

**Reader's Choice, 6<sup>th</sup> Edition**  
**ANSWER KEY**

**UNIT 1**

**Discourse Focus: Reading for Different Goals—Web Work**

**Skimming: Getting Oriented**

1. Answers will vary (though probably not too many people would choose to go somewhere called a Garbage Patch; Hawaii sounds a lot nicer).
2. Possible answers include: a large area in the ocean that is made up of plastic; plastics creating an environmental problem
3. The Area: The size of the Garbage Patch  
 Plastic Soup: Possible answers include: how plastics act in the ocean; what happens to plastic in the ocean  
 Problems Created by Plastic: Negative effects of plastic in the ocean  
 How Does It Form: How the Garbage Patch formed where it did  
 Where Does It All Come From: Sources of the plastic found in the ocean  
 Interesting Facts: Miscellaneous information about plastics  
 Photodegradation: Definition of photodegradation  
 How long does it take to photodegrade plastic: the time it takes for different types of plastic to photodegrade

**Skimming**

1. F
2. T
3. F
4. T
5. T
6. F
7. F
8. When something biodegrades, it breaks down into natural substances. When something photodegrades, it breaks into smaller and smaller parts but never into natural substances.
9. F On the infographic, under photodegradation, it says, "Plastic never biodegrades, it doesn't break down into natural substances."
10. To help readers understand the size of the Great Pacific Garbage Patch
11. F
12. T
13. T
14. F
15. F
16. gyre

**Thorough Comprehension**

	<b>Infographic</b>	<b>NOAA</b>
<b>Where is the Garbage Patch?</b>	In the North Pacific Ocean	In the North Pacific Ocean

<b>How big is the Garbage Patch?</b>	1,760,000 square miles; almost 3 times the size of Spain and Portugal combined	There is no accurate estimate of its size.
<b>What is in the Garbage Patch?</b>	Mostly plastic, including some nets and fishing gear from ships	Mostly small bits of plastic; some fishing nets and other debris
<b>What does the Garbage Patch look like?</b>	A floating pile of trash	Mostly small pieces of plastic that are not easily seen from a boat; not an island or blanket of trash

## Critical Reading

### Exercise 1

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

### Exercise 2

A vortex is a spinning mass of water or air (such as a whirlpool or a tornado) that pulls objects into the empty space in its middle. The infographic indicates (under “How does it form?”) that “currents in the Pacific Ocean create a circular effect that pulls debris from North America, Asia, and the Hawaiian Islands.” The Great Pacific Garbage Patch is sometimes called the Pacific Trash Vortex.

1. Answers will vary. We thought the main idea was that our love of plastic bags, which we may not even think about, is destroying the planet.
2. a. We use plastic bags (which last forever) for a very brief period of time.  
b. It would be better if we carried bags that are biodegradable.
3. People seem to love the convenience of plastic bags, and have trouble giving them up. The filmmaker also loves nature.
4. When the bag is opened in the store, it takes its first breath; the woman gives it a purpose and the beginning of its useful life. Also, our love of plastic bags is the reason that they are made.
5. Answers will vary.

## Nonprose Reading: Subway Map

### Getting Oriented

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

### Comprehension

1. The Blue C or E (or you could walk to the Red)
2. We would walk.
3. Monday (the day that you visit Rockefeller Center)
4. You can walk over to Park Avenue and take the Green 4/5/6 to City Hall, or take the Orange F/V train to the 4/5/6. You could also take the Blue A/C or even the Red 2/3 to Fulton/Broadway/Nassau. You will probably need to walk to your destination from the subway stop.

5. The best way is to walk to the Red 2 or 3, or you could walk there.
6. Take the 2 or 3 to Canal St. You will not need to change trains.
7. T
8. F
9. F

### **Critical Reading**

1. Answers will vary.
2. The Empire State Building is on 5<sup>th</sup> Avenue between 33<sup>rd</sup> and 34<sup>th</sup> streets. Take the Red 2 or 3 to Penn Station and walk; or transfer at Times Square to the Yellow Q/R/W, get off at Herald Square, and walk.
3. On the Manhattan side, the stops nearest to the road to the bridge are City Hall and Chambers Street. The Fulton Street stop is also possible. On the Brooklyn side, the High Street and Clark Street stops are closest to the bridge.

### **Word Study: Context Clues**

#### *Exercise*

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

### **Word Study: Stems and Affixes**

#### *Exercise 1*

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

#### *Exercise 2*

1. inhale: breathe in
2. import: bring in from outside the country; buy from other countries
3. collaborated: worked together
4. informal: casual (not formal)
5. prediction: statement foretelling the future; statement saying what will happen in the future
6. inscriptions: writings, drawings, or marks written on or into some surface
7. preregister: register before classes start
8. reflection: image; likeness
9. dictated: spoke or read (the letter) aloud so that it could be written down

10. graphologist: person who studies handwriting
11. microbiology: the branch of biology that deals with animal or vegetable organisms that can be seen only with a microscope
12. phonograph recordings: records (from: write [record] sound)
13. prescription: written order for medicine
14. chronic: long-lasting; constant; continuous
15. reapplied: applied again
16. recall: remember
17. in retrospect: looking back
18. audiovisual: involving both hearing and sight (such as movies)
19. immoral: not moral; against ethical principles; wrong
20. prenatal: before birth

### *Exercise 3*

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

### **Sentence Study: Comprehension**

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

### **Paragraph Reading: Main Idea**

Passage 1: d

Passage 2: d

Passage 3: c

Passage 4: Many people believe that they will lose a large percentage of body heat if they don't wear a hat in cold weather. This is not true.

Passage 5: Contrary to popular opinion, change has always characterized the family.

Passage 6:

1. b 2. b, e, g

## **UNIT 2**

### **Reading Selection 1A: Report on Research: History "How We Sleep"**

#### **Comprehension**

1. F
2. F
3. T
4. a, c, d, f
5. F
6. a, c, e, f, g

## **Vocabulary from Context**

### *Exercise 1*

1. patterns: regular and repeated way that people do things
2. habit: pattern, custom, tradition
3. monophasic: one period/phase/block/segment
4. segments: parts, sections
5. blocks: segments, sections, periods, groupings
6. references: (from referring), mentions, citations, quotations
7. polyphasic: many periods/phases/blocks/segments
8. criminals: people who commit crimes, who break the law
9. respectable: good, correct, acceptable; considered by society to be honest, upright, trustworthy
10. persecution: treated badly or cruelly because of who one is or what one believes, to be in danger
11. improved: better
12. domestic: referring to homes (rather than commercial buildings or businesses), household
13. intensified: increased
14. efficiency: effectiveness, using time well, doing things without wasting time
15. attitude: the way you think and feel about something, opinion, feeling, mindset, outlook,
16. waste of time: a poor use of time, loss of time because it isn't used well
17. sleep maintenance insomnia: inability to remain asleep once one falls asleep
18. anxiety: worry, nervousness, fear
19. damaging: harmful, hurtful, destructive

### *Exercise 2*

1. common knowledge
2. in secret
3. time-conscious
4. by leaps and bounds
5. physiology

## **Vocabulary Review**

### *Exercise 1*

1. habit
2. block

### *Exercise 2*

1. O
2. O
3. O

## **Reading Selection 1B Report on Research: Biology** **“Access to Electricity is Linked to Reduced Sleep”**

### **Comprehension**

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

9. F

### **Critical Reading**

1. a. F

b. F

c. Because one community had free access to electricity, we know that they could use it whenever they wanted. We might wonder whether visiting for only a week is enough time to make generalizations. Judgments about the study will vary.

