

[Unit 1]

Independent

Page 7

B

1. I went to a swimming camp during the break.
2. I did this because I wanted to improve my strokes.
3. I enjoyed it a lot because I really like to swim.
4. I think that it was a great way to spend my time because I had a lot of fun.

Page 8

B

A (Agree)

C

Topic: It is good for teenagers to work during school breaks.

- A. They learn valuable skills while working.
1. Working teaches them to be dependable and accountable.
 2. My sister's job taught her how to handle money and to be trustworthy.
- B. Work lets teenagers make contacts.
1. Bosses can give good references.
 2. Bosses can give good career advice.

Conclusion: I think that teenagers should get jobs during school breaks.

D

First
As a result
In addition
Therefore

Page 9

E

B (Disagree)

F

Topic: It is a bad idea for teenagers to work for their school breaks.

- A. Working affects family and social life.
1. Breaks give teenagers time to spend with friends and family.
 2. My family couldn't go on summer trips together if my brother worked.
- B. Working is bad for their health.
1. They won't get enough sleep.
 2. They won't get enough exercise.

Conclusion: Therefore, I don't think that students should get jobs during breaks.

G

To start with
Another reason
Therefore

H

1. adversely
2. assigned
3. accountable
4. contacts
5. duration

Page 10

Sample Answer 1

Step 2

agree

Step 3

Topic: I think that teenagers should get jobs during school breaks.

- A. Working helps them decide what career to go into.
1. Getting jobs in high school shows them what kind of work they like and don't like.
 2. My older sister got a summer job working for a dentist. Now she knows she wants to go to dental school.
- B. Jobs keep them out of trouble.
1. Spending time at a job keeps them from getting bored and doing things they shouldn't.
 2. My mom recently hired a teenage boy to do her yard work. He used to pick on kids during all his free time. Now that he has a job, he doesn't have time for that.

Conclusion: Therefore, teenagers should work during school breaks.

Step 4

I think that teenagers should get jobs during school breaks for two reasons. First, working helps them decide what career to go into. Getting jobs in high school shows them what kind of work they like and don't like. For example, my older sister got a summer job working for a dentist. Now she knows she wants to go to dental school. Jobs also keep teenagers out of trouble. Spending time at a job keeps them from getting bored and doing things they shouldn't. My mom recently hired a teenage boy to do her yard work. He used to pick on kids during his free time. Now that he has a job, he doesn't have time to get in trouble anymore. These are the reasons why I think teenagers should work during school breaks.

Sample Answer 2

Step 2

Disagree

Answer Key

Step 3

Topic: I think that teenagers should not get jobs during school breaks.

A. Teenagers should relax during their breaks from school.

1. Teenagers have to work really hard during school and don't have a lot of time to hang out with friends.
2. During the summer, I want to play outside with my friends rather than work.

B. Teenagers should enjoy their summers while they can.

1. When teenagers get older, they will have to work all the time.
2. So during this time that teenagers don't have to work, they should enjoy it rather than do more work.

Conclusion: Therefore, teenagers should relax and have fun during breaks.

Step 4

I think that teenagers should not get jobs during school breaks. I think this for two reasons. First, teenagers should relax during their breaks from school. Teenagers have to work really hard during school and don't have a lot of time to hang out with friends. So, they should spend their time having fun when they can. During the summer, I want to play outside with my friends rather than work. This is why I wouldn't want to get a job. In addition, teenagers should enjoy their breaks while they can. When teenagers get older, they will have to work all the time. So during this time that teenagers don't have to work, they should enjoy it rather than do more work. These are the reasons why I think teenagers should relax and have fun during breaks.

Integrated

Page 11

B

- A
- They might talk about why the colonists wanted to be free and the reasons they fought the British.

Page 12

A

A

B

Main idea: American colonists fought for their freedom for two main reasons.

Key points:

- A new movement called the Enlightenment was popular.
- England passed laws that made the colonists angry.

Lecture

Main idea: The Enlightenment and taxes were two things that caused the American Revolution.

Key points:

- The Enlightenment began in Europe and came to America.
 - The natural rights of life, liberty, and property sounded good.
 - They wanted to escape a government that didn't give those rights.
- Colonists didn't like taxation without representation.
 - They were angry about the Stamp Act.
 - They didn't like being taxed and not having a delegate in Parliament.

Page 13

D

The reading passage says that the American Revolution began for two main reasons. One reason was that American colonists liked the ideas of the Enlightenment. Another reason was that England passed laws that the colonists didn't like. The lecture supports the reading by describing the same main causes of the American Revolution in greater detail. The speaker gives a specific example of each cause that supports why it was a big reason to fight. First, the speaker says that the colonists listened to the ideas of John Locke and wanted to free themselves from a government that didn't practice those ideas. The speaker also says that the Stamp Act was an unfair law that made the colonists angry. They wanted the right to make laws for themselves.

E

- required
- representation
- obedient
- Parliament
- obey

Page 14

Step 1

Reading

Main idea: Americans tried to resist the British in peaceful ways.

Key points:

- They protested British laws.
- They boycotted British goods.

Lecture

Main idea: The Americans protested British rule and boycotted British goods.

Key points:

- Colonists formed the Stamp Act Congress.
 - Delegates got together.
 - They insisted Americans had the same rights.
 - They demanded that Parliament get rid of taxes.
 - They spoke as one voice.
- Colonists chose not to buy and sell goods from Britain.
 - Britain started taxing stamps.
 - The colonists refused to buy things from British salesmen.
 - Britain lifted the stamp tax to help its salesmen.

Page 15

Step 3

Topic: Ways American colonists resisted British rule.

- A. The reading says that the colonists used two peaceful tactics to resist British rule.
1. They protested British laws.
 2. They boycotted British goods.
- B. The lecture gives examples of ways the colonists protested and boycotted.
1. They formed the Stamp Act Congress.
 - Delegates got together and spoke as one voice.
 - They demanded equal rights and no unfair taxes.
 2. They refused to buy and sell goods from Britain.
 - They were angry about the stamp tax.
 - Britain got rid of the stamp tax to help its salesmen.

Conclusion: These two examples show the two ways that Americans peacefully resisted British rule.

Step 4

The reading and the lecture discuss the ways American colonists resisted British rule. The reading says that the colonists used two peaceful tactics to resist British rule. They protested laws. They also boycotted goods. The lecture gives examples of ways the colonists protested and boycotted. They protested by forming the Stamp Act Congress. Delegates got together and spoke as one voice. They demand equal rights and no unfair taxes. The colonists also boycotted British goods. They refused to buy and sell them. They were angry about the stamp tax. Eventually, Britain got rid of the stamp tax to help its salesmen.

Thus, the lecture supports the reading by giving examples of the two ways that Americans peacefully resisted British rule.

Page 16

Check-up

1. reason
2. trustworthy
3. colonist
4. enlightenment
5. drowsy
6. employment
7. delegate
8. colony
9. quality
10. reference

[Unit 2]

Independent

Page 17

B

1. I did not want to clean my room.
2. I did not want to do it because I wanted to watch television.
3. I felt very bored while I was cleaning my room.
4. Yes, I had a clean room, so I could find my stuff easily.

