisement
doubt (noun or verb)	doubtful	
invest (verb)		investment
improve (verb)		improvement
success (verb)	successful	
treat (verb)		treatment

B.

- | | |
|----------------|------------------|
| 1. investment | 4. successful |
| 2. improvement | 5. doubtful |
| 3. treatment | 6. advertisement |

Prepare to Read (page 37)

B.

1. Answers may vary. passengers, travelers, people waiting for planes. They are in an airport.

C. 1, 3, 4

Vocabulary Check (page 39)

- | | |
|--------------|---------------|
| 1. satisfied | 6. generation |
| 2. extra | 7. passengers |
| 3. benefit | 8. made up of |
| 4. shape | 9. complain |
| 5. regular | 10. luggage |

Comprehension Check (page 40)

A.

- | | | |
|------|------|------|
| 1. a | 3. b | 5. c |
| 2. c | 4. b | 6. a |

B. Answers may vary.

1. materials
2. weight

3. fuel
4. pollution
5. seats, windows
6. satisfied, happy, content
7. biofuel
8. shape, design
9. flying saucer, large single wing
10. different

Learn the Vocabulary (page 42)

A.

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

B.

1. adjective, adverb, or noun
2. beneficial, beneficiary, benefactor
3. Answers will vary.
4. Answers will vary: may include *service*.
5. Answers will vary.



Think Before You Read (page 51)

A.

1. Machu Picchu (Peru), Great Wall of China, Pyramids of Egypt
2. Answers will vary. They are very old, they are historically important, they are big, they are beautiful, they were difficult to build, they appear in many photographs, movies, etc.

Prepare to Read (page 52)

B.

1. an underwater scene with fish, a room filled with ice and ice sculptures, a very small hotel room

D. Capsule Hotels, Japan

Vocabulary Check (page 55)

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

Comprehension Check (page 56)

B. Answers may vary.

1. a bed, a light, an alarm clock, and maybe a small TV and radio
2. bars
3. colorful paintings, works of modern art
4. in a separate safe box outside the capsule
5. monkeys and birds
6. the Amazon river
7. sleeping bags
8. by scuba diving

D.

1. Ariau Jungle Towers, Hôtel de Glace
2. Hostel Celica, Jumbo Hostel, Jules' Undersea Lodge
3. Hostel Celica, Hotel de Glace
4. Hostel Celica, Capsule Hotel
5. Ariau Jungle Towers, Jules' Undersea Lodge



Prepare to Read (page 58)

B.

1. People are throwing something.

C.

1. b
2. b

Vocabulary Check (page 61)

- | | |
|--------------|-----------------|
| 1. seek | 7. economy |
| 2. occur | 8. population |
| 3. host | 9. local |
| 4. tourists | 10. competition |
| 5. festival | 11. mud |
| 6. entertain | |

Comprehension Check (page 62)

A.

- | | | |
|-------|-------|-------|
| 1. MF | 3. PF | 5. TO |
| 2. TU | 4. BB | |

B.

- | | | | |
|-------|-------|------|------|
| 2. M | 4. E | 6. E | 8. M |
| 3. SD | 5. SD | 7. M | |

C. Answers will vary, but may include:

Main Idea 1: Festivals bring fame and fun.

Main Topic: Festivals

Example 2: Tunarama

Details: Visitors come from all over Australia; an Olympic Athlete now holds the record for longest throw; people are building new homes, the local economy is strong.

Examples 3–4: Boryeong Mud Festival, Bathtub Boat Race, World Pillow Fighting competition

Details: Close to 2 million visitors have come to Boryeong since 1998; the towns become overcrowded with tourists.

Main Idea 2: Festivals are a costly mess.

Example 1: Buñol

Details: Center of town requires days of cleaning; a waste of tomatoes

Example 2: Tunarama

Details: cost of tuna is rising; visitors may have to throw plastic fish.

Example 3: Kenwood

Details: The festival creates traffic and is bad for the environment.

Vocabulary Skill Building (page 64)

A.

- | | |
|----------------|---------------|
| 2. reservation | 5. attraction |
| 3. location | 6. generation |
| 4. competition | 7. conversion |

B.