2. You might want to know if their livelihoods and daily activities are similar, whether they live in similar kinds of houses, and had similar social behaviors (all of which are reported to be similar in the journal article which this reports, but which aren't described here). Especially given the information provided, student evaluations of the study will vary.

### **Discussion/Composition**

1. Answers will vary.

2. The research shows that access to electricity has shortened the amount of sleep humans get; this is the first time that this has been shown in the field. (These ideas are stated in paragraph 1.)

### **Vocabulary from Context**

1. access to

2. artificial light

3. in the field

4. manipulate

5. hunter-gatherers

6. key

7. factors

8. scenario

9. monitor

10. corroborate

11. counterparts

12. adapted

13. livelihoods

14. underestimation

15. disrupted

### **Reading Selection 2: Essay**

#### **“Gate 4-A”**

### **Reading for Details**

#### *Exercise 1*

1. She herself is Palestinian. Also, the term grandma (rather than grandmother) suggests the intimacy of family.

2. Although Nye's grandmother is Palestinian, Nye is apparently not a fluent native speaker of Arabic.

3. This is a sign of intimacy; it also indicates that the woman is becoming more comfortable.

4. People from very different backgrounds are all sharing the same experience through the sharing of food.

5. And they are happy to be doing so.
6. The shared identity is visible throughout the gate area.
7. This is another sign of intimacy, a way of showing that the woman had become Nye's "new best friend."
8. The plant shows the woman maintaining traditional (presumably rural) customs—in this case, of remaining "rooted" to a place. The fact that the plant is medicinal may indicate that she was planning to use traditional as well as modern healing.

#### *Exercise 2*

1. 3
2. All definitions will work.

#### *Exercise 3*

1. Arabic, and perhaps English. She begins in Arabic, but haltingly, which suggests that the following statements might be in English.
2. Probably Arabic. We don't know that the woman speaks any English, and it would be unlikely she would speak English to her child.
3. English. In the first line of the third paragraph, she says she spoke English with a son.
4. Nye probably spoke English (and perhaps some words of Arabic). The woman presumably spoke Arabic.
6. If her Arabic is "halting," she likely speaks English with her Dad (but she could sprinkle her conversation with Arabic).
7. Arabic, from paragraph 3.

### **Discussion/Composition**

Answers will vary.

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

#### **Comprehension**

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

12. F. The map for 2020 does not tell us how many tourists will go from Asia to the East Asia/Pacific region.

### **Critical Reading**

1a. Paragraph 3: It is difficult to decide if the text and the graph agree. The text talks about regions, and the graph talks about countries. According to the text, the top destination will be Europe, followed by East Asia/Pacific, and then the Americas. Although not all countries are listed in the bar graph, adding up countries (on the bar graph) by region makes us think the information in the graph might be consistent with the claims about regions made in the text.

Paragraph 4: Yes and No. The bar chart of top destinations in 2020 shows China at the top. However China did appear (in sixth place) on the list of top destinations in 1998.

1b. Answers will vary.

### **Discussion/Composition**

Answers will vary.

### **Reading Selection 3B: United Nations Report**

#### **“Tourism Towards 2030”**

#### **Before you Begin**

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

#### **Comprehension**

1. This is the year from which comparisons are made in terms of growth or decline in tourism.
2. F
3. T
4. F
5. F
6. F
7. F
8. F
9. F
10. T
11. T

### **Critical Reading**

1. The areas of the world with the biggest percentage drop in tourist arrivals in 2021 compared to 2019 were Asia & the South Pacific and the Middle East. This might be because of the severity of



the “lock-downs” in certain of these countries and/or the degree of restrictions on non-essential travel since 2019. Between 2020 and 2021, tourism increased in most areas of the world, with the exceptions of Asia & the South Pacific and the Middle East. The pace of the recovery was uneven across world regions due to varying degrees of mobility restrictions, vaccination rates and traveler confidence. In 2020, vaccines became available (more in some places than others), making people more willing to travel. Simultaneously, some countries eased their travel restrictions, encouraging tourism again. In areas that did not see increases, many destinations remained closed to non-essential travel.

2. Answers will vary.

### **Discussion/Composition**

Answers will vary.

### **Reading Selection 3C: Essay**

#### **“The Politics of Travel”**

#### **Comprehension**

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

#### **Critical Reading**

1. Answers will vary, but the author was presumably referring to at least two senses of the term consumer. The first is someone who buys things and turns them into commodities (even tourist experiences), often as a result of advertising. The second is the sense of “consuming” or using up our natural resources.

2. Answers will vary. Some of the possible answers include: Politics will effect how people feel about tourism; tourism reveals/makes obvious the dramatic differences between rich and poor, for example, when people from rich nations pay for the experience of living with poor people; tourism can damage or destroy natural or cultural treasures of tourist locations; large-scale travel (for example, by car or train or plane) can damage the Earth’s atmosphere and lead to global warming.

### **Discussion/Composition**

Answers will vary.

### **Vocabulary from Context**

#### *Exercise 1*

1. unqualified: definite; complete; absolute; not qualified or limited
2. income: money; earnings
3. ecosystem: the interrelated community of plants and animals and bacteria that make up the Earth
4. fragile: easily damaged or broken; delicate

5. threatens: endangers; puts at risk
6. trekkers: people who take a difficult, laborious trip, especially on foot
7. dilemma: question; problem; situation in which one must choose between unpleasant alternatives
8. profit: income; earnings; monetary gain
9. habitats: places where plants or animals normally live; ecosystems; environments; surroundings
10. survival: continued living; continued existence
11. thrive on: succeed / grow / do very well / prosper with
12. authentic: real; genuine; true
13. cumulative: taken all together, especially over time; collective; total
14. disruptions: troubles; disturbances; interruptions of the normal
15. campaigns: organized, planned actions to bring about a specific result
16. launched: begun; started; introduced; initiated; inaugurated
17. exponents: supporters; advocates; promoters; proponents
18. initiative: action that is the first of its kind; first step; plan; proposal
19. industrialization: the process of organizing something on a large scale as though it were an industry with interchangeable parts

### *Exercise 2*

1. local: resident; native; person from that area
2. culprits: problems; causes of problems
3. monuments: buildings; statues; tombs that keep alive a memory
4. notably: especially; particularly
5. trampling: destroying under foot; flattening; walking on
6. replicas: copies; reproductions
7. awareness: knowledge; consciousness
8. redressed: addressed; fixed; put right; rectified
9. postindustrial: there are two meanings here. The more conventional meaning has to do with economic systems that have replaced manufacturing, based on advanced technology, especially information technology. The author refers to another, related meaning. With the possibility to focus beyond products and profits, the author hopes that a postindustrial system will focus on people and places.

