LISTENING 1
WORK WITH THE LISTENING
Activity A., p. 63
Answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Type of camouflage</th>
<th>How it works</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ptarmigan</td>
<td>physical change</td>
<td>grows long white feathers on its feet for winter to match the snow; grows speckled grey and brown feathers in summer to match the snowless environment</td>
</tr>
<tr>
<td>2. Caterpillars</td>
<td>chemical change</td>
<td>in the spring, mimic the flowers they eat, even the movement of the flowers in the breeze; in summer, mimic the look of the oak twigs</td>
</tr>
<tr>
<td>3. Praying mantis</td>
<td>adaptation</td>
<td>looks like the flowers of the Asian orchid</td>
</tr>
<tr>
<td>4. Desert snake</td>
<td>adaptation</td>
<td>transforms from obvious to almost invisible in the sand</td>
</tr>
<tr>
<td>5. Flounder</td>
<td>adaptation</td>
<td>the color of its body is the same as the color of the ocean floor</td>
</tr>
</tbody>
</table>

Activity B., pp. 63–64
1. Physical change happens when something visible occurs in the state of something. In camouflage a physical change is when something happens to make an animal's body different. An example is growing white feathers to blend in to the snow and also to act like snowshoes for the ptarmigan.
2. Chemical change is a change that occurs when two things combine and something happens. An example is when the caterpillars eat some flowers the chemicals enter their bodies and cause a change in their appearance.
3. Adaptation is changing to fit a new situation. So snakes adapt to the desert by hiding in the sand. The praying mantis stays on the plants where they are hardest to see. Ptarmigans move to the rocks that are brown like them in the summer. The flounder stays on the ocean floor where it is almost invisible.
Listening and Speaking 5
Unit 3 Student Book Answer Key

Activity C., p. 64
1. North America
2. feet
3. only
4. on the underside of
5. movement
6. birds
7. a flower
8. lizard
9. eyes
10. natural selection

Activity D., pp. 64–65
Answers may vary. Sample answers:
1. What color is a ptarmigan in summer?
2. How is adaptation related to an animal’s ability to survive?
3. What kinds of animals use mimicry?
4. Do all caterpillars turn into moths?
5. Does survival of the fittest cause some species to become extinct?

Activity E., pp. 65–66
1. predators
2. camouflage
3. survival
4. prey
5. adapt
6. mimic
7. resemble
8. mature
9. elaborate
10. virtually
11. obvious
12. infinite

LISTENING 2
WORK WITH THE LISTENING
Activity A., pp. 68–69
1. Sun Tzu’s principles of deception in warfare: when able to attack, seem unable; when using force, seem inactive; when near, appear far; when far, appear near
2. Dr. Caddell’s forms of deception: active; passive
3. Deception of the Trojan Horse: Greeks built and hid in the horse; Greeks pretended to sail home but were nearby; a Greek warrior told the Trojans that the horse was a gift
4. George Washington’s illusions: created false documents and let the British capture them; ordered more supplies than he needed to make his army appear bigger; planted information that he was going to attack a different city than he planned to
5. D-Day WWII: pretending to be a larger army than it was; sending false radio signals about where the attack was going to be

Activity B., p. 69
Answers will vary. Possible answers:
1. Sun Tzu was a famous Chinese general from ancient times. He believed that all warfare was based on deception. He had 4 basic ideas: armies able to attack should seem unable, active armies should seem inactive, armies that were near should look like they are far away, and armies that are far away should try to look closer.
2. Dr. Caddell is a U.S. professor of military history. He lectures about active and passive deception. Active deception is basically trying to look stronger than you are. Passive deception is trying to look weaker. All of Tzu’s ideas fit with passive deception except for trying to look closer when armies are far away. The class example of passive deception was the Greek Trojan Horse.
3. The class examples of active deception were from the American Revolutionary War and WWII.

Activity C., p. 70
1. b
2. c
3. a
4. c
5. c
6. b
7. b
8. a

Activity D., p. 71
1. h
2. f
3. e
4. b
5. a
6. d
7. g
8. c

Activity E., p. 71
Answers will vary. Possible answers:
1. I think it’s pretty clear that the professor was happy with the students. He said he was pleased with the responses. He chose ones the students had posted on the website to discuss in his lecture.
2. I thought the examples of George Washington’s strategies were really clear. He used things like false messages and a large number of fires to deceive the British army.
3. If I were in that class I would say armies today still use deception. They definitely use uniforms that blend in with the environment. They probably send false messages but in more modern ways.

Activity F., p. 71
1. a
2. b
3. b

SAY WHAT YOU THINK
Activity B., p. 73
Answers may vary. Sample answers:
1. Animals use passive deception when they are predators and hide waiting for their prey, such as the snake and the flounder. A small bird that makes a loud noise is trying to sound bigger and stronger than it is.
2. Visual effects in science fiction movies can turn an animal that is usually small and weak into a large and powerful enemy. Anything in science fiction battles can become the opposite of what it really is.
3. I was most convinced that the eyes can deceive the mind by the video example of the wheels turning backwards and forwards and by how the camouflage of animals makes a person think the animal isn’t really there.

VOCABULARY SKILL
Activity A., p. 75
1. imagination (n.), imagine (v.), imaginative (adj.), imaginatively (adv.)
2. adaptation (n.), adapt (v.), adaptive (adj.), adaptively (adv.)
3. deception (n.), deceive (v.), deceptive (adj.), deceptively (adv.)
4. capability (n.), (no verb form), capable (adj.), capably (adv.)
5. difference (n.), differ (v.), different (adj.), differently (adv.)
6. individual (n.), individualize (v.), individual (adj.), individually (adv.)
7. maturity (n.), mature (v.), mature (adj.), maturely (adv.)
8. predator (n.), prey (v.), predatory (adj.), predatorily (adv.)
9. revolution (n.), revolt (v.), revolutionary (adj.), revolutionarily (adv.)

Activity B., p. 75
1. deception
2. predator
3. difference
4. revolution
5. adapt
6. mature

GRAMMAR
Activity A., pp. 77–78
1. b
2. c
3. b
4. a
5. c
6. c

Activity B., p. 78
Answers may vary. Possible answers:
1. Sun Tzu, whose teachings are still important today, lived during the 5th century BCE.
2. Odysseus was a famous Greek warrior who designed the Trojan Horse.
3. Color change is the most common form of camouflage, which I didn’t know before I took this class.
4. Optical illusions that contain lines and shapes are used by psychologists to test perception.
5. Some sea creatures that can’t be seen because of their coloring hide in the sand or the seaweed.