

Steps to Academic Reading 3: Across the Board

by Jean Zukowski/Faust

ANSWER KEY

Unit 1

Before You Read the Story (p. 2)
(Students' responses will vary.)

While You Read the Story (p. 2)

1. Jean, Chandra, Sara
2. Sara
3. Their relatives had been drugged and robbed.
4. (Students' responses will vary.)

Understanding Sequence (p. 8)

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

Answering Questions About the Story (p. 9)

1. Delhi
2. Turkey
3. Sara
4. (Students' responses will vary.)
5. Jean, the narrator
6. the girls' uncle
7. on their honeymoon

Drawing Conclusions from the Story (p. 9)

1. true
2. false
3. true
4. false
5. false
6. true
7. false
8. false
9. true
10. true

Finding Meaning in Context (p. 10)

1. b

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

Matching New Words and Meanings (p. 11)

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

Practicing with Idioms (p. 11)

1. daggers in her eyes
2. change his diaper
3. board the flight
4. drive the nail into the wall
5. a bank vault

Exploring the Ideas (p. 12)

(Students' responses will vary.)

Making Inferences (pp. 12-13)

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

Finding the Main Ideas (p. 13)

(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)
b, c, e

Reading for Details (p. 14)

1. Sara and Ama
2. scissors
3. 300
4. They paid for a big wedding and hired several new servants.
5. the cook
6. a city in India
7. four hours
8. She wanted to call to check on her mother, and she trusted Jean.

Unit 2

Before You Read the Story (p. 16)

(Students' responses will vary.)

While You Read the Story (p. 16)

1. the uncle of the narrator's mother

2. He planted several acres of green beans.
3. Animals are put in the barn to protect them.
4. to play and work

Understanding Sequence(p. 22)

A.

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

B.

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

C.

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

Answering Questions About the Story (p. 24)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. around seven in the morning
2. He had to make another stop first.
3. to protect their skin from the sun
4. 70 pounds of beans
5. (Students responses will vary.)
6. two pounds
7. Uncle John's adult son
8. to earn money
9. She set a fast work pace that would earn the storyteller more money.
10. the storyteller's cousin

Drawing Conclusions from the Story (pp. 24-25)

1. false
2. true
3. true
4. true
5. false
6. true
7. true

8. true
9. true
10. true
11. false
12. false
13. true
14. false
15. false

Finding the Meaning in Context (pp. 25-26)

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

Matching New Words and Meanings (p. 26)

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

Practicing with Idioms (p.27)

1. stretched out
2. the hired help
3. high noon
4. whirring sound
5. feel welcome
6. figured out
7. used his brain
8. to spend the day

Exploring the ideas (p. 28)

(Students' responses will vary.)

Finding the Differences (p. 28)

(Students' responses will vary.)

Making Inferences (p. 29)

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

Finding the Main Ideas (pp. 30-31)

Picking Beans: 4, 6, 8

Talking to Turkeys: 2, 5, 7
Getting the Yearling into the Barn: 1, 3, 9

Reading for Details (p. 31)

1. 70 pounds
2. between 100 and 200 pounds
3. They wore light-colored, long-sleeved shirts and big straw hats.
4. 100
5. hawks
6. gobble
7. in the meadow
8. three cents

Unit 3

Before You Read the Story (p. 34)

While You Read the Story (p. 35)

(The wording of students' responses will vary. Complete sentences are not necessary.)

1. She would give the storyteller more money for more work.
2. chocolate milk
3. to work hard
4. Hard work pays off.

Understanding Sequence (pp. 41-42)

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

Answering Questions About the Story (p. 42)

(The wording of students' answers will vary. Complete sentences are not necessary.)

1. on her bicycle
2. to clean her house
3. with a string mop
4. the pantry
5. downstairs
6. the things the storyteller had done well
7. She smiled and made positive comments.
8. knives, forks and spoons
9. (Students' responses will vary.)
10. to dust and wipe away dirt

Drawing Conclusions from the Story (pp. 42-43)

1. true
2. true
3. false
4. false
5. true
6. true
7. false
8. false

9. true
10. true

Finding the Meaning in Context (pp. 43-44)

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

Matching New Words and Meanings (p. 44)

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

Finding the Differences (p. 45)

(Students' responses will vary. Ask students to justify their answers based on information in the story.)