Page 18

B

A (Agree)

C

Topic: Sometimes people should do things even if they don't want to do them.

- A. Sometimes people have to do things they don't like in order to reach their goals.
1. Students should do homework to get good grades.
 2. Good grades will give them choices, like going to college and getting a good job.
- B. Some people have jobs where they have to do things they don't like in order to help others.
1. If doctors only did what they liked, sick people would not get the help they need.
 2. Other people can benefit from people doing things they don't want to.

Conclusion: For these reasons, I think it is important for people to sometimes do things they don't want to do.

D

In fact
First of all
For instance
Secondly
For example
For these reasons

Page 19

E

B (Disagree)

Answer Key

F

Topic: People should not do things that they do not want to do.

A. People get irritable when they do things they do not want to do.

1. People doing jobs they don't want to do leads to bad customer service and customers get in a bad mood.
2. People are happier doing only what they want to do and make people around them happier as well.

B. People do not put all their effort into doing things they don't want to do.

1. It is better to give full effort toward something people want to do.
2. If people like what they are doing, it makes them more productive.

Conclusion: I believe it is better if people only do what they want to do.

G

To begin with

Next

Therefore

H

1. ability
2. decent
3. virtually
4. diminished
5. minimum

Page 20

Sample Answer 1

Step 2

agree

Step 3

Topic: People should do things they do not want to do sometimes.

A. If people only did what they wanted to, nothing would ever get done.

1. Nobody would do their jobs.
2. Trash would pile up, and everything would be dirty.

B. If everyone did what they wanted to, society would not function.

1. People would break laws, and that would be dangerous for everyone.
2. Also, people might behave in ways that are socially wrong even if they are not illegal.

Conclusion: I think people must do things that they do not always want to do.

Step 4

I believe that people should do things they do not want to do sometimes. I think this for two reasons. First of all, if people only did what they wanted to,

nothing would ever get done. Nobody would work, so there would be no teachers, doctors, or even grocery store clerks. They would all be too busy just doing what they liked. On a smaller scale, very few people would do simple chores like taking out the trash or cleaning their homes. Trash would pile up and everything would be dirty. Secondly, if everyone did only what they wanted to, society would not function. People would break laws, like speeding on the highway or not stopping at red lights when they are in a hurry. That would be dangerous for everyone. Also, people might behave in ways that are socially wrong, even if they are not illegal. For instance, if everyone did what they wanted to, maybe no one would use good manners. The world would just be filled with rude people. Having to follow rules and doing tasks helps to keep society functioning properly on a lot of levels. These are the reasons that I think people must do things that they do not want to do.

Sample Answer 2

Step 2

disagree

Step 3

Topic: People should not do things they don't want to do.

A. Doing unwanted tasks prevents people from doing what they really want to do.

1. I want to learn to play guitar, but I don't have time because I have to do my homework.
2. If I didn't have to do my homework, I would be able to do things I wanted to do, like play guitar.

B. Doing things that people don't want to do makes them unhappy.

1. When I have to do chores around the house, I am not happy.
2. If I didn't have to do chores, I would be a lot happier.

Conclusion: I think people should not have to do anything they don't want to do.

Step 4

I believe that people should not do things they don't want to do. There are two reasons why I feel this way. First of all, unwanted tasks prevent people from doing what they really want to do. Let me give an example. I want to learn to play guitar, but I don't have time because I have to do my homework. I feel like I will never have time to learn the guitar. If I didn't have to do my homework, I would be able to do things I wanted to do, like play guitar. In addition, I think that doing things that people don't want to do

makes them unhappy. For example, when I have to do chores around the house, I am not happy. However, if I didn't have to do chores, I would be a lot happier. Therefore, it is bad to have to do these things. These are the reasons that I think people should not have to do anything they don't want to do.

Integrated

Page 21

B

1. B
2. They might talk about the definition of art, describe the key elements of art, or give examples of art.

Page 22

A

A

B

Reading

Main idea: For anything to be considered art, it must have two things.

Key points:

- Works must have form to be defined as art.
- Artwork must also have content.

Lecture

Main idea: Graffiti is art because it has the two elements needed to be considered art.

Key points:

- Form is the use of color, shape, and space.
 - The physical materials artists use are considered part of form.
 - Keith Haring's materials were chalk and black paper.
- Content is what influences artists and how those are shown in the art.
 - Haring created a work of graffiti on the Berlin Wall.
 - The graffiti showed what Haring thought about the city being split in half.

Page 23

D

According to the reading passage, all art is defined by two things. First it must have form, which is the visual elements of the piece. In addition, art must have content. Content is the ideas and emotions expressed in the work of art by the artist. The lecture uses the information presented in the reading to determine if graffiti can be considered art. The speaker talks about graffiti artist Keith Haring's work as it relates to form and content. Haring's drawings

were made using chalk and black paper and had color, shape, and space. Therefore, his work had all the elements of form. Haring was influenced by the Berlin Wall to create a large work of graffiti on the wall. It showed his feelings about the city being divided in half. Since Haring's graffiti drawings had both form and content, it shows graffiti really is a form of art.

E

1. portrayed
2. absurd
3. form
4. fluid
5. simulate

Page 24

Step 1

Reading

Main idea: Impressionist artists used two key elements in their paintings.

Key points:

- Impressionist art showed scenes from real life.
- Impressionist style was also characterized by the use of light.

Lecture

Main idea: Degas's painting *The Dance Class* is a good example of Impressionist art.

Key points:

- The subject of the painting is a ballet lesson.
 - The dancers are shown adjusting their costumes or leaning on the wall.
 - The dancers' mothers are sitting and waiting for the practice to end.
- The second element is use of light and reflection.
 - In the mirror on the wall is the reflection of a window.
 - It shows where the light in the room is coming from.

Page 25

Step 3

Topic: Elements of Impressionist painting

A. The reading says that Impressionist artists used two key elements when they painted.

1. Impressionist artists often painted scenes from everyday life.
2. Many impressionist artists also used light in interesting ways.

B. The lecture supports the reading by saying that The Dance Class by Degas is a good example of Impressionist art.

1. Degas used a ballet class as his subject for the painting.
 - The dancers are adjusting their costumes or leaning on the wall.

Answer Key

- The mothers of the dancers are waiting for the practice to end.
2. Degas also used light and reflection in his painting.
- You can see a reflection of a window in a mirror on the wall.
 - The reflection shows where the light in the room is coming from.
- Conclusion: This painting by Degas discussed in the lecture uses the two most important elements of Impressionist painting that were mentioned in the reading.

Step 4

The reading and the lecture discuss the two key elements of Impressionist art. The reading says that Impressionist artists often painted scenes from everyday life. Also, many Impressionist artists used light in interesting ways. The lecture supports the reading by saying that *The Dance Class* by Degas is a good example of Impressionist art.

First, the speaker says that Degas used a ballet class as his subject for the painting. In the painting, the dancers are adjusting their costumes or leaning on the wall. The mothers of the dancers are waiting for the practice to end. This is an example of how Impressionist art uses scenes from real life. In addition, Degas used light and reflection in his painting. In the painting, you can see a reflection of a window in a mirror on the wall. The reflection shows where the light in the room is coming from.