### **Figurative Language and Idioms**

1. poses a serious threat
2. appetite for
3. cost-benefit equation

4. salvation lies in
5. breed

### Stems and Affixes

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

### Dictionary Study

1. fuels: *vtr.* 2
2. booming: This is an adjective, not directly listed in the dictionary; the meaning is based on that listed under boom<sup>1</sup>, *vintr.* 2
3. ranges: *n* 7

## UNIT 3

### Nonprose Reading: Introducing Charts and Graphs Before you Begin

1. Answer can include such things as the need for younger people to take care of elderly people, perhaps requiring higher taxes or having older people work longer. If there are fewer workers, societies may be less productive. Fewer people may have to do more work.
2. Answers will vary.

#### *Figure 1: Line Graphs*

1. Percentage of population ages 60 or older by region from 1980 to 2050.
2. These show projections for the future.
3. T
4. Approximately 21%
5. Europe; North America; yes.

#### *Figure 2: Stacked Area Chart*

1. To distinguish between estimates from the past and projections for the future; 2017.
2. Least developed countries (e.g., poorer countries in Africa); less developed countries (e.g., India); most developed countries (e.g., Canada).
3. The two top sections on the left hand vertical axis.
4. F
5. T
6. F
7. Answers can include such things as *the older population of the developing regions is growing much faster than in the developed regions; in all regions, the proportion of older people in the population is increasing.*

*Figure 3: Bar Charts*

1. Global population by age groups in 1980, 2017, 2030, and 2050.
2. Those over 60. (The rate of increase of those over 80 seems to be a bit greater than for the total 60+ group, but this is hard to confirm on this chart.)
3. T
4. T
5. The rate people over 80 is growing rapidly, and these people are likely to need more medical and social services than those between ages 60 and 80.
6. We think so because it will likely take more than one person to support the needs of each older person, for example, to pay their retirement incomes.

*Figure 4: Tables*

1. The first two data columns of the row giving information about Africa show the population numbers. Students might also circle the “Percentage change between 2017 and 2050” column since that shows the threefold (~200%) increase.
2. Answers will vary, but they will come from comparing the data in the last two columns for a given world region.
3. F
4. No; Oceania will.
5. Answer may include Australia, New Zealand, Indonesia, Fiji, Papua New Guinea, and other Pacific islands and island groups.
6. Percentage and numbers give different information. In this case, one of these alone can be misleading. A large percentage change may still reflect a small population. What seems like a large population, may still be a small percentage of the world. For example, the population of Africa is predicted to have the largest population increase between 2017 and 2050. But it will still have only 225 million people, which will be only 10% of the world’s population.
7. F; that is only the population of people over 60.

*Figure 5: Bubble Charts*

1. Vertical axis: percentage change in population aged 60 and older, 2017-2050. Horizontal axis: Gross National Income per capita (i.e., the value of a country’s income in a year divided by its population) in 2016.
2. China and India.
3. Africa
4. T
5. North America
6. F
7. Answers will vary.

**Critical Reading**

1. We believe that this is when the data was collected.
2. In the poorer countries, the population will become old before it has resources to take care of older people.
3. Answers will vary.

## Discussion/Composition

Answers will vary.

## Word Study: Context Clues

### Exercise 1

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

### Exercise 2

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

## Word Study: Stems and Affixes

### Exercise 1

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

write their name at the bottom of a contractual agreement.

b. To subscribe to a theory means to believe it or support it (figuratively, you sign your name in support of that theory).

#### *Exercise 2*

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

#### *Exercise 3*

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

#### **Sentence Study: Comprehension**

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

#### **Sentence Study: Restatement and Inference (pages 00–00)**

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

#### **Paragraph Reading: Main Idea**

Passage 1: d

Passage 2: a

Passage 3: A summit is a meeting between leaders of enemy Great Powers trying to reach agreements in order to avoid future conflict.

Passage 4: Recognizing that you have choices about what you do will make you feel better.

Passage 5: Sometimes what seems like the worst thing that could happen to us turns out for the best.

1. T; 2. T; 3. F

Passage 6: 1. d; 2. a, d, e, f, g, j

## Paragraph Analysis: Reading for Full Understanding

Passage 1

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

Passage 2

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

Passage 3

	Are women more talkative than men?
Example: What many people believe	Women speak more than men
1. What Brizendine believed when she wrote <i>The Female Brain</i>	<i>Women use 3x more words than men in a day</i>
2. What the researchers believed BEFORE they did their study	<i>Women talk more than men, but not by as much as Brizendine believed</i>
3. What the researchers believed AFTER they did their study	<i>Men and women speak about the same amount</i>
4. What Brizendine believed AFTER the study	<i>Apparently she agreed with the findings of the study reported in Science.</i>
How did the researchers conduct their study?	
5. Whom did they record?	<i>396 college students</i>
6. Why did they record them?	<i>For another project</i>
7. How did they record them?	<i>Microphones placed on the students</i>
8. How did they calculate the number of words spoken each day? (Hint: what does <i>sample</i> mean?)	<i>Estimated based on the sample</i>

Passage 4

1. B
2. D
3. T
4. N
5. F
6. N
7. F

## UNIT 4

### Reading Selection 1A: Science Journal

#### “Cities: Smarter, Greener, Better”

##### Comprehension

1. The exact time when more people in the world lived in cities than lived in rural areas.
2. T
3. F
4. T
5. T
6. Answers will vary. Some benefits for individuals are more opportunities for work and education; access to better sanitation systems; and better health care. Some benefits for society are that people living in cities have smaller carbon footprints, which helps the environment; and people can more easily communicate with each other, which leads to creative new ideas and inventions.
7. F
8. F
9. They all lived in cities.
10. An important new idea or invention
11. T

##### Discussion/Composition

Answers will vary.

##### Vocabulary from Context

###### *Exercise 1*

1. precise: exact
2. majority: more than half
3. milestone: important event in the development of something
4. trend: general direction in which a situation is moving/ changing
5. congestion: the condition of being (too) crowded
6. dismiss: put out of your mind, ignore; believe to be not important
7. suffering: great pain, sorrow, distress
8. slums: crowded, often polluted part of the city with poor quality housing where very poor people live
9. investments: money spent to make something good happen in the future
10. sanitation projects: projects to keep places clean and healthy, especially by providing clean water and a sewage system
11. dwellings: homes, houses, apartments, places where people live
12. compact: small
13. carbon footprints: the amount of carbon dioxide that is produced by the daily activities of a person or company.
14. impact: effect
15. stimulation: excitement and interest; encouragement

###### *Exercise 2*

1. congregate
2. inhabit
3. 10-fold
4. decades



5. surpass
6. shifted
7. interchange

**Reading Selection 1B: Infographic**  
**“Flocking to Urban Spaces”**  
**Getting Oriented**

1. The country names are printed in all capital letters and bolded.
2. The population size of major cities (green is 1-5 million; yellow is 5-10 million; red is 10 million or more).
3. T

**Comprehension**

1. South America
2. F
3. F
4. F
5. F
6. Delhi, Shanghai, Cairo, Dhaka, Mumbai, Beijing
7. Three: Cairo, Kinshasa, and Lagos
8. Kinshasa, Kolkata, Lagos, Karachi
9. T
10. Asia
11. Africa and Asia
12. T; the answer is given under FACT, between South America and Africa
13. Each appears in the top ten cities on all three graphs
14. T
15. Answers will vary.
16. Water provides access to trade and transportation.