Practicing with Idioms (p. 45)

1. played a few notes
2. scrubbed
3. to shake out
4. commented on
5. skipped
6. straightened
7. china closet
8. attachment

Exploring the Ideas (p. 46)

(Students' responses will vary.)

Making Inferences (pp.46-47)

A. (Students' responses will vary. Ask students to justify their answers based on information in the story.)

B. (Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (p. 48)

(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

b, c, g

Reading for Details (p. 48)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. in the basement
2. shortly after ten in the morning
3. rugs
4. fabric that can be removed and washed
5. two or three hours
6. Saturday
7. cleaning powder and brush
8. windows
9. on the porches
10. the pantry
11. cans of food and bags of vegetables
12. on the piano

Unit 4

Before You Read the Story (p. 52)

(Students' responses will vary.)

While You Read the Story (p. 52)

1. (Students' responses will vary.)
2. Anna Kadulski's daughter
3. (Students' responses will vary.)

Understanding Sequence (p. 57)

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

Answering Questions About the Story (pp. 57-58)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. (Students' responses will vary.)
2. gas
3. Aunt Wanda
4. a piece of haywire
5. on a farm along the river, two and a half miles from the town limit
6. It was the only one in town and had a big shiny dome of a hood.
7. gas station, grain warehouse, smokehouse, ice barn, horse barn, chicken yard, and grocery store
8. in a field on Uncle John's farm
9. less than twenty minutes from town
10. forty minutes

Drawing Conclusions from the Reading (p. 58)

(Students' responses will vary.)

Find the Meaning in Context (p. 58)

1. refused

2. gathered
3. fuel
4. spotless
5. thriving
6. warehouse
7. powerful
8. grain
9. garage
10. widow
11. familiar
12. respectful
13. shiny
14. speechless

Finding the Definitions for New Words (p. 60)

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

Find the Differences (p. 60)

(Students' responses will vary. Ask students to justify their answers using information in the story)

Matching New Words and Meanings (p. 61)

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

Practicing with Idioms (pp. 61-62)

1. stay put
2. got out
3. was all smiles
4. was speechless
5. stay put
6. get the fire started
7. understands supply and demand
8. left behind
9. was all smiles
10. left it behind
11. understood supply and demand]
12. take care of

Exploring the Ideas (p. 62)

(Students' responses will vary.)

Making Inferences (p. 63)

- 1, 7, 8

Unit 5

Before You Read the Story (p. 66)
(Students' responses will vary.)

While You Read the Story (p. 66)
(Students' responses will vary.)

Understanding Sequence (p. 73)

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

Answering Questions About the Story (pp. 74-75)

1. (Students' responses will vary.)
2. He would walk out if a disagreement seemed to be arising.
3. (Students' responses will vary.)
4. She made Joe a nice dinner, but he ate it without speaking to her.
5. She was always unhappy.
6. to see the world
7. so she could be at home with her children during the day
8. legal documents used to give up a claim to property; so he could get her half of their property
9. He kept it.
10. She couldn't afford an apartment.

Drawing Conclusions from the Story (p. 74)

1. false
2. true
3. true
4. true
5. true
6. true
7. false
8. true
9. true
10. true

Finding the Meaning in Context (pp. 74-75)

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

Matching New Words and Meanings (p. 76)

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

Practicing with Idioms (pp. 76-77)

1. enlist
2. quit claims
3. was talented
4. wounded
5. Psychologically
6. veterans
7. hearing impairment
8. gravy

Expanding Vocabulary (p. 78)

Personal items: letters, watches, shoes, purses, wallets, brushes, make-up, suitcases, legal papers, combs, pencils, photograph albums, clothing, hearing aid

Foods: milk, melons, cranberries, beans, carrots, gravy, lettuce, asparagus, popcorn

Exploring the Ideas (p. 79)

(Students' responses will vary.)

Making Inferences (pp. 79-80)

A. (The wording of students' responses will vary.)

1. because Katy no longer had claim to any of their property
2. She wouldn't listen.
3. She needed to find one that would train her with methods for the hearing impaired.
4. They didn't communicate.
5. a check for \$10,000
6. (Students' responses will vary.)
7. She is in her sixties.

B.