- | | |
|----------------|----------------|
| 1. locate | 5. population |
| 2. attraction | 6. convert |
| 3. competition | 7. reservation |
| 4. generate | |

Learn the Vocabulary (page 66)

A.

Noun

(ben) • e • fit
 re • ser • (va) • tion
 e • (con) • o • my
 po • pu • (la) • tion
 con • (ver) • sion

Verb

(ben) • e • fit
 re • (serve)
 e • (con) • o • mize
 (po) • pu • late
 con • (vert)

Adjective

ben • e • (fi) • cial
 re • (served)
 e • co • (no) • mic
 (po) • pu • la • ted
 con • (ver) • ted

B.

- | | |
|----------------|---------------|
| 1. beneficial | 4. population |
| 2. convert | 5. economic |
| 3. reservation | |



Think Before You Read (page 68)

A.

1. A Mexican tostada, Korean bibimbap, a cheeseburger

Prepare to Read (page 69)

B.

1. sushi, ketchup, taquito, pizza
2. Answers will vary, but may include:
sushi: rice, vinegar, fish *ketchup*: tomato, vinegar, sugar, spices *taquito*: tortilla, ground meat, spices *pizza*: dough, tomato sauce, cheese, sausage or meat

C. a

Read (page 70)

A. Underline the last sentence of the first paragraph.

Vocabulary Check (page 71)

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

Comprehension Check (page 72)

A.

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

B.

Example 2: Tortillas

Details: \$6 billion in sales a year, second only to white bread

Example 3: Mexitana Tortilla Co.

Details: Tortilla sales have doubled since 2004.

Example 4: California Creative Foods

Details: Makes 271 flavors of salsa, 20 million pounds a year

Main Idea 2: Americans are eating more Asian food.

Example 1: New Japanese, Thai, Korean, Vietnamese, and Chinese restaurants are opening.

Details: Profits are growing by 10–12% a year.

Example 2: Supermarkets have added sections that sell Asian food products.

Details: Customers can buy plum sauce from China and noodles from Japan.

Example 3: Susan Jimenez / American's opinions

Details: Americans think Asian food is healthy, exotic.

Main Idea 3: There is a connection between the American diet and immigration.

Example 1: U.S. immigrants used to be 90% European.

Details: They brought their traditional foods with them.

Example 2: Immigration has changed.

Details: Half are from South America, a quarter are from Asia.

Vocabulary Skill Building (page 76)

A.

- | | |
|-------------|----------|
| 2. spice | 5. noisy |
| 3. taste | 6. messy |
| 4. touristy | 7. scary |

B.

- | | |
|-------------|----------|
| 1. tasty | 5. salt |
| 2. spicy | 6. scare |
| 3. touristy | 7. mess |
| 4. noise | |

UNIT 5 CHAPTER 10

Prepare to Read (page 77)

B.

1. chili peppers, chilies, peppers
2. hot, spicy

C. Underline: A few seconds after you eat a chili pepper, your brain responds and produces special chemicals.

Vocabulary Check (page 80)

- | | |
|--------------|--------------|
| 1. poisonous | 7. discover |
| 2. variety | 8. respond |
| 3. chemicals | 9. relief |
| 4. pain | 10. pleasure |
| 5. sold out | 11. bitter |
| 6. pack | |

Comprehension Check (page 81)

A. Answers may vary.

2. They fill with water, they start to cry.
3. It beats faster.
4. It produces pain relief chemicals, it produces special chemicals.
5. It improves, it becomes stronger.
6. There are no long-term effects.

B.

- | | |
|------|------|
| 1. E | 5. E |
| 2. C | 6. E |
| 3. C | 7. C |
| 4. ? | 8. C |

C. 2

UNIT 6 CHAPTER 11

Think Before You Read (page 84)

A.

1. There are musicians playing music. guitar, bass, saxophone, drum (bass drum; snare drum), microphone

Prepare to Read (page 85)

B.

1. a piano lesson, people dancing at a concert, a man playing a drum
2. Answers may vary. classical, rock, jazz

C. 2, 3, 5

D. 2

Vocabulary Check (page 88)

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

Comprehension Check (page 89)

A.