**Reading Selection 2: Sociology**  
**“Traffic as Culture”**

**Comprehension**

*Introduction (paragraphs 1-3)*

1. T
2. The second sentence in paragraph 2 says, “This is how people drive, how people cross the street, how power relations work in those interactions, what sorts of patterns emerge from the traffic.”
3. F
4. a, c, d, f

*Traffic Culture is Relative (paragraphs 4-6)*

5. F
6. Population density (there are so many people); there are so many different kinds of transport.
7. F

- 8. F
- 9. T
- 10. F
- 11. They fill in the gaps between cars.
- 12. Paragraph 6 defines low conflict rate as having “fewer places where people are trying to be in the same space.”
- 13. F

*Traffic Culture can be More Important than Laws (paragraphs 7-8)*

- 14. F
- 15. T
- 16. F
- 17. In Japan people are formal and polite (that is, follow the traffic rules); in China, people are more likely to violate traffic signals.

*Traffic Creates its own Culture (paragraphs 9-11)*

- 18. F
- 19. T
- 20. T
- 21. F
- 22. T
- 23. F

*Where to Traffic Norms Come From? (paragraphs 12-14 )*

- 24. a
- 25. a. I
  - b. D
  - c. D
  - d. I
- 26. T
- 27. F

*Conclusion (paragraphs 15-16)*

- 28. F

**Critical Reading**

- 1. A
- 2. A
- 3. E
- 4. A
- 5. E
- 6. A
- 7. A
- 8. E
- 9. E
- 10. A

## Vocabulary from Context

### *Exercise 1: Traffic Vocabulary*

1. pedestrian: a person walking along the street, not in a car.
2. jaywalker: a pedestrian who violate traffic rules by not crossing at the corner and/or crossing against the light.
3. curb: edge of a sidewalk or road
4. intersection: a place where two or more roads meet or cross each other
5. signal: a set of different colored lights to tell drivers when to go, go slow, stop, or turn.
6. violates: breaks, goes against (the law)
7. speeding: driving too fast, violating the speed limit
8. ticketed: given a traffic ticket, that is information/notice that a driver must pay money because they have violated a driving or parking law
9. comply: follow, obey, respect
10. windshield: front window of a car
11. flashing: using a light as a warning or signal
12. lanes: sections of a wide road that are marked by white lines
13. fatalities: deaths
14. congested: so crowded with traffic that it is difficult to move
15. flows: moves
16. gridlock: a situation in which there is so much traffic that it is impossible for anything to move
17. horns: sound making device in a car or truck, part of a car or truck that makes a sounds to warn other vehicles
18. infrastructure: the structure underneath; the basic systems and structures (e.g., buildings, roads, and power supplies) needed for society.

### *Exercise 2*

- 1.intense: causing strong feelings; extreme;
2. standards: what is considered normal or acceptable
3. patterns: the regular way that something is done; the regular arrangement of things
4. overwhelming: difficult to deal with, overpowering, emotionally difficult
5. emerge: appear; become known; come into view
6. impromptu: done without planning or preparation.
7. riskier: more dangerous
8. mindset: the way people think; accepted attitudes
9. complicated: not simple; complex; having many parts
10. anarchy: disorder because of having no rules or government
11. chaos: complete disorder; confusion
12. logic: way of reasoning or thinking about or explaining something
13. models: systems (used as an example); patterns; a simple description of a system used to explain something
14. challenges: question; test; call into question
15. integrate: bring different things together; combine things so they work together
16. queues: lines, lanes
17. laterally: sideways
18. capacity: the maximum amount that something can hold
19. conflict: disagreeing; arguing
20. weaving: moving from side to side in order to go around things

21. aversion: a strong dislike, hate
22. tipping point: the point at which the number of small changes over a period of time reaches a level where a further small change has a sudden and very great effect, in this case crossing against the light.
23. subtle: not very noticeable; difficult to describe
24. litter: small pieces of rubbish/garbage such as paper, cans and bottles, that people have left lying in a public place
25. littering: to leave litter some place
26. guide: direct; affect; influence; shape
27. status: social position, rank, standing, level

### *Exercise 3: Quantitative Vocabulary*

1. relative: not absolute; comparative; considered in relation or comparison to something else;
2. density: the number of things in a given space
3. roughly: about; approximately
4. tend to: often; usually; typically
5. approaching: coming near to
6. dramatically: greatly; by a large amount
7. rate: a measurement of the number of times something happens during a particular period

### **Figurative Language and Idioms**

1. vital
2. for all intents and purposes
3. on the books
4. can explain only so much
5. witness
6. study in contrasts
7. take the law into their own hands
8. the jaywalking capital
9. drastically

### **Vocabulary Review**

1. logic
2. easily
3. relatively
4. laterally
5. capacity
6. tipping point
7. aversion
8. density

### **Reading Selection 3A: Textbook**

#### **“Myth or Reality? When Taking Tests, Stick with Your First Instinct”**

#### **Comprehension**

1. T
2. the belief that you should not change your first answer to a test question; the belief that changing answers on a test is harmful

3.

	If you are not sure about your answer, it is best to stick with your first answer.	If you are not sure about your first answer, don't be afraid to change it.
Hutton	x	
Many test-taking websites	x	
Mathews		x
Benjamin <i>et al.</i>		x
Kruger, Wirtz, and Miller(2005)		x
Most students	x	
Many teachers	x	

4. F

5. T

6. They looked for eraser marks on test papers.

7. T

8. F

9. F Their tips don't reflect the research on the first instinct fallacy. We don't know if other tips are supported by research.