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

Finding the Main Ideas (pp. 80-81)

Main idea 1: 2, 3, 5

Main idea 2: 1, 4, 7

Main idea 3: 6, 8, 9

Reading for Details (p. 82)

1. Pocahontas
2. Betty
3. a dollar
4. 20
5. Southwest
6. 1973
7. 21
8. 55
9. seven
10. 66

Unit 6

Before You Read the Story (p. 84)
(Students' responses will vary.)

While You Read the Story (p. 84)
(Students' responses will vary.)

Understanding Sequence (p. 91)

The Job of Making Jam

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

The Job of Ice Fishing

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

Answering Questions About the Story (p. 92)

1. in the middle of a huge forest in Ontario
2. Ella and her family, the birds
3. hazelnuts
4. on bushes
5. summer, fall, winter, spring
6. (Students' answers will vary.)
7. from wild apple trees in the woods
8. bees
9. near the Pine River; pine knots
10. packaged it and put it on the roof to freeze

Drawing Conclusions from the Story (p. 92)

1. false
2. false
3. true
4. true
5. false
6. true

7. true
8. true
9. false
10. true

Finding the Meaning in Context (pp. 93-94)

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

Working with New Words and Meanings (p. 94)

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

Practicing with Idioms (pp. 95-96)

1. planned a picnic
2. ripe for picking
3. in touch with
4. it was worth it
5. way of life
6. is very good at
7. live close to
8. is the time

Exploring the Ideas (p. 96)

(Students' responses will vary.)

Making Inferences (p. 97)

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

Finding the Main Ideas (pp. 98-99)

1. d
2. b
3. d
4. b

5. b

Reading for Details (p. 99)

1. dark red
2. the end of May
3. to pick up the pine knots
4. for canning

Unit 7

Before You Read the Story (p. 102)

(Students' responses will vary.)

While You Read the Story (p. 102)

(Students' responses will vary.)

Understanding Sequence (pp. 108-109)

A.

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

B.

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

C.

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

Answering Questions About the Story (p. 109)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. holding a spoon lightly and thinking about making it bend
2. The storyteller twisted it into a corkscrew.
3. bend; (Students' responses will vary.)
4. (Students' responses will vary.)
5. (Students' responses will vary.)
6. (Students' responses will vary.)
7. put them on top of the head of the person to be lifted
8. gravity
9. (Students' responses will vary.)
10. (Students' responses will vary.)

Drawing Conclusions from the Story (p. 110)

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

Finding the Meaning in Context (pp. 111-112)

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

Matching New Words and Meanings (p. 112)

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

Finding the Differences (pp. 112-113)

(Students' responses will vary.)

Practicing with Idioms (pp. 113-114)

1. There is no magic in
2. is beyond my understanding
3. bent over double
4. where lines cross
5. was pulsing with
6. some kind of
7. without any strain
8. and then some

Exploring the Ideas (p. 114)

(Students' responses will vary.)

Making Inferences (pp. 115-116)

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

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

Find the Main Ideas and Supporting Ideas (pp. 116-118)

Thesis: There are some things in the universe that we do not understand.

MI#1: The mind can bend a metal spoon.

SI: You hold the spoon lightly with just a little pressure on it.

SI: You think about the spoon bending.

SI: The spoon seems to become soft and bends into a loop.

MI#2: It is possible to defy gravity.

SI: Four People can lift a person from a chair using only their eight index fingers.

SI: The lifters have to put their hands on the head of the person they will raise.

SI: They press down lightly before they try to lift.

MI#3: Acupressure is a healing art, part of Chinese medicine.

SI: Certain spots are congestion points for the electrical system of the body.

SI: There is a point on one's hand where the tension lines cross.

SI: This point is called the hegu point.

Reading for Details (p. 118)

1. when holding a spoon lightly and waiting for it to bend
2. eight
3. at the back of the hand, opposite the thumb
4. Chinese
5. blood and electrical
6. carries oxygen and nutrients or food to the cells of the body
7. The storyteller found other helpful spots.
8. Because the hegu point is the place where the lines or tensions of the head's electrical system cross, a person who has a headache probably has congestion there.
9. massage the hegu point
10. under the shoulders

Unit 8

Before You Read the Story (p. 122)

(Students' responses will vary.)