2. b 3. a 4. c

B. Answers will vary, but may include:

Music is connected to our memories, music helps us remember special times in our lives, music helps us remember our past.

C.

- | | | |
|------|------|------|
| 1. d | 3. c | 5. d |
| 2. b | 4. a | 6. c |



Prepare to Read (page 92)

B.

1. There are two people. One is playing a keyboard, the other is putting his fingers in his ears.

C. b

Vocabulary Check (page 94)

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

Comprehension Check (page 95)

A.

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

B.

2. T, “Happy Birthday” and “The Star Spangled Banner” may sound the same.
3. F, A song will sound like noise to an amusic person. Many compare the sound of music to pieces of metal hitting each other.
4. T, Just going to a restaurant or shopping mall can be uncomfortable.
5. F, Amusics can understand other non musical sounds perfectly well. They have no problems understanding ordinary speech.
6. F, Now she knows that there are many other people who feel the same way that she does. She just says “no thanks” when people invite her to a concert.

C. Answers may vary.

About 4 percent of people *are amusic*. Amusic people often cannot *distinguish two similar musical notes*. As a result, songs sound like *noise* to amusics. The problem is not *in amusic people’s ears*. Scientists compare amusics to *people who can’t see certain colors*. Life is *difficult* for amusics, because *they hear music everywhere*, and *can’t enjoy it*. But now that amusics finally *understand their condition*, they feel *better*.

Vocabulary Skill Building (page 97)

A.

2. interesting, interested
3. exciting, excited
4. worrying, worried
5. tiring, tired
6. relaxing, relaxed

B.

1. confusing, confused
2. embarrassed, embarrassing
3. satisfying, satisfied
4. interested, interesting
5. exciting, excited
6. worried, worrying
7. tiring, tired
8. relaxed, relaxing

Learn the Vocabulary (page 99)

A. Answers will vary.

2. verb; see the differences, know the differences, know why something is not the same

3. noun; happy feeling after pain, relaxed feeling after pain
4. adjective; changed from before, made into something different
5. noun; number of people, people who live somewhere

UNIT
7

CHAPTER 13

Think Before you Read (page 107)

A.

1. posters or video covers for two movies
2. a love story or romantic comedy, a thriller

Prepare to Read (page 108)

B.

1. *Heaven's Gate, Waterworld, Town and Country, Pluto Nash, National Treasure*
2. *National Treasure*
3. *Waterworld*

C.

1. b
2. Answers will vary, but may include:
Something is not strong enough to stand up. Something falls down in a fast and surprising way.

Vocabulary Check (page 111)

A.

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

B.

1. out of business
2. cautious
3. comedy
4. career
5. reviews

Comprehension Check (page 112)

A.

3. U 5. U 7. F 9. F
4. F 6. F 8. U

B.

Pluto Nash

Year: 2002

Type of movie: comedy

Actors: mixed animation with real actors

Problem with movie: cost a lot to produce, audiences disliked it

Financial result: lost over \$90 million

Waterworld

Year: 1995

Type of movie: action

Actors: Kevin Costner

Problem with movie: after bad weather and accidents, took twice as long and cost twice as much as planned

Financial result: cost twice as much as planned, after many years it made a profit

Heaven's Gate

Year: 1980

Type of movie: western love story

Actors: many excellent actors

Problem with movie: was five hours long, audiences thought it was too slow

Financial result: nearly put United Artists out of business

National Treasure

Year: 2004

Type of movie: action-adventure

Actors: Nicholas Cage

Problem with movie: critics hated it

Financial result: made over \$240 million in profit

Town and Country

Year: 2001

Type of movie: comedy

Actors: many well-known actors such as Warren Beatty and Diane Keaton

Problem with movie: actors and the director argued about the script, it was not funny

Financial result: lost close to \$100 million

C. Answers may vary, but should include:

Super Rockers. The film has a dream-like story, and the actors and directors argue with each other.

Prepare to Read (page 115)

B.