### Discussion/Composition

1. Answers will vary.

2. Answers will vary.

### Vocabulary from Context

#### Exercise 1

1. myth: an idea that many people believe to be true although it is not true

2. stick with: stay with; continue with; don't change

3. initial: first

4. switch: change

5. tips: advice, suggestions for how to do something well

6. instincts: natural feelings about what to do, how to act

7. fallacy: incorrect belief; a false belief, especially one based on bad logic; myth

8. evidence: information that supports or proves an idea

9. upon reflection: after carefully thinking about something

10. guarantee: promise; make a formal promise; promise a certain outcome

11. odds (are): chances are, the likelihood is that

12. tally: count

13. outcome: result

#### Exercise 2

1. otherwise
2. decades
3. findings
4. strategy
5. over the long haul; in the long run
6. contrary to popular wisdom

### **Vocabulary Review**

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

### **Reading Selection 3B: Textbook “When Do People Help?”**

#### **Comprehension**

1. Helping other people.
2. Three types of factors:
  - a. Biological,
  - b. Psychological,
  - c. Social.
3. F
4. T
5. F
6. “helping others increases the odds that they will help us or our kin in return”
7. T
8. Psychological

#### **Critical Reading (p. xx)**

1. T
2. Answers will vary.
3. Reported research
  - a. Because this is an academic article, references are expected so that readers can evaluate or check the sources of the information provided and the claims made.
  - b. Answers will vary. Places where readers might want more information are the claims made in paragraph 5 or claims made about American children in paragraph 7.
  - c. Between 1964 and 2006. Answers will vary; some people prefer to read only the most recent research, while others want to see that there is a research tradition over a number of years.
  - d. Articles: 7 Books: 4. Answers will vary. Psychology relies more on articles, and articles are assumed to publish the most recent research. On the other hand, books can imply a research tradition.
  - e. Answers will vary, but probably Clutton-Brock, 2002; Hamilton, 1964; or Rushton, 1989
4. Answers will vary.

## Vocabulary from Context

### *Exercise 1*

1. factors: things that help explain events or situations
  2. kin: family; people to whom we are related
  3. normal: usual, typical, ordinary, common
  4. norms: expected or usual behaviors
  5. genes: the building blocks of life; DNA that controls a particular quality that is passed on from one's parents
  6. reciprocal: a relationship which goes both ways; agreed upon between two people
  7. violating: breaking rules or expected behavior
- 8/9. shapes/shape: to produce a particular outcome or behavior; to influence
10. ambiguous: unclear
11. socialization: the process by which individuals are shaped by their family and other members of their community to believe and act in particular ways
12. evolution: the process of development in a species across many generations; the gradual changes brought about over time

### *Exercise 2 (p. xx)*

1. deeds
2. offspring
3. gene pool
4. internalize
5. obligation

## Video Clip: Baby Left in Car

1. T
2. To see how people respond if a baby is in danger; to study prosocial behavior.
3. The police were aware of the experiment.
4. They assumed someone was in the car with the baby. They didn't imagine that anyone would leave a baby in the car. It was not their car. They didn't know what to do.
5. It was wrong. The baby could die. They would never do that. Doing something was the right thing to do. "How could I not get involved?"
6. Answers will vary.
7. social factors
8. Answer will vary, but the authors might say that seeing someone else help reminded people of their prosocial norms and values.
9. Answers will vary.
10. Answers will vary.

## UNIT 5

### Nonprose Reading: Survey Results

#### Comprehension

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

7. F
8. F
9. N
10. a. The center of the earth is very hot (1) b. The universe began with a huge explosion (7)  
c. Answers will vary
11. a

### **Word Study: Context Clues**

#### *Exercise 1*

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

#### *Exercise 2*

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

### **Word Study: Stems and Affixes**

#### *Exercise 1*

1. a 3. c 5. d 7. d 9. c 11. d
2. d 4. a 6. b 8. b 10. c
12. Originally, manufacture meant to make by hand (manu: hand; fact: make). Now products that are manufactured are often made by machine. Originally, manuscripts were books written by hand (manu: hand; script: write). Today, a manuscript is a document that is either handwritten or typed; it is a document in prepublication form.

#### *Exercise 2*

1. beneficial: good (for)
2. mislaying: misplacing; putting in a place that is later



forgotten

3. bilingual: speaks two languages

4. misbehave: behave badly; act the wrong way

5. anonymous: nameless; not named; without giving their name

*Exercise 3*

1. e 3. c 5. d 7. h 9. j 11. k

2. f 4. b 6. a 8. l 10. i 12. g

### **Sentence Study: Comprehension**

1. d 3. a 5. c 7. b 9. b

2. b 4. c 6. a 8. d

### **Sentence Study: Restatement and Inference**

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

6. b, c, d, e 7. d, e 8. b 9. a, d

### **Paragraph Reading: Restatement and Inference**

Passage 1: a, d, e

Passage 2: b, d, e

Passage 3: a, b, e

Passage 4: b, d, e, f

### **Discourse Focus: Prediction**

5. The first paragraph talks about what “some” scientists “have thought,” suggesting that there is a newer explanation. You might expect to read about new thinking.

7. You might expect that the next paragraph would further explain this new theory or give a detailed description of the research that led to these conclusions. As it turns out the next few paragraphs describe the experiments in some detail.

9. The content of the rest of the article is summarized by the following choices: a, b, and c. The article describes the Ashcraft and Kirk experiments, describes previous research, then details the reactions of other scientists to this research.

## **UNIT 6**

### **Selection 1A: Graphics**

#### **“Global Use of GM Crops”**

##### **Comprehension**

1. 26, according to Figure 1. In 2019, according to Figure 2, there were 28.

2. F

3. soybeans

4. maize

5. T

6. Food is eaten by humans; feed is eaten by animals.

7. T. According to Figure 1, GM crops have been approved for humans to eat (“food use”) more often than they have been approved for farmers to grow (“cultivation”). Also, comparing Figures 2 and 3, fewer countries grow GM crops than use them.

8. These countries grow 50,000 or more hectares of GM crops. They are referred to as “mega-countries,” because they grow such a large amount compared to the other countries (*mega* is a prefix that means *very large*).
9. T. According to Figure 3, in the countries shown in red, the use of GM crops is “widespread.”
10. Answers will vary depending on where you are from. Figure 2 shows the countries that grow GM crops. Figure 3 shows the countries that definitely do not use GM crops (in green), but for countries in red and yellow, it is not absolutely clear whether any particular country uses GM crops. It appears that the red countries very probably use GM crops and the yellow countries use them in some areas.
11. F
12. Increases crop productivity, conserves biodiversity by reducing the amount of land turned into farms, reduces pesticide applications; reduces CO2 emissions; helps fight hunger and poverty
13. N. No negative effects are mentioned in these infographics, but that doesn’t mean that there are no negative effects.

### **Reading Selection 1B: Sources for Academic Writing “The Debate on Genetic Modification”**

#### Source 1

1. T Although the date of publication is not specified, the wording “now available” signals that the report is recent.
2. F
3. F
4. The general public
5. The reports that this is building on were published many years ago; it would be better to find something more recent.

#### Source 2

1. T
2. T
3. F
4. The authors seem to have good credentials. However, the fact that this research is from a free online source downloaded many times, shows that it is popular, but not necessarily accurate.

#### Source 3

1. d
2. Portions of the text that might be cited: She provides “a cautious ‘yes’”; she cites “the majority of experts”; “this is not to say there are none, but as hard as opponents of the technology have looked, none have yet been definitely identified.”
3. Jane Brody is a reporter for the highly respected *New York Times*. She sites highly respected scientific organizations. She is cautious in her claims.

#### Source 4

1. T
2. Superweeds and bugs are hybrid plants and insects that can resist attempts to control them. Superweeds are created by accidental crossing of genetically engineered crop plants with wild plants and are herbicide resistant.
3. F
4. We have no information about what kind of organization this is, but it seems to be an advocacy group as opposed to a research center.