While You Read the Story (p. 122)

1. a teenaged American boy
2. (Students' responses will vary.)
3. excited, disappointed, terrified

Understanding Sequence (p. 130)

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

Answering Questions About the Story (pp. 130-131)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. two years
2. He had read about it, and his family had ancestral ties to it.
3. They were dark, and thieves gathered in them.
4. (Students' responses will vary.)
5. 100 feet
6. attack people
7. because criminals stole cars and broke into houses
8. It was dark, and there were a lot of potential victims.
9. They were notified of an attack.
10. greater privacy

Drawing Conclusions from the Story (p. 131)

1. true
2. true
3. false
4. false
5. true
6. true
7. false
8. false
9. true
10. false

Finding the Meaning in Context (pp. 131-133)

A.

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

B.

1. drool
2. stab
3. bloom
4. mug
5. bleed
6. shuffles
7. choke
8. boomed

Matching New Words and Meanings (pp. 133-134)

A.

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

B.

1. prompt, on time
2. move fast, hurry
3. baggage, luggage
4. bag, suitcase
5. thief, mugger
6. hallway, corridor
7. entrance, door
8. toxic, poison
9. fear, terror
10. doctor's assistants, paramedics

Practicing with Idioms (pp. 134-136)

1. voted out
2. is the way to go
3. let, go free
4. weighed the pros and cons
5. sticks out
6. blend in
7. held their heads up high
8. did me no favors
9. opened it up
10. let, through
11. to get to
12. cornered

Exploring the Ideas (p. 136)

(Students' responses will vary.)

Making Inferences (pp. 136-137)

(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (p. 138)

1. too broad
2. too broad
3. appropriate
4. tells the whole story
5. too broad
6. too narrow
7. too broad
8. tells the whole story
9. too broad

Reading for Details (p. 138)

A.

1. early December, 1989
2. Central Europe
3. 13, 14
4. 20 hours
5. the kind you "buzz" to let someone through

6. a 13-year-old boy
 7. body language
 8. a small Polish city
 9. a train station
 10. chemical mace
- B.
1. free enterprise
 2. thick concrete
 3. Americans
 4. three hours by train
 5. six
 6. pickpockets and muggers
 7. ten
 8. on a train
 9. Polish language and culture
 10. less than 30 feet

Unit 9

Before You Read the Story (p. 142)
 (Students' responses will vary.)

While You Read the Story (p. 142)
 (The wording of students' responses will vary. Complete sentences are not necessary.)

1. pretty, fun, and a good cook
2. took care of children and worked in a bakery
3. laundry
4. Agnes' great-niece
5. (Students' responses will vary.)
6. (Students' responses will vary.)
7. (Students' responses will vary.)

Understanding Sequence (p. 147)

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

Answering Questions About the Story (p. 148)
 (The wording of students' responses will vary. Complete sentences are not necessary.)

1. at a community picnic
2. fifteen
3. about seventeen
4. tall and handsome
5. (Students' responses will vary.)
6. Lena, Iron River
7. three large bedrooms, a bathroom, and an attic storage place
8. a week after their marriage, on a Monday morning

9. Agnes lost her wedding ring.
10. about the lost wedding ring; as a replacement

Drawing Conclusions from the Story (pp. 148-149)

1. false
2. true
3. true
4. false
5. false
6. true
7. false
8. true
9. false
10. true

Finding Meaning in Context (pp. 149-150)

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

Matching New Words and Meanings (p. 150)

A.

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

B.

1. plumber, pipe fitter
2. band, ring
3. sons, daughters
4. husband, wife
5. dirty clothes, laundry
6. mill, factory
7. aunt, cousin
8. bakery, grocery
9. gold, silver
10. cakes, cookies
11. attic, basement
12. leaky, plugged

Practicing with Idioms (p. 152)

1. wash, by hand
2. are making good money
3. works on the side
4. keep workers on the job
5. nowhere to be found
6. to help out at the house
7. was beyond comfort
8. from top to bottom
9. thought for a moment
10. were proud of

Exploring the Ideas (p. 153)
(Students' responses will vary.)

Making Inferences (p. 154)
(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (p. 155)

1. MI
2. SI
3. SI
4. MI
5. SI
6. MI
7. SI
8. SI
9. SI
10. MI

Reading for Details (pp. 155-156)

1. sixteen
2. less than a year
3. nearly a year
4. at the paper mill in town
5. pipe fitter
6. plumber
7. working as a plumber in people's homes
8. Agnes' older sister
9. Lena
10. kitchen, dining room, living room, front porch, three bedrooms, a bathroom, an attic storage space, and a basement
11. in the basement
12. to store his plumbing tools
13. four
14. She looked up at the nail on which she had hung it thirty years earlier.