1. posters for two different movies
2. Austin Powers. The actors in the picture are smiling, and the poster says, "Very, very funny."
3. posters or video covers for two movies

C.

1. b
2. b

Vocabulary Check (page 117)

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

Comprehension Check (page 119)

A.

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

B.

2. T, *Austin Powers* made more money from video sales than it did in theaters.
3. T, Twohy visited science fiction chat rooms to have conversations with people about his movie.
4. T, The filmmakers designed a Web page for the movie.
5. F, For the film's release, theaters were completely sold out.
6. F, Robin Cowie says "we never meant to change things."

Vocabulary Skill Building (page 121)

Check sentences 1, 3, 6, 8, 9, 12

- | | | |
|------|------|-------|
| 1. N | 5. V | 9. N |
| 2. V | 6. N | 10. V |
| 3. N | 7. N | 11. V |
| 4. V | 8. V | 12. N |

Think Before you Read (page 124)

A.

1. A family. It looks like parents with three children.
2. Answers will vary. All of the people have dark hair. The children all look much younger than their parents.

Prepare to Read (page 125)

B. Answers will vary, but may include:

1. accountant, dancer
2. They could be sisters or other relatives.
3. personality, character, behavior, style, careers
4. appearance, childhood experiences, genetics

C. 4

Vocabulary Check (page 128)

A.

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

B.

- | | |
|------------------|-------------|
| 1. make a living | 4. steady |
| 2. raised | 5. grades |
| 3. obeyed | 6. turn out |

Comprehension Check (page 129)

A.

The Author: always got good grades, conservative, does things the safe way, identified with her parents, prefers steady work, raised in a strict way

The Author and Tina: has a good salary, has brown hair, is a sibling, likes watching movies, successful

Tina: rebellious, broke her arm, fought with parents and teachers, likes taking risks, tried to stand out

B.

1. siblings
2. rebellious
3. take risks
4. poisonous

5. safe
6. an accountant
7. the rules
8. leaders of revolutions
9. identify
10. stand out
11. movies
12. broccoli
13. a dancer
14. careers

UNIT
8

CHAPTER 16

Prepare to Read (page 132)

B.

1. three girls, one seems sad or upset.

C.

1. b
2. b

Vocabulary Check (page 135)

1. adapt
2. credit
3. ignore
4. evidence
5. imitate
6. psychologist
7. guilt
8. peers
9. deal with
10. fit in
11. mention

Comprehension Check (page 136)

A.

Review 1: gives a positive review, talks about immigrant families, says Harris’s book gives evidence

Both Reviews: summarizes Harris’s opinion, gives examples from Harris’s book, says which parents will like Harris’s book, explains how Harris makes a living

Review 2: gives a negative review, talks about a teenager who steals a car, says Harris’s personal life influenced her

- B.** 2, 3, 4, 7, 9, 10

C. Answers may vary:

Judith Rich Harris is a psychologist. She tries to answer the question: (1) *what creates our personality?* While most psychologists think the answer is “our parents,” Harris believes (2) *our peers influence our personality the most.* Harris says we form our personalities (3) *at school.* We imitate (4) *the people we admire.* In contrast, other psychologists say we form our personalities at (5) *home* by imitating our parents. When children rebel, Harris says it is because (6) *they want to appear cool to other children.* However, other psychologists say children rebel because (7) *they are angry with their parents.*

As an example of her theory, Harris talks about immigrant families. In these families, (8) *children act more like their peers than their parents when they grow up.* In summary, Harris tries to respond to the same question as other many other psychologists, but she gives a very different answer.

Vocabulary Skill Building (page 138)

A.

Verb	Noun	Adjective
adapt	adaptation	adaptable
imitate	imitation	imitable
theorize	theory	theoretical
influence	influence	influential
rebel	rebel	rebellious
personalize	personality	personal

B.

1. theorize
2. influence
3. rebellious
4. imitate
5. personal
6. adapt

Learn the Vocabulary (page 139)

A.

