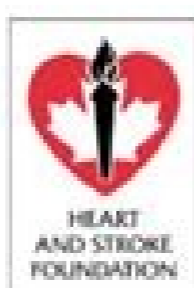


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**Step 1:** Set SMART goals for yourself. Your goals should be:

1. **Specific** (e.g. "I'd like to lose weight", as opposed to "I'd like to become a new person")
2. **Measurable** (eg. "I want to be able to lose 5 pounds" as opposed to "I'd like to lose some weight")
3. **Attainable** (e.g. "I want to be able to run a mile in 12 minutes", as opposed to "Even though I've never run before, I want to break the one-minute mile")
4. **Realistic** (e.g. "I work up to a 2 mile run 3 times a week" as opposed to "I want to compete in the next Olympics")
5. **Have a Time frame** (e.g. "I want to be able to lose 5 pounds in 2 months")

**Step 2:** Write down some of the steps you'll take to achieve your goal.

**Step 3:** Prioritize your goals. You can't do everything at once. Examine your life and check off the goals that are:

1. the most important to you
2. reasonable for you to take on at this point in your life.

Priority Goal	The goals I'd like to achieve:	The steps I'll take to achieve that goal:	When I'd like to achieve that goal (the time frame):
.	Lose 5 pounds	Walk every evening; replace 1 high-fat snack with a healthy alternative such as fruits or vegetables	Within 2 months

*Congratulations on setting SMART goals!*

## CHAPTER 1 SOLUTIONS MANUAL

### Introduction to Chemistry

#### Section 1.1 A Story of Two Substances

pages 4-8

##### Section 1.1 Assessment

page 8

1. **Explain** why the study of chemistry should be important to everyone.

Chemistry is the study of matter and everything and everyone is made of matter.

2. **Define** substance and give two examples of things that are substances.

A substance, which is also known as a chemical, is matter that has a definite composition. Possible examples: table salt (NaCl) and table sugar (sucrose,  $C_{12}H_{22}O_{11}$ )

3. **Describe** how the ozone layer forms and why it is important.

When oxygen gas ( $O_2$ ) is exposed to ultraviolet radiation in the upper regions of the stratosphere, the molecule breaks apart. The individual oxygen particles (O) combine with other oxygen gas molecules to form ozone ( $O_3$ ). Ozone is important because it forms a protective layer in the atmosphere that protects living organisms from harmful radiation.

4. **Explain** why chlorofluorocarbons were developed and how they are used.

Chlorofluorocarbons were developed as a safe alternative to ammonia, a common refrigerant. Chlorofluorocarbons are used as refrigerants, in foams, and as propellants in spray cans.

5. **Explain** If cells have the ability to repair themselves after exposure to UVB, why are the increasing levels of UVB in the atmosphere concerning scientists?

Cells have some ability to repair themselves, but some scientists believe that cells have a limit in the amount of UVB exposure that can be tolerated.

6. **Explain** why the concentration of CFCs increased in the atmosphere.

The use of CFCs continued to increase.

7. **Evaluate** why it was important for Dobson's data to be confirmed by satellite photos.

All scientific hypotheses, tests, experiments, and data must be independently confirmed to make them valid.

#### Section 1.2 Chemistry and Matter

pages 9-11

##### Section 1.2 Assessment

page 11

8. **Explain** why there are different branches of chemistry.

The study of chemistry is a very broad field, so chemists specialize in small areas.

9. **Explain** why scientists use mass instead of weight for their measurements.

Mass is constant regardless of location and is not affected by gravity. Weight varies with gravity.

10. **Summarize** why it is important for chemists to study changes in the world at a submicroscopic level.

The changes you see with your eyes begin with changes at the submicroscopic level.

11. **Infer** why chemists use models to study submicroscopic matter.

Models enable chemists to understand difficult concepts that they cannot normally see.

12. **Identify** three different models that scientists use and explain why each model is useful.

Possible answers: Aircraft models allow scientists to test their designs before money is spent on the actual aircraft. Computer models of chemical processes allow chemists to test processes before actual manufacturing facilities are built. Car models allow scientists to test certain features, such as wind resistance, before a car is actually built.

Chemistry: Matter and Change • Chapter 1 1

## Describing Animals

It has ...	rhino
feathers	eagle
scales	fish
fur	bear
horns	turtle
shell	crab
hooves	cow
claw	
It lives ...	gorilla
In a desert	bat
In a ocean	deer
In a jungle	camel
In a forest	octopus
In a cave	cow
on a farm	
It eats ...	tiger
grass	blue whale
fruits	koala
fish	cow
leaves	monkey
insects	bat
other animals	dolphin
plankton	

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# Answer key

## TEST 1

### LISTENING

Each question correctly answered scores 1 mark. CORRECT SPELLING IS NEEDED IN ALL ANSWERS.

#### Section 1, Questions 1–10

- 1 shopping / variety of shopping
- 2 guided tours
- 3 more than 12 / over 12
- 4 notice board
- 5 13th February
- 6 Tower of London
- 7 Bristol
- 8 American Museum
- 9 student newspaper
- 10 Yentob

#### Section 3, Questions 21–30

- 21 A
- 22 C
- 23 E
- 24 B
- 25 G
- 26 F
- 27 C
- 28 D
- 29 A
- 30 B

#### Section 2, Questions 11–20

- 11 **IN EITHER ORDER, BOTH REQUIRED FOR ONE MARK**
- coal
  - firewood
  - 12 local craftsmen
  - 13 160
  - 14 Woodside
  - 15 Ticket Office
  - 16 Gift Shop
  - 17 (main) Workshop
  - 18 Showroom
  - 19 Café
  - 20 cottages

#### Section 4, Questions 31–40

- 31 cities / environment
- 32 windy
- 33 humid
- 34 shady / shaded
- 35 dangerous
- 36 leaves
- 37 ground
- 38 considerably reduce / decrease / filter
- 39 low
- 40 space / room

If you score ...

0–14	15–30	31–40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## Open versus closed questions:

### Closed questions

A closed question can be answered with either a single word (yes/no) or a short phrase.

- Thus 'How old are you?' and 'Where do you live?' are closed questions.
- Thus 'Are you happy?' and 'Is that a book I see before me?' are closed questions, whilst 'How are you?' is not.

### Using closed questions:

- They give you *facts*.
- They are easy to answer.
- They are quick to answer.
- They keep control of the conversation with the questioner.

### Opened questions

An open question is likely to receive a long answer.

- Although any question can receive a long answer, open questions deliberately seek longer answers, and are the opposite of closed questions.

### Using open questions:

- Open questions have the following characteristics:
- They ask the respondent to think and reflect.
- They will give you *opinions and feelings*.
- They hand control of the conversation to the respondent.















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