Unit 10

Before You Read the Story. (p. 158)
(Students' responses will vary.)

While You Read the Story (p. 158)

1. (Students' responses will vary.)
2. (Students' responses will vary.)
3. The storyteller was speaking Polish like a baby.
4. (Students' responses will vary.)
5. an American woman of Polish decent
6. Louise, Stephanie, Susan, and Jeanne, the storyteller; They were willing to travel to places where most tourists did not go.

Understanding Sequence (p. 164)

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

Answering Questions About the Story (pp. 164-165)

1. three weeks
2. Turkey
3. by car
4. flew
5. Poland
6. some of Eastern and Central Europe; to learn and have an adventure
7. Louise, Stephanie, Susan, and Jeanne
8. Europe
9. train station, museums
10. dinner and a concert

Drawing Conclusions from the Reading (p. 165)

(Students' responses will vary. Ask students to justify their conclusions based on information in the article. Encourage them to use paragraph numbers to identify information in the article.)

Finding the Meaning in Context (pp. 166-167)

1. acting, out
2. choke out
3. souvenirs
4. explore
5. stared
6. continent
7. disbelief
8. burst
9. water closets
10. greets
11. chance
12. flash
13. managed
14. impress

Matching New Words and Meanings (pp. 168-169)

- A.
1. g

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

B.

1. traveler, tourist
2. souvenirs, mementos
3. The Balkans
4. pantomiming
5. device
6. land masses, continents
7. guffaw, loud laugh
8. unfamiliar, mystery
9. sudden display, burst
10. disbelief, shock and surprise

Finding the Differences (p. 169)
(Students' responses will vary.)

Matching New Words and Meanings (p. 169)

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

Practicing with Idioms (pp. 170-171)

1. act out
2. talk baby talk
3. to buy souvenirs
4. to brush up on
5. to plan every detail
6. showed us into a room
7. burst into laughter
8. stared, in disbelief
9. brush up on
10. choke out

Exploring the Ideas (p. 171)
(Students' responses will vary.)

Drawing Conclusions from the Story (pp. 171-172)

1. false
2. true
3. true
4. false
5. true
6. true
7. true
8. true

9. true
10. true

Unit 11

Before You Read the Story (p. 174)

(Students' responses will vary.)

While You Read the Story (p. 175)

(Students' responses will vary.)

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

Answering Questions About the Story (p. 182)

(Students' responses will vary.)

Drawing Conclusions from the Story (p. 183)

1. false
2. true
3. true
4. true
5. false
6. true
7. true
8. false
9. false
10. false

Finding the Meaning in Context (pp. 183-184)

1. ingredients
2. chunky
3. can opener
4. assemble
5. dough
6. consult
7. chowder
8. pressure cooker
9. salsa
10. substitution

Matching New Words and Meanings (p. 185)

- A.
1. e
 2. h
 3. i
 4. j
 5. a
 6. c

7. f
8. g
9. b
10. d

B.

1. cook, chef
2. cabbage, sauerkraut
3. roast, bake
4. liquid, water
5. mayonnaise, sauce
6. coffeecake, cheesecake
7. pan, pot
8. corn, hominy
9. soup, chowder
10. dice, cube

Practicing with Idioms (pp. 186-187)

1. turned out well
2. joke about
3. run water through it
4. let it sit
5. work in a kitchen
6. come in cans or bottles
7. with, on the table
8. follow a recipe
9. from scratch
10. pitches in

Exploring the Ideas (p. 188)

(Students' responses will vary.)

Making Inferences (p. 188)

(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (p. 190)

1. MI
2. D
3. SI
4. MI
5. D
6. MI
7. D
8. SI
9. D
10. D

Reading for Details (p. 190)

1. 6 cups
2. cake pans
3. mozzarella

4. dates, jam, and nuts
5. bread
6. flour, yeast, and salt
7. water
8. a dish made out of five kinds of canned beans
9. chicken or vegetable
10. a well-filled tablespoon

Finding the Differences (pp. 190-191)
(Students' responses will vary.)

Unit 12

Before You Read the Story (p. 194)
(Students' responses will vary.)