2. M, advertising, marketing
3. S, turn on, turn out
4. T, chair, table
5. S, appropriate, appreciate
6. O, sweet, bitter
7. O, blame, credit
8. S, set out, sell out

Think Before You Read (page 140)

- A.**
- the outline of a person's head, with a picture of a landscape inside it, surrounded by an image of a big city

Prepare to Read (page 141)

- B.**
- There is a picture of an elderly Japanese man and a map of Japan.
- C.**
- A Japanese poet, the 1600s (the seventeenth century.) He felt lost and without purpose.

Vocabulary Check (page 144)

- | | |
|----------------|---------------|
| 1. encourage | 7. overrated |
| 2. journey | 8. robbers |
| 3. countryside | 9. empty |
| 4. inspiration | 10. admirable |
| 5. signing | 11. masters |
| 6. seasons | 12. poet |

Comprehension Check (page 144)

- A.**
- the town of Ueno in Iga Province, Japan
 - Todo Yoshitada
 - Edo
 - winter
 - 12
 - Osaka
- B.**
- | | | |
|------|------|------|
| 1. 4 | 3. 5 | 5. 1 |
| 2. 6 | 4. 3 | 6. 2 |
- C.**
- | | | | |
|------|------|------|------|
| 1. 5 | 3. 2 | 5. 7 | 7. 1 |
| 2. 4 | 4. 6 | 6. 3 | |
- D.** Answers may vary. Timeline should at least include the following dates: 1656: Basho's father dies, Basho leaves home 1666: Todo Yoshitada dies, Basho goes to Edo 1680: Basho moves to a hut 1684: Basho decides to wander the countryside

Vocabulary Skill Building (page 146)

- A.**
- | | |
|-----------|------|
| 4. V | 7. N |
| 5. A | 8. A |
| 6. A or V | |
- B.**
- | | |
|----------------|-------------------|
| 1. overslept | 5. overpopulation |
| 2. overworks | 6. overrated |
| 3. overcrowded | 7. overcooked |
| 4. overpriced | 8. overeater |

Prepare to Read (page 147)

- B.**
- a frog, swimming
 - in water (ponds, rivers, lakes)
- C.**
- c
 - c

Vocabulary Check (page 150)

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

Comprehension Check (page 151)

- A.** Answers will vary, but may include:
- It includes a contrast, it has a sense of *sabi*, it clearly mentions nature.
 - They discuss topics other than nature.
 - choosing a form
 - including a contrast
 - by using punctuation such as a colon (:) or a dash (—)
 - including a season word
 - read lots of different types of haiku
- C.**
- | | |
|------|------|
| 2. d | 4. e |
| 3. c | 5. b |

UNIT
10 **CHAPTER 19**

Think Before you Read (page 160)

- A.**
- skyscrapers; tall buildings
- B.**
- Asia / China
 - Answers will vary, but may include: the economy is strong in this area, the economy is growing in this area, this area has developed economically, many people live in Asia so there is a lot of construction

Prepare to Read (page 161)

- B.**
- New York City
 - The Empire State Building

Vocabulary Check (page 163)

- | | |
|-----------------|-------------|
| 1. height | 7. floors |
| 2. crush | 8. intense |
| 3. race | 9. symbol |
| 4. construction | 10. limited |
| 5. architects | 11. former |
| 6. enemies | 12. honor |

Comprehension Check (page 164)

- A.**
- | | | |
|------|------|------|
| a. 5 | c. 3 | e. 4 |
| b. 2 | d. 1 | |
- B.** Answers will vary, but may include:
- They were enemies, they wanted to be famous./to have the honor of building the world's tallest building
 - to surprise Severance/so Severance wouldn't find out his plan and change his own building's design
 - because they were in competition with Chrysler, to create a symbol of their company
 - 40 Wall Street
 - Their economic power is growing.
 - It has 101 floors.
 - They were proud to have the world's tallest building, to show off their new building.
 - The Middle East's economic power is growing.

- in case someone else designs an even taller building
- Yes. They compete to build the tallest building in the world.