5. Emotion: Portions of the text that might be cited: Use of unqualified language: “the evidence cannot be ignored”; use of intensifiers, “dramatically higher risk”; use of exclamation mark in the final sentence.

6. Without knowing more about this organization, and because of its reliance on appeals to emotion, this is probably not a good source for a report.

Source 5

1. T

2. b

3. T

4. The fact that information about the authors and their funding is provided lends this credibility.

Source 6

1. T

2. N

3. A newspaper

4. Differences in political, legal, and cultural characteristics of countries.

5. Governance of GE crops should be transparent and participatory.

6. This is a statement by a group of journalists. It might be useful to document media coverage of the issue.

Source 7

1. F

2. F

3. a, e

4. This seems to be an editorial. If one is documenting different points of view, it could be useful. But does not appear to be written by knowledgeable scientists.

## Reading Selection 2: Psychology

### “How Multitasking Affects Human Learning”

#### Before you Begin

Multitasking: the ability to do several things/activities at the same time; from *multi* (many) and *task* (a piece of work).

For other questions, answers will vary.

#### Comprehension

1. F

2. T

3. T

4. F

5. F

6. F

#### Discussion/Composition

##### Exercise 1

1. Professor Podrack says multitasking is a myth. He says that although people believe they are accomplishing more and doing it well when they do lots of different things at once, they are not actually accomplishing more. They may actually be harming rather than helping themselves.

Answers will vary to the questions of how you think and act in light of this.

2. Answers will vary.

3. Answers will vary.

4. Answers will vary.

### *Exercise 2*

Answers will vary

### *Exercise 3*

Answers will vary. Some possibilities are given below; many others are possible.

Passage 1: When student volunteers were asked to switch rapidly between different types of arithmetic problems (e.g., multiplication to division), it took them much longer to finish. OR Switching from one type of arithmetic problem to another made students solve problems more slowly than if they focused on only one type of problem.

Passage 2: When interrupted by the phone or email, office workers took an average of 25 minutes to return to their original task. OR Office workers interrupted by phone calls or email took a long time to return to their original task.

### **Vocabulary from Context**

1. technique: way of doing something; method
2. images: pictures
3. focused (on): paid attention to, concentrated on
4. concentrating on: focusing on, paying attention to, thinking about
5. task: piece of work; job
6. categorizing: putting into groups; putting into categories
7. condition: way of being; state; situation; in psychology, different situations that are compared in experiments
8. undivided attention: complete concentration; entire focus
9. distracted: couldn't give full attention
10. region: area; part
11. consciously: aware of; thinking about it
12. dual: two; having two parts; double.
13. habits: things done without thinking; things we learn to do unconsciously
14. impairs: causes to become worse; lessens
15. detrimental: harmful; having a negative effect
16. efficient: performing in the best possible way with the least (waste of) time or effort
17. myth: something that is widely believed but is untrue
18. benefits: good or helpful results or effects; good things; advantages
19. adaptable: able to change for the context or situation

### **Figurative Language and Idioms**

1. engaged in a task
2. engage
3. self-fulfilling prophesy
4. million-dollar question
5. in the background

### **Dictionary Study**

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

- 4. 3
- 5. 2

### Vocabulary Review

- 1. S
- 2. S
- 3. O
- 4. O
- 5. S
- 6. O
- 7. S
- 8. S
- 9. S

### Reading Selection 3A: Short Story

#### “The Lottery”

#### Comprehension

##### *Exercise 1*

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

##### *Exercise 2*

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

#### Drawing Inferences

- 1. Answers might include such things as the following:  
People were nervous.  
Tessie didn't want to win the lottery.
- 2. Answers might include such things as the following:

##### *Normal Lottery*

- a. The whole village was present.
- b. Tessie's arrival was good-humored.
- c. Mr. Summers conducted square dances, teen clubs, and the lottery.
- d. The slips of paper and the initial ritual of the lottery seemed typical.

##### *Strange Lottery*

- a. Piles of rocks were prepared.
- b. People hesitated to volunteer to hold the box.
- c. Some villages had already stopped having a lottery.
- d. Mr. Warner considered such villages barbaric.
- e. A girl whispered: “I hope it's not Nancy.”
- f. Tessie didn't want to win; she wanted to include her married children in the second drawing.

##### *Double Meaning*

- a. There was no place to leave the box during the year.
- b. The Watson boy blinked his eyes “nervously.”
- c. There were continual references to tension, nervous-

ness, and humorless grins.

d. Mrs. Dunbar said to “get ready to run tell Dad.”

3. They had to take part so that everyone would be responsible.

4. Mr. Warner felt that giving up the lottery would bring bad luck and would be uncivilized. He represents the older, more conservative members of a society who resist change.

5. Tessie wanted more people to be included in the final drawing so that her chances of “winning” would be reduced.

6. Changes in the Lottery

a. The original paraphernalia had been lost.

b. The box had changed.

c. Slips of paper had replaced wooden chips.

d. There used to be a recital and ritual salute.

*Unchanged Elements of the Lottery*

a. The list of names was checked in the same way.

b. The black box was made with wood from the original box.

c. There were two drawings and the result of the lottery had remained the same.

## **Discussion/Composition**

Answers will vary.

## **Vocabulary from Context**

### *Exercise 1*

1. ritual: any formal, customary observance or procedure; ceremony; rite

2. paraphernalia: equipment; any collection of things used in some activity

3. drawing: a lottery; the act of choosing a winner in a lottery

4. gravely: seriously; soberly; somberly; solemnly

5. soberly: seriously; gravely; solemnly; sedately

6. murmur: a low, indistinct, continuous sound

7. to discard: to throw away, abandon, or get rid of something that is no longer useful

8. to disengage: to release oneself; to get loose; to leave

### *Exercise 2*

1. boisterous 3. gossip 5. interminably

2. reprimands 4. fussing

### *Exercise 3*

1. to devote: to give

2. stirred up: moved; shook; displaced

3. to fade off: to slowly disappear or end; to die out

4. shabbier: older; more broken down; worn out; showing more wear

5. to lapse: to fall away; to slip from memory; to return to

former ways

6. craned: raised or moved

7. tapped: hit lightly

8. consulted: looked at; checked; referred to; sought information from

## UNIT 7

### Nonprose Reading: Charts and Graphs

*Figure 1*

#### Comprehension

1. F

2. T

3. Carbon dioxide helps trap some of the Sun's radiation, so the temperature on Earth doesn't become too cold.

4. Your explanation might be something like the following: Under normal circumstances, some of the Sun's energy that enters the Earth's atmosphere is trapped by a layer of atmosphere, warming the Earth and keeping its temperature comfortable. Today, the atmosphere is being "thickened" (made more opaque to outgoing infrared radiation) by human-produced greenhouse gases that are trapping more of the Sun's energy and causing the temperature of the Earth's surface to rise.

5. He is talking about the CO<sub>2</sub> that goes into the atmosphere as a result of human actions, for example, when we burn fossil fuels (oil, natural gas, coal) in homes, cars, factories, or power plants, or when we cut or burn down forests.