While You Read the Story (p. 194)

1. Poland
2. an American woman working for the Peace Corps
3. her Polish roots
4. her father's first cousin
5. That's me; (Students' responses will vary.)

Understanding Sequence (p. 200)

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

Finding Things in Common (p. 200)
(Students' responses will vary.)

Finding the Differences (p. 201)
(Students' responses will vary.)

Answering Questions About the Story (p. 201)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. It helped her find lost family members.
2. various relatives
3. Her maternal grandfather and his brother had come to the United States as young boys. Her grandmother's parents had come to the United States around 1890.
4. a fire at Ellis Island that destroyed records
5. Baltic Sea
6. to visit schools for the Peace Corps
7. six kilometers
8. Number 10
9. She had talked about the little farm and the lake.
10. ten years before she moved to Poland

Drawing Conclusions from the Story (p. 202)

1. false
2. false
3. true
4. true

5. false
6. false
7. true
8. true
9. true
10. false

Finding the Meaning in Context (pp. 202-203)

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

Matching New Words and Meanings (pp. 203-204)

A.

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

B.

1. records, information
2. cousin, relative
3. postmark, letter date
4. pastor, priest
5. thrill, excitement
6. riot, uprising
7. mother's, maternal
8. great-grandparents, forefathers
9. opportunity, chance
10. evidence, clues

Practicing with Idioms (pp. 205-206)

1. to do a lot of studying
2. have a free afternoon
3. has been gone
4. settled into
5. grow cloudy
6. have no clues
7. the old country
8. looked deep into my eyes
9. around the turn of the century
10. spotted a man
11. out and about
12. find their roots

Exploring the Ideas (p. 207)
(Students' responses will vary.)

Making Inferences (pp. 207-208)
(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (pp. 208-209)
(Students' responses will vary.)

Reading for Details (p. 209)

1. near the Baltic seaport city of Gdansk.
2. 1952
3. with the sound of a "v"
4. around 1890
5. the place where immigrants used to enter the United States
6. a riot
7. the storyteller's maternal grandfather
8. the storyteller's paternal grandmother
9. It's near the village where the storyteller's first cousin lives
10. in Serwy
11. Dry River
12. on the Polish coast
13. two and a half years

Unit 13

Before You Read the Story (p. 212)
(Students' responses will vary.)

While You Read the Story (p. 212)

1. a college lecture hall
2. the professor
3. the students
4. The students' reactions affected the professor's behavior.

Understanding Sequence (p. 218)

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

Answering Questions About the Story (p. 219)
(The wording of students' responses will vary. Complete sentences are not necessary.)
1. (Students' responses will vary.)

2. (Students' responses will vary.)
3. to take a call
4. no; the call was an international one
5. They decided to test the idea the professor had introduced.
6. (Students' responses will vary.)
7. People are not aware of their reactions to it.
8. (Students' responses will vary.)
9. (Students' responses will vary.)
10. (Students' responses will vary.)

Drawing Conclusions from the Story (pp. 219-220)

1. true
2. true
3. false
4. true
5. true
6. true
7. false
8. true
9. false
10. false

Finding the Meaning in Context (pp. 220-221)

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

Matching New Words and Meanings (pp. 221-222)

A.

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

B.

1. hypothesis, theory
2. susceptible, vulnerable
3. concept, idea
4. slip down, slouch
5. freshman
6. interested, fascinated
7. react, respond
8. watching, observing

9. lean, bend
10. seems, appears

Practicing with Idioms (pp. 223-224)

1. had, on the tip of my tongue
2. shook, in disbelief
3. was saved by the bell
4. had white knuckles
5. get in touch with
6. be aware of
7. showed great interest
8. was over

Exploring the Ideas (p. 224)

(Students' responses will vary.)

Making Inferences (pp. 225-226)

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

Finding the Main Idea (p. 226)

(Students' responses may vary. Ask students to justify their answers based on information in the story.)

1. too big
2. too big
3. too small
4. just right
5. too big
6. too small
7. too small
8. just right
9. too small
10. too big

Reading for Details (p. 227)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. Psychology 101
2. his first year of college
3. for PowerPoint presentations
4. 200
5. the students'
6. They leaned back in their seats and slightly narrowed their eyes.
7. movement by the professor toward the computer; He used it less.
8. a call
9. It was an overseas call from someone doing research in the jungle.
10. fear

Unit 14

Before You Read the Story (p. 230)

(Students' responses will vary.)