In conclusion, the painting by Degas discussed in the lecture uses the two most important elements of Impressionist painting discussed in the reading.

Page 26

Check-up

- | | | |
|----------------|---------------|--------------|
| 1. graffiti | 2. influence | 3. necessary |
| 4. Berlin Wall | 5. mood | 6. junk |
| 7. vandalism | 8. unpleasant | |
| 9. irritable | 10. rotten | |

[Unit 3]

Independent

Page 27

B

1. My ideal job is being a doctor.
2. I am interested in helping people.
3. The education required is college and medical school.
4. I am preparing myself by taking a lot of science courses at school.

Practice

Page 28

B

B (Disagree)

C

Topic: Employers should not promote workers in the company.

- A. Workers from other companies can offer new things.
1. They can bring new ideas that help a company in many ways.
 2. My mom's manager came from another company, and he had a lot of new ideas that helped the company.
- B. Employees from other companies make better bosses.
1. They are better able to direct the people in the company.
 2. People from other companies don't have to worry about being friends with the employees.

Conclusion: It is better to hire managers from other companies.

D

To begin
For example
In addition
On the other hand
In conclusion

Page 29

E

A (Agree)

F

Topic: Employers should promote from within the company.

- A. Promotions can make employees do a good job.
1. Promotions tell workers that they are important to the company.
 2. When my dad was given a promotion, it made him a lot happier with his job.
- B. Employees that already work for a company will do a better job than employees from another company.
1. They already know how the company works, and they don't have to be trained.
 2. They already know all the employees, and they could more easily manage them.

Conclusion: It is better to promote employees within the company.

G

First
However
Once
Secondly
In addition
Therefore

H

1. principal
2. intervene
3. expert
4. enforce
5. cease

Page 30

Step 2

agree

Step 3

Topic: Employers should promote people from inside the company rather than hire people from other companies.

A. People inside the company are more trustworthy than new employees.

1. A company's current employees have already proven that they are hardworking and will be loyal to the company.
2. At my dad's company, a new manager from another company was not a good worker.

B. Promoting employees in the company will encourage the other employees to do a good job.

1. It will show that employees will be rewarded if they do a good job.
2. This will make the other employees want to work hard and help the company, which will make the company stronger.

Conclusion: These are the reasons that I think it is better to promote employees within the company rather than hire new employees.

Step 4

I believe that employers should promote people from inside the company rather than hire people from other companies. There are two reasons that I think this. First, people inside the company are more trustworthy than new employees. A company's current employees have already proven that they are hardworking and will be loyal to the company. This is not true of employees from other companies. At my dad's company, a new manager from another company was not a good worker. This ended up hurting his company. Second, promoting employees in the company will encourage the other employees to do a good job. It will show that employees will be rewarded if they do a good job. This will make the other employees want to work hard and help the company, which will make the company stronger.

These are the reasons that I think it is better to promote employees within the company rather than hire new employees.

Sample Answer 2

Step 2

disagree

Step 3

Topic: Employers should hire managers from other companies instead of promoting them from within.

A. That a person works at a company does not mean he or she will be a good manager.

1. While someone may know the company, that does not mean they are good at leading people.
2. It is better to hire a manager from another company who has proven to be a good leader.

B. If a company wants to expand, they need to bring in managers from other companies who have experience in that area.

1. If a company expands in order to produce new products, they need managers who are familiar with those products.
2. This way, the managers are already experienced and the company does not lose production time while training managers promoted from within.

Conclusion: These are the reasons that I think it is better for companies to hire managers from other companies.

Step 4

I believe that employers should hire managers from other companies rather than promoting from within. I think this for two reasons. First, that an employee is familiar with the company does not mean he or she will be a good manager. An employee could work somewhere for years and know all there is to know about how the company works but lack the skills to lead people. It is better to hire a manager from somewhere else who has proven to be a good leader than to promote an unqualified person within the company.

Second, if a company wants to expand, it needs to bring in managers from other companies who have experience in that area. For example, if a company expands to make new products, they need managers who are already familiar with production of those items. This way, companies do not lose production time trying to train managers promoted from within. These are the reasons that I think it is better for companies to hire managers from other companies.

Integrated

Page 31

B

1. A
2. They might talk about where the whale came from and how they learned more about the whale.

Page 32

A

B

B

Reading

Main idea: Scientists have made two important discoveries that explain where the whale came from.

Key points:

- Scientists found a skull that suggests the whale may have descended from a land animal that resembled a horse.
- Scientists have found many skeletal similarities between the two animals.

Lecture

Main idea: The theory explaining the whale's evolution is not believable.

Key points:

- The skull evidence is not strong enough to make a believable claim.
 - The skull was broken and could not be properly analyzed.
 - To make a strong claim, we would need more than skulls that looked similar.
- The similarities in the animals' skeletons are also not strong enough to make a good claim.
 - The skeletons are similar in some ways, but very different in others.
 - The whale does not have legs, but the land animal did.

Page 33

D

The reading says that scientists have developed a theory that tries to explain where the whale came from. The author uses two pieces of evidence to support this theory. First, the reading says that the theory states that the whale descended from a land animal that resembled a horse. Scientists found a skull of this animal, and the skull resembled a whale's skull. Scientists also found many similarities between the skeletons of the two animals. The lecture, however, disagrees with the statements made in the reading. The speaker says that the theory explaining

the whale's origin is not believable.

The speaker supports this opinion with two points. First, the skull evidence is not strong enough to make that claim. The skull was broken and could not be properly analyzed. The connection between the skull and the whale's origin can't be made. Also, the skeletal similarities are not strong enough. The two species are similar in some ways, but very different in others. While the land animal has legs, the whale does not. Therefore, the lecture disagrees with what is said in the reading.

E

1. baffle
2. convincing
3. descended
4. ancestors
5. resemble

Page 34

Step 1

Reading

Main idea: The whale likely descended from a species of amphibian.

Key points:

- Scientists have found a long line of ancestors that show how the whale evolved.
- There are many ways that the whale is similar to ancient amphibians.

Lecture

Main idea: The theory stating that the whale descended from an amphibian is not strong enough.

Key points:

- The line of ancestors does not prove that the whale evolved from amphibians.
 - The animals were similar, but that doesn't mean they are related.
 - Nothing proves that the whale is descended from them.
- The similarities noted by scientists are not strong enough.
 - Similarities don't always prove that two things are related.
 - To claim the whale came from amphibians, we need more evidence.

Page 35

Step 3

Topic: The origin of the whale

A. The whale probably descended from a species of amphibian.

1. Scientists have discovered a large number of ancestors that show how the whale evolved.
2. Whales are similar in many ways to ancient amphibians.

B. There is not enough evidence that the whale evolved from amphibians.

1. The line of ancestors does not prove that the whale evolved from amphibians.

- The animals may have appeared to be similar but that does not mean they are related.
- There is no real evidence that the whale is descended from them.

2. The scientists' observations are not strong enough proof

- That two things look similar does not prove they are related.
- More evidence is needed to prove that the whale came from amphibians.

Conclusion: There is nothing to prove that the whale descended from a species of amphibian.