UNIT
10 **CHAPTER 20**

Prepare to Read (page 167)

- B.**
- The Bird's Nest, the Water Cube
 - Beijing, China; for the 2008 Olympic Games
- C.**
- c

Vocabulary Check (page 170)

- | | |
|------------------|-----------------|
| 1. rent | 7. worth it |
| 2. named after | 8. status |
| 3. controversial | 9. manager |
| 4. roof | 10. maintenance |
| 5. circular | 11. operation |
| 6. fades | 12. add up |

Comprehension Check (page 171)

A.

Host City	Olympics	Stadium Problem
Montreal, Canada	1976 Summer Games	not completed until 1990, cost 10 times as much as planned
Nagano, Japan	1998 Winter Games	Today only 2 of 5 stadiums are used, one is closed for 10 months of the year, high maintenance costs
Sydney, Australia	2000 Summer Games	had to sell naming rights to a phone company, bank
Athens, Greece	2004 Summer Games	21 of 22 stadiums are empty, \$1 billion has been spent on maintenance
Beijing, China	2008 Summer Games	naming rights are controversial in China

B.

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

Vocabulary Skill Building (page 174)**A.**

2. limited: a. limited time, b. limited budget
3. enemies: a. former enemies, b. bitter enemies
4. construction: a. construction site, b. construction worker
5. race: a. foot race, b. race car
6. rent: a. rent increase, b. rent an apartment

Learn the Vocabulary (page 175)**A.** Answers will vary, but may include:

2. not limited, without any limit
3. charge less than normal; not charge enough
4. not an honor
5. having no name
6. communicate with
7. not appropriate
8. not appreciated enough; appreciated less than others
9. give a new name; change the name
10. rebuild; construct again

**Think Before you Read** (page 177)**A.** Answers may vary, but may include:

1. insects, ants
2. The cartoon is humorous because it shows insects doing things that people normally do (dance, fall in love).

B.

1. Answers will vary, but may include: wear fashionable clothes, wear bright colors, get haircuts, paint their fingernails, wear perfume, exercise, try to succeed in life.

Prepare to Read (page 178)**B.**

1. The woman is putting on perfume. The man is putting on shaving lotion.

C. 1**Vocabulary Check** (page 181)**A.**

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

B.

- | | |
|-----------------|--------------|
| 1. nevertheless | 4. biologist |
| 2. likely | 5. insects |
| 3. industry | 6. sweat |

Comprehension Check (page 182)**A.**

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

B.

Pheromones are chemicals produced by

^{bodies} animals' ~~minds~~. Scientists think that pheromones might also influence human

behavior. They may help us to ^{attract} ~~ignore~~ others.

Some scientists have created pheromone ^{perfumes} ~~drinks~~. But do these products really work?

In nature, pheromones are chemical attractors. For example, some plants use pheromones to

attract ^{insects} ~~sunlight~~. One theory is that we release

pheromones when we ^{sweat} ~~swim~~, and other people

detect the pheromones using ^{an undiscovered sixth sense.} ~~all five senses~~.

There is some evidence that pheromone perfume really works. One study tested

pheromone perfume on ^{twins.} ~~rats~~. The study suggested that pheromone perfume makes a person twice as attractive as regular perfume. Most scientists agree that ~~no~~ more research is needed on pheromones. For now, pheromone perfume is selling for about \$100 a bottle.

C. O, F, O, O, F, F, O, O

Prepare to Read (page 186)

B.

- moth, ant, spider
- moth, ant*: carry heavy objects, build underground tunnels *spider*: make webs, capture other insects
- moths*: vegetables *ant*: leaves, vegetables, other insects *spiders*: other insects

C.

- the last sentence of the first paragraph
- Answers will vary, but may include:
Insects need pheromones to survive.

Vocabulary Check (page 189)

- | | | | |
|------|------|------|-------|
| 1. b | 4. c | 7. c | 10. a |
| 2. a | 5. a | 8. b | 11. b |
| 3. b | 6. b | 9. c | 12. a |

Comprehension Check (page 190)

A.

	To find mates	To find food	To trick others	To send an alarm message
Moths	✓			
Fire ants		✓	✓	✓
Mountain Alcon Blue butterflies		✓	✓	
Bolas spiders		✓	✓	

B.