*Figure 2*

#### Comprehension

1. F (The chart reports global temperatures; we cannot assume that the measurements were taken at the most populous areas.)

2. The mean temperature during the period 1951-1980 (the "base period")

3. Temperature anomalies: The difference between the actual mean temperature and the mean temperature during the base period

4. Answers will vary. Some would argue that it would be helpful to know the exact temperatures, but others would say that it is the overall trend that is important here.

5. The red line, showing the five-year averages, allows us to see overall trends more clearly.

6. F

7. T

8. Looking at data on average temperatures since 1880, average temperatures were relatively stable until 1900; they have fluctuated since then, rising most steeply since 1980.

*Figure 3*

#### Comprehension

1. 1910-2020

2. F

3. F

4. F

5. When water in lakes and oceans is warmer, it evaporates more rapidly into the air. This increases the moisture content of storms. When storms occur, more moisture falls in the form of big, one-time rainfalls and snowfalls.

*Figure 4*

**Comprehension**

1. Because warmer water holds more moisture, storms tend to come in the form of big, one-time rainfalls and snowfalls. Partly as a result, the number of large flood events has increased.
2. Unlike Figure 3, Figure 4 contains explanatory prose, which explains both the causes and effects of extreme precipitation. Another difference is that the graph in 3 is a bar graph that shows yearly data, while showing averages over nine-year periods through a line graph; Figure 4 shows only decade averages through a line graph. Figure 4 compares Africa, the Americas, Asia, Europe, and Oceania; while Figure 3 reports data only for the contiguous United States. Figure 7.3 reports amount of precipitation; Figure 4 reports floods.
3. Answers will vary.

*Figure 5*

**Comprehension**

1. There are multiple possible answers, including “CO<sub>2</sub> emissions have increased steadily since 1750” or “CO<sub>2</sub> emissions have increased dramatically since the first half of the 20<sup>th</sup> century.”

*Figure 6*

**Comprehension**

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

*Figure 7*

**Comprehension**

- 1a. China, the US, Asia (excluding China and India) & the European Union
- 1b. Under “Answer” individual countries are named. The graph lists results by “world region.”
2. Answers will vary.

*Figure 8*

**Comprehension**

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



## Critical Reading

### Exercise 1

1. a. Increased wildfires: As hotter temperatures dry the soil and plants, wildfires are becoming more common. (Also, warmer air produces more lightning, which is a common cause of wildfires.) Note that an increase in wildfires decreases air quality.

b. More and stronger hurricanes and typhoons: According to Figure 7.4, “warmer water increases the moisture content of storms.” When storm conditions develop, they result in more severe weather events. Also there is a correlation between water temperature and wind velocity, which would lead to stronger hurricanes.

c. Danger to food production and water supplies: Increased temperatures evaporate more water out of the oceans, lakes, and rivers. Also, reduction in the sizes of glaciers and mountain snowfields weakens the sources of many major river systems. Decreased size of rivers and lakes leads to a loss of usable farm land. And, of course, the loss of lakes and reservoirs leads to a loss of drinkable water. Warmer temperatures also suck more moisture out of the soil, which leads to “desertification” (fertile land becomes desert).

d. Increases in infectious diseases: According to Al Gore’s *An Inconvenient Truth*, “disease vectors...have been increasing in range because of global warming. And when these vectors—whether algae, mosquitoes, ticks, or other germ-carrying life forms—start to show up in new areas and over a wider range, they are more likely to interact with people, and the diseases they carry become more serious threats.” In general, germs and viruses are less threatening to humans when there are colder winters, colder nights, and more climate stability.

2. Answers will vary, but all human life will be affected. Scientists see the worldwide connections among these events, for example, the potential for increases in infectious disease. Also, world climate change is creating “climate refugees,” which affects everyone.

3. Answers will vary.

### Exercise 2: Ethics and Global Climate Change

1. The first challenge is the fact that climate change is global and has unequal/unfair sources and effects; second, are challenges posed by intergenerational effects; third is the fact that we don’t have the legal, theoretical, and ethical tools to deal with the first two. Answers will vary as to how these interrelate, but without legal and ethical tools, it is hard to address the first two challenges. Also, leaving future generations with long-lasting environmental problems means that we are also leaving them with long-lasting (perhaps increasing) problems of inequality.

2. The highest numbers of deaths attributed to climate change occur in the areas that are least responsible for it and, being poor, least able to deal with its consequences.

3. It presents a contrasting picture. Rather than showing developed countries producing more greenhouse gases that create problems for developing countries, Figure 7.8 shows developing (that is, poorer) countries producing more greenhouse gas emissions than the richer countries.

4. Answers will vary.

## Discussion/Composition

Answers will vary.

## Word Study: Context Clues

### Exercise 1

1. precariously: dangerously; uncertainly

2. to trudged: walked tiredly, slowly

3. turmoil: confusion

4. grooming: personal cleaning; the act of making neat

and tidy

5. matrimony: marriage

6. probe: a long slender instrument used for delicate exploration

7. convened: called together; started

8. ingesting: eating; taking inside

9. autocratic: dictatorial; undemocratic; tyrannical; domineering

10. limnology: freshwater biology

### *Exercise 2*

genetic/genes: referring to biological inheritance; the elements by which parents biologically transmit characteristics to their children

rearing/reared: referring to the process of raising children, bringing them up. In this article nurture (child rearing) is contrasted to nature (genetics).

findings: discoveries; conclusions

shattered: disproved; destroyed

primacy: being first in importance; supremacy

heredity: the biological process of passing on characteristics from parent to child

nurture: the act of raising, rearing; all the environmental factors that affect individuals as distinguished from their nature or heredity

## **Word Study: Stems and Affixes**

### *Exercise 1*

1. b 3. d 5. b 7. c

2. c 4. d 6. b 8. a

9. An astronaut is a person who sails (travels) to the stars (outer space). (astro: star)

10. All the clothes look the same.

11. birth rate

### *Exercise 2*

1. biographies: life histories

2. triplets: three children born at a single birth

3. multimillionaire: person who is worth many millions of dollars

4. metropolitan: a population area consisting of a central city and smaller surrounding communities

5. semiprivate: partly, but not completely private; a room with more than one person

6. multivolume: several-volume; consisting of more than one book

7. peripheral: (vision) away from the center, at the sides; having good peripheral vision means having the ability to see things from either side.

8. semiprecious: of lesser value; semiprecious stones have lesser value than "precious stones"

9. mortal wound: injury that causes death

10. periodontist: dentist concerned with diseases of the bone and tissue around the teeth
11. popularity: the state or quality of being popular; being liked by the general population

### *Exercise 3*

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

### **Paragraph Reading: Restatement and Inference**

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

### **Paragraph Analysis: Reading for Full Understanding**

- Passage 1: c, 2. d, 3. b, 4. a, 5. a, 6. c  
Passage 2: 1.c, 2. b, 3. b, 4. d  
Passage 3: 1. b, 2.c, 3. c, 4. b, 5.d  
Passage 4: 1. T, 2. d, 3. T, 4. b, 5. F, 6. F, 7. a

### **Discourse Focus: Prediction**

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

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

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

## UNIT 8

### Reading Selection 1: Business “New Life for Used Clothes”

#### Comprehension

1. T
2. F
3. T
4. F
5. The developing world—areas such as Asia, Africa, Latin America, and the Caribbean
6. entrepreneurial energy, abundant low-wage labor, and contacts in the developing world
7. F
8. F
9. They have access to low-wage Mexican labor.