Step 4

The reading and the lecture discuss the origin of the whale. The reading states that the whale likely descended from a species of amphibian. The author offers two points to support this claim. First, the author says that scientists have found a long line of ancestors that show how the whale evolved. In addition, there are many ways that the whale is similar to ancient amphibians. The lecture disagrees with the information in the reading. The lecture says that the theory stating that the whale descended from an amphibian is not strong enough. The speaker says that the animals were similar, but that doesn't mean they are related. Nothing proves that the whale is descended from them. In addition, the similarities noted by scientists are not strong enough. Similarities don't always prove that two things are related. To claim the whale came from amphibians, we need more evidence.

Therefore, the lecture disagrees with the information in the reading by stating that there is nothing to prove that the whale descended from a species of amphibian.

Page 36

- | | | |
|-----------------|-----------------|------------|
| 1. skeleton | 2. disheartened | 3. promote |
| 4. in bad shape | 5. within | 6. skull |
| 7. related | 8. appreciated | |
| 9. unconvincing | 10. direct | |

[Unit 4]

Independent

Page 37

B

1. I watched my favorite soccer team.
2. I went to my town's stadium to watch the team play.

3. I enjoyed watching the sport because I liked cheering for my team in the stadium.

4. I would have liked to have been able to hear the commentators on TV.

Page 38

Sample Response 1

B
B

C

Topic: It is not better to watch sports in person than on TV.

A. I like to hear the commentaries when I watch sports on TV.

1. It is helpful to hear the commentators explain what is happening.
2. Hearing the commentators can make a sport more entertaining.

B. It is easier to watch sports at home than to go somewhere to watch them.

1. You don't have to pay for tickets if you watch a sport at home.
2. You often have to drive a long way to get to a game.

Conclusion: For these reasons, I prefer watching sports at home.

D

First
In addition,
Second
First
In addition
For these reasons

Page 39

Sample Response 2

E
A

F

Topic: It is more enjoyable to watch sports in person than on TV.

A. You can get the experience of being in the crowd at a sporting event.

1. The crowd can help the team do well.
2. Being in the crowd makes it more exciting for the people watching.

B. You can see more of the game if you go to the sporting event.

1. You get to see everything happening on the field at once.
2. On TV, you only see what the camera shows you.

Answer Key

Conclusion: This is why it is better to watch sports in person.

G

To begin
First
Furthermore
In addition
This is why

H

1. in person
2. stadium
3. commentator
4. live
5. commentary

Page 40

Sample Answer 1

Step 2

agree

Step 3

Topic: Watching sports in person is better than watching them on TV.

A. Watching sports on TV is boring.

1. You don't get the experience of being in the same place where the game is being played.
2. This makes it much more fun to watch the game.

B. It is also fun to get food when you go watch a sports game.

1. They have really good food at sports stadiums.
2. It isn't the same if you just watch a game at home and eat food from home.

Conclusion: This is why I believe that it is better to watch sports in person than on TV.

Step 4

I believe that watching sports in person is better than watching them on TV. It is more enjoyable to me for two reasons. First, I think watching sports on TV is boring. You don't get the experience of being in the same place where the game is being played. It is a totally different experience. This makes it much more fun to watch the game. It just isn't as fun to watch it at home. To continue, it is also fun to get food when you go watch a sports game. I think that they have really good food at sports stadiums. I like to eat food like hot dogs and nachos. It isn't the same if you just watch a game at home and eat food from home. It just isn't as enjoyable. This is why I believe that it is better to watch sports in person than on TV.

Sample Answer 2

Step 2

disagree

Step 3

Topic: Watching sports in person is not better than watching them on TV.

A. I don't like the crowds at live sporting events.

1. A lot of people yell really loud or bring things that make loud noise.
2. At home, I can watch a game and not be annoyed by these things.

B. The cameras of a TV sporting event can get closer to the players.

1. You can more easily see the things going on in the game.
2. At a live sporting event, if you get bad seats, it is hard to see what is going on.

Conclusion: This is why I believe that watching sports on TV is much better than going to see live sports.

Step 4

I believe that watching sports in person is not better than watching them on TV. To me, it is not as enjoyable. There are two reasons I think this. First, I don't like the crowds at live sporting events. A lot of people yell really loud or bring things that make loud noise. This is really annoying to me. At home, I can watch a game and not be annoyed by these things. So I enjoy the game more when I watch it at home. In addition, the cameras of a TV sporting event can get closer to the players. You can more easily see the things going on in the game. At a live sporting event, if you get bad seats, it is hard to see what is going on. This is why I believe that watching sports on TV is much better than going to see live sports.

Integrated

Page 41

B

1. B
2. They might talk about the different parts of the brain and how our memories work.

Practice

Page 42

A

B

B

Reading

Main idea: There are two different parts of the brain that control two functions of memory.

Key points:

- One section of the brain stores information in our memories.

- The other section allows people to access the information in their memories.

Lecture

Main idea: A study was performed that demonstrated how memory works.

Key points:

- One part of the study showed how we store things in memory.
 - Scientists used a type of test called an MRI to see brain activity.
 - During the test, one part of the hippocampus in the brain was very active.
- The researchers also showed people pictures they had already seen.
 - During this, a different part of the hippocampus was active.
 - This shows that the other part helps people remember things.

Page 43

D

The reading says that there are two different parts of the brain that control two different functions of memory. The author supports this claim with two facts. First, the author says that one part of the brain is responsible for controlling how our brains store information. In addition, the author says that a separate part of the brain allows us to access information in our memories. The speaker in the lecture supports this idea by describing a study and its results. The speaker first says that one part of the brain controls how we store information in our memories. The speaker says that the researchers proved this by using a test called an MRI. During the test, one part of the hippocampus was very active. Second, the speaker says that the researchers also showed people pictures that they had already seen. During this, a different part of the hippocampus was active. This shows that a different part of the hippocampus is used to access information in memory. In conclusion, the lecture supports the reading by describing a study that proves the reading's claims.

E

- | | | |
|-------------|-------------|---------|
| 1. retrieve | 2. recall | 3. role |
| 4. portion | 5. conclude | |

Page 44

Step 1

Reading

Main idea: The two sides of the brain have different ways of dealing with emotions.

Key points:

- The left side of the brain is responsible for processing the meanings of words.
- The right side of the brain processes the tone of the words spoken.

Lecture

Main idea: A study of the brain proves that the two sides of the brain deal with emotions differently.

Key points:

- The researchers wanted to know how people's brains process words.
 - The researchers played recorded messages that expressed different emotions.
 - When they paid attention to the words, their left brains were very active.
- They also studied how people responded to the tone of messages.
 - They again listened to messages, but this time paid attention only to tone.
 - During this part of the test, the right brain was more active than the left brain.

Page 45

Step 3

Topic: How the brain processes emotions.

- A. The left and right side of the brain have two different ways of processing emotions.
1. The left side focuses on the meanings of words spoken.
 2. The right side pays attention to the tone of the spoken message.
- B. A study of the brain showed that the two sides of the brain have different purposes in processing emotions.
1. The researchers first studied how the brain processes the emotions in words.
 - The researchers played messages that expressed different emotions.
 - When they only listened to the words themselves, their left brains were more active.
 2. They also wanted to know how the brain processes the tone of messages.
 - They listened to the messages again, but this time they listened to the tone of the words.
 - They noticed this time that the right brain was more active than the left.