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

C. Answers will vary, but may include:

Pheromones are an important part of many insects' lives. For example, moths use pheromones to communicate with each other. Ants use pheromones in many ways, such as making pheromone trails. This helps them find food and bring it home. They also use pheromones to send alarm messages to each other when an ant is hurt. Some insects even use trick

pheromones to confuse other insects. One example is the Mountain Alcon butterfly. It releases a pheromone to imitate a queen ant. This makes other ants protect it and care for it. The bolas spider uses a pheromone to imitate a female moth, so it can catch other moths. To sum up, many insects could not live without pheromones.

Vocabulary Skill Building (page 192)

A.

Roots	Example words	Meanings of roots
<i>bio</i>	<i>biology, biologist</i>	life
<i>pop</i>	<i>popular, population</i>	people
<i>loc</i>	<i>local, location</i>	place
<i>bene</i>	<i>benefit, beneficial</i>	good
<i>cred</i>	<i>credit, incredible</i>	believe
<i>grad</i>	<i>grades, graduate</i>	step
<i>contro / contra</i>	<i>controversial, in contrast</i>	against

B.

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. b | 4. b | 6. b | |

Think Before you Read (page 196)

A.

1. a sailboat

Prepare to Read (page 197)

B.

1. The picture is a clock. The map shows the Eastern and Western hemispheres.

C. 2

Vocabulary Check (page 200)

- | | |
|--------------|--------------|
| 1. century | 7. accurate |
| 2. sailors | 8. model |
| 3. invent | 9. observing |
| 4. endure | 10. on board |
| 5. tough | 11. constant |
| 6. repairing | 12. deserved |

Comprehension Check (page 201)

A. 2

B.

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

C. Answers will vary, but may include:

1. It is much safer, maps are much more accurate.
2. They could figure out latitude by looking at the sun, longitude was much more complex.
3. Ships could tell local time by looking at the sun, this way ships would know how far they were from London.
4. They were not tough enough, or not accurate enough
5. It was tougher, could endure life on a ship.
6. In the middle, when he decides he has the perfect design and sends it to Jamaica.
7. The longitude problem was so complex, nobody had solved it yet. Harrison was just a clockmaker and not a famous scientist. They thought a machine could not be more accurate than the human mind.
8. He was curious, he didn't trust other members of the British government, he wanted to see if it really worked, he believed Harrison
9. Relieved, honored, happy, satisfied

UNIT 12 CHAPTER 24

Prepare to Read (page 203)

B.

1. a boat in a big storm at sea

C.

1. Tommy Thompson
2. how to find the gold of the *SS Central America*

Vocabulary Check (page 205)

A.

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

B.

- | | |
|-------------|----------------|
| 1. the rest | 4. determined |
| 2. mystery | 5. investigate |
| 3. sank | |

Comprehension Check (page 206)

A. Answers will vary, but may include:

He has to convince investors to pay for his research.

He has to avoid other ships trying to find the treasure.

He has to get the gold to the surface.

He has to deal with the companies who filed suit for the gold.

He has to decide what to do with the money.

B.

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

Vocabulary Skill Building (page 208)

A.

- | | |
|---------------|---------------|
| 3. endurable | 6. debatable |
| 4. detectable | 7. dependable |
| 5. repairable | 8. honorable |

B.

- | | |
|---------------|---------------|
| 1. debatable | 5. repairable |
| 2. detectable | 6. dependable |
| 3. endurable | 7. insurable |
| 4. honorable | 8. sinkable |

Vocabulary Practice 1 (page 218)

Think About Meaning

- | | | | |
|------|------|------|-------|
| 1. S | 4. D | 7. D | 9. S |
| 2. S | 5. D | 8. S | 10. S |
| 3. D | 6. S | | |

Practice A Skill

1. Mary is a shy person
2. Shyness is remarkably common.
3. Some superstars feel scared when they perform.
4. When I feel sad, I pretend I'm in an imaginary world.
5. The prisoner anxiously prepared to break out of the crowded prison.
6. Bill frequently blames others for his failures.

- Scientists think shyness can be acquired genetically.
- Because the actor was nervous, he took frequent breaks.
- The movie became increasingly scary, so I stopped watching.
- My coach helped me be successful.