#### Critical Reading

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

#### Discussion/Composition

Answers will vary

#### Vocabulary from Context

##### *Exercise 1*

1. glut: oversupply, large amount
2. entrepreneurs: energetic and risk-taking business people

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

#### *Exercise 2*

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

#### *Exercise 3*

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

### **Figurative Language and Idioms**

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

## Vocabulary Review

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

## Dictionary Study

1. laundering: transitive verb 2, also 3
2. erect: verb (used with an object) 8
3. plant: noun 4
4. graders: verb (used with an object) 1

## Reading Selection 2: Sociology “Going Solo”

### Comprehension

#### *Exercise 1: Main Ideas*

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

#### Exercise 2: Supporting Details

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

### Critical Reading

Answers will vary, but we provide some examples.

1. Problems singletons encounter as they age: not having a partner to care for them; being alone in ill health; reduced financial resources – not having the income or savings of a partner in times of financial difficulty; no one to scratch your back (loneliness, lack of intimacy).
2. The author refers to divorced or separated people who say that it’s lonelier to live with the wrong person than to be alone, and mentions a study that finds that those in poor marriages have worse health than divorced individuals.

### Vocabulary from Context

#### *Exercise 1*

1. divorce: legal end of marriage
2. startling: extremely unusual; surprising
3. avoid: keep something from happening
4. adapt: change (to get used to a new situation)
5. nuclear family: two parents and their children

6. transition: a change from one state or condition to another
7. afford: have enough money; able to pay
8. social security: a government program that people pay into when they are working and that gives payments when they stop working.
9. stage: period (of time)
10. dwelled: lived
11. residence: place (where they lived); dwelling
12. mutual: for each other
13. invested: put time or money into something because you hope to get something back, for example, invest in a relationship, or invest money in the stock market.
14. communally: sharing things (as a community)
15. welfare: health and happiness
16. evidence: facts and information (that persuades one)
17. alter: change
18. shape: influence; to give a form or shape
19. contemporary: at the same time; the present time; nowadays
20. spouse: husband or wife

*Exercise 2: Quantitative Vocabulary*

1. roughly: about; approximately; around
2. majority: more than 50%; number larger than half
3. segment: one of the parts of something; a section; a portion
4. rise: increase; growth
5. accounted for: explained by
6. proportion: a part in relation to the whole; a portion; ratio
7. rate: the number of times something happens in a particular period of time
8. boom: fast growth; rapid increase
9. spike: rapid large increase
10. primarily: mainly; mostly
11. most prominent: largest; most common; most visible; leading
12. tied: having an equal number or amount

Exercise 3

1. cycle: move repeatedly; go through a repeated process
2. arrangements: ways of doing things; ways things are organized
3. multigenerational: more than one generation, for example, children, parents and grandparents
4. longevity: living a long life. Paragraph 11 indicates that “longevity” is the fourth large-scale change that made it possible for large numbers of people to live alone. Paragraph 14 defines the fourth change as “people ... living longer.”

*Exercise 4*

1. crafting
2. stable
3. cluster
4. skyrocketed

## **Vocabulary Review**

1. cluster
2. segment
3. welfare

## **Reading Selection 3: Sociolinguistics**

### **“Mother Tongue”**

#### **Comprehension**

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

#### **Critical Reading**

Answers will vary.

#### **Discussion/Composition**

Answers will vary.

#### **Vocabulary from Context**

##### *Exercise 1*

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



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

### *Exercise 2*

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

### *Exercise 3*

1. tool of my trade
  2. gangster
  3. wince
  4. empirical evidence
  5. guise
  6. cashed out her small portfolio
  7. insular
  8. essence
- Figurative Language and Idioms (page 167)
1. burdened
  2. strong suit
  3. block out of my mind
  4. hone my talents
  5. where it counted

### **Stems and Affixes**

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

### **Dictionary Study**

1. nature: noun 1
2. switch: noun 2
3. command: noun 13
4. sound: adjective 3
5. verdict: noun 2

### **Vocabulary Review**

### *Exercise 1*

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

### *Exercise 2*

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

### **Reading Selection 4: Anthropology**

#### **“The Sacred ‘Rac’”**

#### **Comprehension**

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

#### **Drawing Inferences**

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

## Discussion/Composition

Answers will vary.

## Vocabulary from Context

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

## UNIT 9

### Longer Reading: Psychology

#### "The Milgram Experiment"

#### Comprehension

##### *Exercise 1*

1. F 4. T 7. F
2. F 5. F 8. F
3. T 6. T 9. F
10. The quotation marks around subject indicate that the man strapped into the chair is not the real subject. The real subject is the person who administers the shocks.
- 11–12. These items are intended to provoke discussion. There is no single correct answer.

##### *Exercise 2*

1. Milgram wanted to determine the extent to which people would obey an experimenter's commands to administer painful electric shocks to another person.
2. T
3. F
4. F
5. This item is intended for discussion.
6. F
7. The answer depends on your view of human nature. You might agree with Milgram, who believed that few people have the resources needed to resist authority. On the other hand, you might believe that people are sadistic and that they want to hurt other people.

8. a. T or F. You might answer true if you believe that the subjects were simply obedient and gave positive evaluations. On the other hand, you might answer false if you believe that the subjects rated the experiment positive for another reason—if, for example, they felt that they learned something.
- b. T or F. Your answer might be either true or false depending on your answer to 8a. If obedient subjects merely continued to respond obediently to the follow-up study, the answers would not reflect their true feelings.
9. T or F. You might answer true if you consider Stanley Milgram to be an ordinary person subject to the same pressures as the rest of us. On the other hand, you might answer false if you consider Milgram to have special knowledge about the experiment that he authored.

### **Vocabulary from Context**

#### *Exercise 1*

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

#### *Exercise 2*

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

### **Figurative Language and Idioms**

1. by lot
2. a cross section
3. chilling
4. fringe of society
5. has raged

### **Discussion/Composition**

1. Answers will vary.

2. a. You are entitled to your own opinion, of course, but the psychologists who wrote these guidelines did not agree that Milgram's approach constituted beneficence. They believed that participants in the study could suffer if they thought they had shocked someone.

b. F

c. F

d. Milgram did not tell the participants in the study the truth. He told them that they would be shocking someone else, when in fact the individual in the other room was only pretending to be shocked.

e. Answers will vary. In some cultures, individuals are expected to obey individuals in authority without question. In other cultures, the rights of the individual are more important than the prerogatives of individuals in authority. Dignity is defined as the quality of worth of every individual. The experimenters did not value the feelings or opinions of the participants in the study; they assumed that the greater good of the experiment out-weighed the values of the participants.

f. Answers will vary.

3. Answers will vary.