Conclusion: Therefore, the two halves of the brain have two different roles in processing the emotions of a message.

Answer Key

Step 4

The reading and the lecture discuss how the brain processes emotions. The reading says that the two sides of the brain have different ways of dealing with emotions. The author discusses two main points to support this idea. First, the left side of the brain is responsible for processing the meanings of words. Next, the right side of the brain processes the tone of the words spoken. The lecture supports the reading by describing a study of the brain that proves that the two sides of the brain deal with emotions differently. The researchers wanted to know how people's brains process the emotions of words. The researchers played recorded messages that expressed different emotions. When they paid attention only to the words, their left brains were very active. Next, they studied how people responded to the tone of messages. People again listened to messages, but this time paid attention only to the tone of the words. During this part of the test, the right brain was more active than the left brain.

In conclusion, the lecture supports the reading by stating that the two halves of the brain have different roles in processing the emotions of a message.

Page 46

Check-up

- | | | |
|----------|------------|-------------------|
| 1. MRI | 2. rear | 3. sporting event |
| 4. store | 5. active | 6. cheer |
| 7. yell | 8. crowd | |
| 9. field | 10. region | |

[Unit 5]

Independent

Page 47

B

- The project was about volcanoes.
- I worked on the project with my friend from class.
- We used baking soda, vinegar, and clay.
- The most difficult step was building the volcano.

Page 48

Sample Response 1

B

A

C

Topic: Scientific progress is always a good thing.

- A. Science helps to solve important health problems.
- People died from simple illnesses before scientists found new medicines.
 - Now there are drugs to keep people healthy.

B. Science is responsible for many of the tools we use today.

- Scientists invented the technology for the computer.
- Scientists invented the television.

Conclusion: Therefore, I think that scientific progress is always good.

D

First

Now

Second

In addition

Therefore

Page 49

Sample Response 2

E

B

F

Topic: Scientific progress is not always a good thing.

A. Sometimes scientists do experiments that are unethical.

- Many people believe that animals should not be cloned.
- The outcome of these experiments could do more harm than good.

B. People are less connected to each other.

- Cell phones and the Internet have replaced talking face to face.
- Friendship has become less meaningful.

Conclusion: For these reasons, I think that scientific progress is not always a good thing.

G

First

For example

However

Second

Yet

As a result

For these reasons

H

- | | | |
|---------------|---------------|--------------|
| 1. ethical | 2. meaningful | 3. unethical |
| 4. manipulate | 5. restrain | |

Page 50

Sample Response 1

Step 2

agree

Step 3

Topic: Scientific progress is always a good thing.

- A. Technology will always make people's lives easier.
- The Internet has made it much easier to find information that you need.
 - There aren't many things that are bad about the Internet, and there are many good things.
- B. Scientific progress can make life better for a lot of people.
- The advances in the medical world have made living much better for a lot of people.
 - People can easily find treatment for illnesses because of scientific progress.

Conclusion: These are the reasons that I think that technology is always good.

Step 4

I believe that scientific progress is always a good thing. There are two reasons why I feel this way. To begin, I think that technology will always make people's lives easier. For example, the Internet has made it much easier to find information that you need. This has made people's lives a lot easier. There aren't many things that are bad about the Internet, and there are many good things. I also feel that scientific progress can make life better for a lot of people. This is obvious if you take a look at medicine. The advances in the medical world have made living much better for a lot of people. People can easily find treatment for illnesses because of scientific progress. These are the reasons that I think that technology is always good.

Sample Response 2

Step 2

disagree

Step 3

Topic: Scientific progress is not always good.

- A. Technology keeps children from enjoying nature.
- Kids would rather play video games than play outside.
 - Now a lot of kids are overweight because they're not active.
- B. Technology sometimes makes life less safe.
- People can use the Internet to steal credit card information.
 - People can hide their real identity in chat rooms.

Conclusion: These are the reasons that I think that technology is not always good.

Step 4

I believe that scientific progress is not always good. There are two reasons why I think this. First, technology keeps children from enjoying nature. Spending time outdoors gives people the chance to get fresh air. They can also see many beautiful things.

However, nowadays kids think new technology like video games is better than being outside. Now children sit around all day, and they don't get exercise by playing outside. This causes them to become overweight. Also, technology sometimes makes life less safe. The Internet is great for many things like shopping. But when people use their credit cards on the Internet, people can steal their credit card information. Also, the Internet allows people from around the world to talk to each other in chat rooms. However, people can hide their identity on the Internet. Criminals can pretend to be good citizens. These are the reasons why I think that scientific progress is not always good.

Integrated

Page 51

B

- A
- They might talk about the reasons why businesses want to give to charity and how they help charities.

Page 52

A

B

B

Reading

Main idea: Giving can be very good for businesses.

Key points:

- Charity is a chance for businesses to help their communities.
- Giving makes companies look good.

Lecture

Main idea: Donating is not good for businesses or the people who need help.

- By handing out money, businesses are hurting people.
 - Businesses that give stop the needy from helping themselves.
 - Nietzsche believed that people should take care of themselves.
- Businesses that give money could be seen as dishonest.
 - People will think that the company is just giving to get noticed.
 - People will stop spending money with a company they don't trust.

Answer Key

Page 53

D

The reading says giving to charities is good for two reasons. First of all, charity is a way for businesses to do something nice for the community. Second, businesses that give have a better image than those that do not. The key points in the lecture oppose the reading by discussing two bad outcomes of giving to charity. First, companies that give are not helping the poor. For example, donating stops the needy from getting jobs and improving themselves. The speaker points out that the thinker Nietzsche believed this, too. Also, sometimes businesses that give are seen as selfish. People may think that the company just wants attention. They may stop spending their money with a company they believe tried to trick them.

E

1. based
2. selfish
3. aid
4. donate
5. fortunate

Page 54

Step 1

Reading

Main idea: Carnegie was a true philanthropist because he built libraries.

Key points:

- He wanted people to be able to educate themselves.
- He wanted immigrants to learn about their new culture.

Lecture

Main idea: Carnegie built libraries because he had a big ego.

Key points:

- Carnegie liked having libraries named after him.
 - Every time people visit the library, they see Carnegie's name.
 - People who go to the library think about how kind Carnegie was.
- Carnegie liked the attention he got from the immigrant community.
 - Carnegie wanted people to thank him for helping them to learn.
 - Immigrants thought of Carnegie as a hero.

Page 55

Step 3

Topic: Whether Andrew Carnegie was a true philanthropist

- A. The reading says that Carnegie was a philanthropist because he built libraries.

1. Carnegie wanted people to educate themselves at libraries.
 2. He wanted immigrants to learn about the culture.
- B. The lecture says that Carnegie only built libraries because of his ego.
1. Carnegie liked having libraries named after him.
 - Every time people go to one of his libraries, they see his name.
 - When people go to the library, they are reminded of how kind Carnegie was.
 2. Carnegie liked the attention he got from immigrants.
 - Carnegie wanted people to thank him for helping them educate themselves.
 - Immigrants considered Carnegie a hero for doing this.