Vocabulary Practice 2 (page 219)

Think About Meaning

argue award fan improve quit
attract doubt hero mind stand out

Practice a Skill

- hometown
- home team
- team player
- sports fan
- advertising contract
- Internet post
- investment plan
- football
- ballgame
- star player

Vocabulary Practice 3 (page 220)

Think About Meaning

- satisfied
- crowded
- attract
- worry
- genetic
- wasteful
- afford
- athletes
- quit
- stands out

Practice a Skill

- requirement
- agreement
- hopeful
- shipment
- enjoyment
- thankful
- useful
- excitement
- mindful

Vocabulary Practice 4 (page 221)

Think About Meaning

- a, c
- b, c
- b, c
- a, c
- a, b
- a, b
- b
- a, c
- a, b
- b, c

Practice a Skill

attraction positively salary
doubtful regularly seek
entertainment reservation unique
 local

Vocabulary Practice 5 (page 222)

Think About Meaning

- a, c
- a, c
- b, c
- a, c
- a, b
- a, b
- b, c
- b, c

Practice a Skill

association painful spicy
 bitter poison taste
improvement saucy tasty
muddy

Practice a Strategy

- 4 syllables. main stress: *gra*
- verb form: *relieve* adjective form: *relieved*
- a pain in the neck = very annoying

Vocabulary Practice 6 (page 223)

Think About Meaning

- poisonous
- refrigerator
- variety
- scary
- treat
- complex
- mud
- look
- entertainment
- frequently

Practice a Skill

The strangest thing happened yesterday. I was bored, so I went for a walk in the park. A really entertaining jazz band was playing there. A lot of people were relaxing and having fun. The band played my favorite song, "A Time to Remember." That really excited me, so I got up and started dancing. Then I fell over—how embarrassing! But the singer of the band came over, and asked if I was OK. He was worried. He helped me up, and we talked for a while. He is a really interesting person. Now I have a new friend—can you believe it?

Vocabulary Practice 7 (page 224)

Think About Meaning

Business	Theater	Student
out of business	audience	campus
break even	career	career
career	low-budget	
marketing	marketing	
	review	
	screen	
	script	

Practice a Skill

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

Practice a Strategy

1. Mark wrote a **screenplay**. A director wants to use it for his next movie.
Screenplay means a story written for a movie or television show.
2. I like this movie; it stars my favorite **comedian**. She always makes me laugh.
Comedian means someone whose job is to tell jokes and make people laugh.
3. Kirk isn't **trustworthy**. I wouldn't believe what he says.
Trustworthy means able to be trusted or depended on.

Vocabulary Practice 8 (page 225)

Think About Meaning

1. fit in
2. obey
3. credit
4. evidence
5. environment
6. requirements
7. quit
8. movies

Practice a Skill

1. (v) adapted
2. (adj) theoretical
3. (n) influence
4. (adj) personal
5. (adj) obedient
6. (adj) influential

Vocabulary Practice 9 (page 226)

Think About Meaning

1. deal with
2. successful
3. script
4. critics
5. contract
6. set out
7. ignore
8. falling

Practice a Skill

A.

1. overpayment
2. X
3. overact
4. overfishing

B.

1. overact
2. overcrowded
3. overpayment
4. overfishing

Vocabulary Practice 10 (page 227)

Think About Meaning

Building	Leader	Competition
architect	honor	crush
rent	intense	enemy
construction	status	intense
floor		race
height		status
maintenance		
manager		
roof		

Practice a Skill

1. construction
2. robber
3. express
4. symbol
5. trouble
6. race

Vocabulary Practice 11 (page 228)

Think About Meaning

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

Practice a Skill

1. bio
2. loc
3. cred
4. contra
5. bene

Vocabulary Practice 12 (page 229)

Think About Meaning

1. surgery
2. map
3. poet
4. leftover
5. biologists
6. passengers
7. journey
8. worth it

Practice a Skill

A.

2. allowable
3. avoidable
4. profitable
5. reachable
6. treatable

B.

1. treatable
2. profitable
3. avoidable
4. reachable
5. allowable