While You Read the Story (p. 230)

(The wording of students' responses may vary. Complete sentences are not necessary.)

1. a pigeon
2. Harvey acted war-like when the light turned red.
3. to study Harvey's range of behaviors
4. All respond in the same way to an expectation not being met.
5. yes; it is human to want to blame someone else for a problem
6. yes

Understanding Sequence (p. 235)

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

Answering Questions About the Story (p. 236)

(The wording of students' responses will vary. Complete sentences are not necessary.)

1. how pigeons learn
2. They can see a wide range of colors and distinguish between shapes.
3. They are very good at discrimination.
4. (Students' responses will vary.)
5. the bird's beak; when the light was green
6. (Students' responses will vary.)
7. walked around in circles
8. so that it could not interfere with Harvey
9. so that Harvey wouldn't kill it
10. He was striking out at another in response to frustration.

Drawing Conclusions from the Story (p. 237)

1. false
2. true
3. false
4. false
5. true
6. false
7. false
8. true
9. true
10. true

Finding the Meaning in Context (pp. 237-238)

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

8. d
9. b
10. c

Matching New Words and Meanings (pp. 238-239)

A.

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

B.

1. interferes, gets in the way
2. violent, war-like
3. restrained, restricted
4. naïve, uneducated
5. angry, frustrated
6. pigeon
7. scientists, researchers
8. keen, sharp
9. discriminate
10. lesson, moral

Figuring Out the Relationship (p. 240)

(Students' responses will vary.)

Exploring the Ideas (p. 240)

(Students' responses will vary.)

Making Inferences (p. 241)

(Students' may circle letters other than those shown here. Ask students to justify the answers they circle.)

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

Finding the Main Ideas (p. 242)

1. c
2. c

Reading for Details (p. 242)

1. when it is hungry
2. Food is available.
3. The bar pressing dropped no grain, and Harvey became frustrated.
4. He walked around in circles.
5. no
6. He blamed the other bird for the lack of food.
7. no
8. turning the light red and stopping the food supply

Unit 15

Before You Read the Story (p. 246)
(Students' responses will vary.)

While You Read the Story (p. 246)

1. Her kidneys were failing.
2. She was on dialysis for five years.
3. to see if she could donate a kidney to Marie
4. to donate the kidney

Understanding Sequence (p. 252)

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

Answering Questions About the Story (p. 253)

1. (Students' responses will vary.)
2. (Students' responses will vary.)
3. cleans the blood
4. four or five hours three times a week
5. an extra
6. proteins and carbohydrates
7. close relatives
8. The two women weren't blood relatives.
9. They matched.
10. They were both successful.

Drawing Conclusions from the Story (p. 253)

1. true
2. true
3. true
4. true
5. true
6. true
7. true
8. false
9. true
10. true

Finding the Meaning in Context (p. 254)

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

B.

1. excreted, urine
2. stomach
3. lungs
4. kidneys, bladder
5. carbohydrates, proteins
6. shuts down
7. anesthesia
8. generous
9. adjoining
10. positive

Matching New Words and Meanings (p. 255-256)

A.

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

B.

1. doubtful, skeptical
2. spare, extra
3. identical, fraternal
4. siblings
5. proteins, carbohydrates
6. twins, triplets
7. donor, giver
8. internal, inside
9. stop working, shut down
10. surgery, operations

Practicing with Idioms (p. 257)

1. look gray
2. related by marriage
3. make a difference
4. had, back
5. is back with
6. are blood relatives, come
7. checked into
8. was closed up

Understanding Family Relationships (pp. 258-259)

1. brother, husband, father, brother-in-law
2. mother, sister-in-law, wife, sister
3. sister, daughter, daughter, niece, niece
4. aunt, sister, sister-in-law
5. brother, brother-in-law, uncle

Extra Question: patient

Exploring the Ideas (p. 259)
(Students' responses will vary.)

Finding the Differences (pp. 259-260)
(Students' responses will vary.)

Making Inferences (pp. 260-261)

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

Finding the Main Ideas (pp. 261-262)

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

Reading for Details (p. 262)

1. Chris's and Mary's children
2. ten
3. They look different from one another.
4. none
5. five
6. two
7. one
8. Their blood and cell types don't match those of the receiver.
9. They aren't blood relatives.
10. so that her body would not reject the new kidney; yes