Conclusion: The lecture refutes the idea that Carnegie was a true philanthropist.

Step 4

The reading and the lecture discuss whether Andrew Carnegie was a true philanthropist. The reading says that he was because he gave money to build libraries. He built these places so that people would be able to educate themselves for free. He also thought it was important for immigrants to learn about their new culture.

The lecture says that Carnegie only built libraries because he had a big ego. It states the Carnegie liked having libraries named after him. This was because every time people go to these places, they see his name. Also, people think about how kind he was.

In addition, Carnegie liked the attention he got from the immigrant community. He wanted people to thank him for giving money to the libraries that helped them to learn. Immigrants thought of Carnegie as a hero.

In conclusion, the lecture refutes the idea that Carnegie was a true philanthropist.

Page 56

Check-up

1. kindly
2. tool
3. trick
4. term
5. charity
6. caring
7. drug
8. clone
9. needy
10. lab

[Unit 6]

Independent

Page 57

B

1. My pet is a dog.
2. I have owned my dog for eight years.
3. I chose a dog because they are very friendly.
4. I like to take walks and go to the park with my dog.

Practice

Page 58

B

A

C

Topic: Saving human lives is more important than saving animal lives.

- A. Animals can be replaced, but humans cannot.
1. When an animal dies, there are many others to take its place.
 2. When Boots died, my mom brought home a new kitten.
- B. Humans contribute to society in ways animals do not.
1. Animals cannot come up with ideas that make the world better.
 2. Animals are not as intelligent as people.

Conclusion: These are the reasons why saving human lives is more important than saving animal lives.

D

First

However

Second

Still

Page 59

E

B

F

Topic: Saving human lives is not more important than saving animal lives.

- A. All living things should be cherished.
1. Vegetarians don't think that it's humane to kill animals.
 2. There are many religions that teach respect for both people and animals.
- B. The presumption is that animals are not as important as humans because they don't have feelings.

1. Animals show their emotions all the time.
2. Animals can also have feelings for other animals.

Conclusion: These are the reasons why I don't think that saving human lives is more important than saving animal lives.

G

First

Second

However

H

1. humane
2. formulate
3. characteristic
4. injured
5. presumption

Page 60

Sample response 1

Step 2

agree

Step 3

Topic: Saving human lives is more important than saving animal lives.

- A. It is more ethical to do experiments on animals than it is to do them on people.
1. Experiments on animals can lead to safer medicines for people.
 2. If a human dies during these tests, his or her family will be angry.
- B. Each human is unique, but each animal is not.
1. Every person is an individual.
 2. Animals do not have unique personalities.

Conclusion: These are the reasons why I think saving human lives is more important than saving animal lives.

Step 4

I believe that saving human lives is more important than saving animal lives. There are two reasons why I believe this is true. First, it is more ethical to do experiments on animals than it is to do them on people. Experiments on animals can lead to safer medicines for humans. Many tests are needed before there is proof that certain medicines will be effective. If a human dies during these tests, his or her family will be angry. Second, each human is unique, but each animal is not. Every human has their own distinct personality. This is why people choose particular friends. There is something unique about people that draws them to each other. Animals do not have unique personalities. Animals only have basic instincts. They do not have a sense of humor. They don't have their own points of view like humans do. These are the reasons why I think it is not as important to save animals as it is to save humans.

Answer Key

Sample response 2

Step 2

disagree

Step 3

Topic: Saving human lives is not more important than saving animal lives.

A. Animals have personalities just like humans.

1. It is not true that animals do not have unique characteristics.
2. The personalities of pets make them lovable and important members of the family.

B. People who do not respect the lives of animals do not respect human lives.

1. If someone is not humane to animals, it shows they do not have any respect for life.
2. If someone respects the lives of animals, they probably have the same feeling about all living things.

Conclusion: These are the reasons why I think saving human lives is not more important than saving animal lives.

Step 4

I believe that saving human lives is not more important than saving animal lives. I think this way for two reasons. First, animals have personalities just like humans. Many people believe that animals do not have unique characteristics that make each one different. However, this is not true. People with pets will all say that their dog or cat has a distinct personality that makes the animal special. These personalities make pets lovable and important members of the family. Second, people who do not respect the lives of animals do not respect human lives either. When people are humane to animals it shows that they respect life in general. It shows that they are able to treat every living thing fairly. If someone does respect the lives of animals, they probably have the same feeling about all living things. This includes humans. These are the reasons why I think saving human lives is not more important than saving animal lives.

Integrated

Page 61

B

1. A
2. They might talk about what skills parents teach their children and what independence training is.

Page 62

A

A

B

Reading

Main idea: Independence training shows children how to become individuals.

Key points:

- Children are taught self-reliance.
- Children's personal triumphs are stressed in these societies.

Lecture

Main idea: Both parents and peers teach children how to become individuals.

Key points:

- Mothers begin to push children to be self-reliant right away.
 - Mothers may allow the baby to spend time alone.
 - Children are praised when they begin to sit up or feed themselves without help.
- Children often take part in contests.
 - Children are praised for winning.
 - Losing is associated with personal failure and shame.

Page 63

D

The reading says that independence training teaches children how to become individuals in two ways. First of all, children are taught self-reliance. In addition, children's personal triumphs are stressed in these societies. The lecture supports the reading by talking about how independence training happens every day. There are two examples that support this idea. First, mothers push their children to care for themselves. Mothers allow babies to spend time alone. Children are praised when they do things without help. Also, children often take part in contests. They are praised for winning. Losing is associated with personal failure and shame. Therefore, the lecture agrees with the points discussed in the reading.

E

1. raise
2. fend
3. triumph
4. associate
5. contest

Page 64

Step 1

Reading

Main idea: Enculturation is a way for society's rules to be transmitted to children.

Key points:

- Mothers are the first people to enculturate children.
- A child's peers support enculturation.

Lecture

Main idea: Families and peers contribute to the process of enculturation.

Key points:

- Parents enculturate children by teaching them how to act.
 - If a child behaves according to the norms, he or she is praised.
 - If the behavior is not acceptable, the child is punished.
- Children enculturate each other in play groups.
 - Children learn how to behave by watching others their age.
 - Children learn the rules of their culture by being with other children.

Page 65

Step 3

Topic: How enculturation transmits the rules of society to children.

- A. The reading says that enculturation is a way for society's rules to be transmitted to children.
1. The first people to enculturate children are mothers.
 2. A child's peers support enculturation.
- B. The lecture gives examples of how families and peers contribute to the process of enculturation every day.
1. Parents enculturate children by teaching them how to act.
 - If a child behaves correctly, he or she is praised.
 - If a child's behavior is not correct, the child is punished.
 2. Children enculturate each other in play groups.
 - Children learn how to behave by watching others their age.
 - Children learn the rules of their culture by being with other children.

Conclusion: Enculturation takes place through parents and peers.

Step 4

The reading and the lecture discuss how parents and peers enculturate children by teaching them how to act. This happens in two ways. The reading says that enculturation is a way for society's rules to be transmitted to children. Mothers are the first people to enculturate children. Later, a child's peers support enculturation. The lecture agrees with the reading by talking about how families and peers contribute to the process of enculturation every day. First, parents enculturate children by teaching them how to act. If a child behaves according to the norms of a culture, he or she is praised. If the behavior is not acceptable,

the child is punished. Second, children enculturate each other in play groups. Children learn how to behave by watching others their age. Also, children learn the rules of their culture by being with other children.

In conclusion, the lecture supports the reading by talking about how parents and peers enculturate children.

Page 66

Check-up

1. self-reliance
2. ideal
3. cherish
4. push
5. spelling bee
6. thrive
7. Kindness
8. face
9. sense
10. unfortunate

[Review 1]

Independent 1

Page 67

Sample Answer 1

Step 2

agree

Step 3

Topic: Parents should limit how much time they allow their children to watch television.

- A. Parents need to teach children how to use their time properly.
1. Children have to learn to do their homework and chores instead of watching TV.
 2. Parents should only let children watch TV for a little while so that they can get all their chores and schoolwork done.
- B. Parents should teach children to have fun in ways other than watching TV.
1. Some people, like my friend Dan, like to do nothing but watch TV during the day.
 2. If his parents told him that he couldn't watch TV for very long, he might go outside to play.

Conclusion: This is why I think parents need to tell children how long to watch TV.

Step 4

I think parents should limit how much time they allow their children to watch television. For one, I think parents should teach their children how to use their time efficiently. Children need to learn that they have to do their homework and chores before they can watch TV. Parents should only let their children watch TV for a short period of time so that they can get all of their schoolwork and chores done. Also, I feel that parents should teach their children

Answer Key

to have fun by doing things other than watching TV. For example, I have a friend named Dan who does nothing but watch TV during the day. In this case, if his parents told him that he couldn't watch TV during the day, he might go outside to play. In conclusion, this is why I think parents need to tell their children how long they can spend watching TV.

Sample Answer 2

Step 2

disagree

Step 3

Topic: Parents do not need to limit how much time they allow their children to watch television.

A. Children should not be forced to do things that they don't want to do.

1. Children should be taught that watching too much TV can be bad instead of being forced to stop watching TV.
2. Parents should encourage their children to do many different things, but they shouldn't set a time limit on TV watching.

B. Parents should only limit what their children watch.

1. My parents let me watch TV whenever I want to, but they limit what I can watch.
2. They only let me watch shows that are educational, so that watching TV is good for me.

Conclusion: This is why I think parents shouldn't tell their children how long they can spend watching TV.

Step 4

I think parents do not need to limit how much time they let their children watch TV.

For one, I think that children shouldn't be told to do things that they don't want to do. Children should be taught that watching too much TV could be bad for them, but they shouldn't be forced to stop watching TV. Parents should tell their children to do many different things for fun, but they shouldn't set a time limit on watching TV. Also, I feel that parents should only limit what their children watch rather than how long they watch it. For example, my parents let me watch TV for as long as I want, but they only let me watch certain shows. In this case, they only let me watch shows that are educational, so watching TV is actually good for me.

In conclusion, this is why I think parents shouldn't tell their children how long they can spend watching TV.

Integrated 1

Page 68

Step 1

Reading

Main idea: New types of sculpture have been created by combining different materials.

Key points:

- A new type of sculpture, called sound sculpture, has become popular.
- Another new type of sculpture is called a sugar sculpture.

Lecture

Main idea: There are two examples of art that use these new types of sculpture.

Key points:

- The first sculpture is a sound sculpture that looks like a tree from far away.
 - Up close, it is made out of hundreds of small metal tubes.
 - When the wind passes through the tubes, the tubes make a whistling sound that makes it sound like the tree is singing.
- Another sculpture is a sugar sculpture of a skyscraper.
 - The artists built a sculpture of a skyscraper out of only sugar.
 - The sculpture they built was a 5.3-meter model of the Empire State Building in New York City.

Page 69

Step 3

Topic: The reading and the lecture discuss new types of sculpture that are created by combining sculpture and other art forms.

A. The reading introduces two new types of sculpture that use other forms of art.

1. The author first discusses a type of sculpture called a sound sculpture.
2. The author then describes another type of sculpture called a sugar sculpture.

B. The lecture supports the reading by giving examples of each type of sculpture mentioned in the reading.

1. The first sculpture mentioned is a sound sculpture that looks like a tree.
 - Up close, the sculpture is made from many small metal tubes.
 - When the wind passes through the sculpture, it makes a sound that makes the sculpture sound like it is singing.
2. The next sculpture mentioned is a sugar sculpture of a skyscraper.

- The artists built a sculpture of a skyscraper using only sugar.
- The sculpture was a 5.3-meter tall model of the Empire State Building.

Conclusion: Therefore, the lecture supports the reading by giving examples of the two types of sculpture mentioned in the reading.

Step 4

The reading and the lecture discuss two new types of sculpture that are created by combining sculpture with another type of art. The reading introduces two types of sculpture that use other forms of art. The first thing the author discusses is a type of sculpture called a sound sculpture. The author then describes another type of new sculpture called a sugar sculpture. The lecture supports the reading by giving examples of each type of sculpture mentioned in the reading. The speaker first mentions a sound sculpture that looks like a tree from far away. Up close, the sculpture is made from many small metal tubes. When the wind hits the sculpture, it passes through the metal tubes and makes a sound that sounds like the sculpture is singing. The speaker then discusses a sugar sculpture of a skyscraper. The artists built a sculpture of a skyscraper using only sugar. The sculpture was a 5.3-meter high model of the Empire State Building in New York.

To summarize, the lecture supports the reading by giving examples of the two types of sculpture that the author of the passage mentions.

Integrated 2

Page 70

Step 1

Reading

Main idea: Scientists believe that humans are no longer evolving.

Key points:

- Scientists suggest that humans can't adapt to their environments better.
- Scientists have found that the size of the human brain hasn't increased in over 130,000 years.

Lecture

Main idea: Humans are still evolving slowly.

Key points:

- Humans still have a need to evolve.
 - We still change because of the environment in which we live.
 - Humans constantly evolve in order to fight disease.

- Scientists have found that humans are getting smarter.
 - People score higher on IQ tests today than they did in the past.
 - Because we use our brains so much, people are evolving to get smarter.

Page 71

Step 3

Topic: The reading and the lecture discuss whether humans are still evolving.

- A. The reading suggests that humans are not evolving anymore.
1. Scientists suggest that humans no longer adapt to their environments.
 2. Scientists have found that the human skull is not getting any bigger.
- B. The lecture disagrees with the reading by stating that humans are still slowly changing.
1. Humans still need to evolve.
 - We still change because of the environments we live in.
 - Humans constantly evolve new resistances to diseases in their environments.
 2. Scientists have found that people are getting smarter through evolution.
 - People score higher on IQ tests today than they did in the past.
 - Since we use our brains so often, people are evolving and getting smarter.

Conclusion: Therefore, the lecture disagrees with the theory presented in the reading.

Step 4

The reading and the lecture discuss whether humans are still evolving. The reading begins by suggesting that humans have stopped evolving. The author presents two ideas to support this theory. First, scientists have suggested that humans can't adapt anymore to the environment. In addition, scientists have found that the human skull has stopped getting larger. The lecture, however, disagrees with what is said in the reading by stating that humans are still changing, but slowly. The speaker says that humans do still need to evolve. The speaker suggests that humans still change because of the environments they live in. For example, humans still evolve new resistances to diseases in their environments. In addition, scientists have found that people are getting smarter because of evolution. The speaker says that people score higher on IQ tests today than they did in the past. Since we use our brains so much, people are evolving and getting smarter.

In conclusion, the lecture disagrees with the theory presented in the reading.

Answer Key

Independent 2

Page 72

Step 2

Sample Answer 1
agree

Step 3

Topic: Schools should require children to read during winter breaks.

- A. Children should be encouraged to read whenever they can.
1. Some children might choose not to read at all during the winter.
 2. If schools require students to read over the winter break, then children will have to keep reading.
- B. Children need to prepare themselves for the next year by reading.
1. Students will be reading things that are more difficult after their winter breaks.
 2. I'm glad that my school makes us read during winter breaks because it helps me get better at reading so I can do better in school next year.

Conclusion: Because of this, I believe schools should require children to read during winter breaks.

Step 4

I think schools should require children to read during their winter breaks. There are two reasons why I think this. First, children need to be encouraged to read whenever they can. If their schools don't make them read, some children will choose not to read at all during the winter break. If schools require children to read, then they will have to keep reading. This way, they'll get smarter. In addition, I think that children need to prepare themselves for the next school year by reading during the winter break. Students will be reading books that are more difficult during the next year after winter break. My school requires us to read during winter break for this reason. I'm glad that my school makes us read during winter break because it helps me get better at reading so I can do better in school next year. Because of this, I believe that schools should require children to read during winter break.

Sample Answer 2

Step 2

disagree

Step 3

Topic: Schools should not require children to read during winter breaks.

- A. Children need to relax during their winter breaks.

1. Students work really hard during the school year, and their brains can get tired.
 2. Winter breaks should be the time that students are allowed to rest.
- B. Schools should not tell children what to do with their breaks from school.
1. Schools tell children what to do all through the school year.
 2. Winter breaks should be the time that children get to do what they want to do.

Conclusion: Because of this, I believe that schools shouldn't make children read during winter break.

Step 4

I think schools shouldn't require children to spend their winter breaks reading. There are two reasons that I think this is bad. First, children need to spend their winter breaks relaxing. Students work really hard during the school year to get good grades, and their brains can get tired from working so hard. Winter break should be the time that students are allowed to rest. The second reason that I think schools shouldn't tell children to read during the winter break is that schools shouldn't tell children what to do with their breaks from school. Schools tell children what to do all through the school year. But the winter break should be a time when children get to do what they want. Because of this, I believe that schools shouldn't make children read during winter break.

[Unit 7]

Independent

Page 73

B

1. I usually get around seven hours of sleep each night.
2. I definitely prefer to sleep late in the morning, but I don't often get the chance.
3. My best time of the day to study is in the evening from seven to nine.
4. I usually make a cup of coffee when I'm tired and have to study.

Page 74

Sample Response 1

B

1. A

C

Topic: It is better to get up early than to stay up late.

- A. People are more alert in the morning.
1. In the morning, it is easy for me to concentrate in class.

2. In the afternoon, I'm tired and my mind wanders and late at night it is hard to do homework.

B. People who get up earlier are happier because they see more sunlight.

1. Sometimes Dad works late at night and is sad and gloomy.

2. When Dad gets up early, he is talkative and cheerful.

Conclusion: For these reasons, I think it is better to get up early than to stay up late.

D

First of all

Also

Sometimes

Other times

For these reasons

Sample Response 2

Page 75

E

B

F

Topic: It is better to stay up late than to get up early.

A. Waking up early can be bad for your body.

1. The body needs ample sleep time to recharge.

2. Without enough sleep, the body becomes sluggish and achy.

B. Getting up early can put people in a bad mood.

1. My sister and I fight and are grumpy when we get up early.

2. Staying up late is lots of fun—we have sleepovers.

Conclusion: Therefore, I think it is better to stay up late than to get up early.

G

One reason

Another reason

Therefore

H

1. generally

2. alert

3. wander

4. ample

5. recharge

Page 76

Sample Answer 1

Step 2

agree

Step 3

Topic: It is better to get up early than to stay up late.

A. The morning is a beautiful/pleasant time.

1. In the summer I do not, but in the winter I get up early enough to watch the sunrise—drink coffee/watch sky light up, red, orange, yellow.

2. Air is crisp and fresh when I walk outside.

B. I'm more alert.

1. I can't stay awake after 11/want to sleep BUT I'm alert in morning and plan out day.

2. I do best in my morning classes.

Conclusion: For these reasons I definitely feel it is better to get up early than to go to bed late.

Step 4

I believe it is better to get up early than to stay up late. There are two reasons why I feel this is true.

First, I feel that the morning is just a beautiful and pleasant time of the day. I enjoy, for example, watching the sunrise. In the summertime, I usually don't get up quite early enough to watch this. But in the winter, I always have a cup of coffee and watch the sky light up with yellows, reds, and oranges. I also like the crisp air when I walk outside. I live in the city, and the air is always freshest in the morning.

Second, I am much more alert in the morning than I am in the evening. I can barely stay awake after eleven or so at night. All I can think about is going to bed! In the morning, however, I'm wide awake and very alert. I'm full of energy, and use that energy to plan out my day. In addition, I always do best in my morning classes at school.

For these reasons, I definitely feel that it is better to get up early than to go to bed late.

Sample Answer 2

Step 2

disagree

Step 3

Topic: It is better to stay up late than to get up early

A. I have more fun at night.

1. I like to go outside at night and play games like hide and go seek in the dark.

2. It isn't as fun to play these games in the morning.

B. I don't like to wake up early.

1. If I wake up early, I don't feel good during the day because I am so tired.

2. If I stay up late and wake up late, I'll feel better all day.

Conclusion: For these reasons I definitely feel it is better to stay up late than to wake up early.

Answer Key

Step 4

I believe it is better to stay up late than to get up early. I have this opinion for two reasons.

First, I have more fun at night. There are just more fun things to do at night. For example, I like to go outside at night and play games like hide and go seek in the dark. I think this is very fun. It isn't as fun to play these games in the morning. You can't hide as easily because it is not dark.

Also, I don't like to wake up early. If I wake up early, I don't feel good during the day because I am so tired. I can't force myself to go to bed too early, so I never get enough sleep if I wake up early. If I stay up late and wake up late, I'll feel better all day. To me, it is just too difficult to wake up early in the morning.

For these reasons, I definitely feel that it is better to stay up late than to wake up early.

Integrated

Page 77

B

1. A
2. They might talk about the two characteristics of a ballad and why they are necessary for a poem to be called a ballad.

Page 78

A

B

B

Reading

Main idea: All ballads share two common characteristics.

Key points:

- A ballad must tell a narrative story—it has characters, a beginning, a middle, and an end.
- A ballad must also use a rhyming scheme—the second and fourth lines must rhyme.

Lecture

Main idea: Samuel Coleridge's *The Rime of the Ancient Mariner* is a ballad that uses narrative and rhyme scheme.

Key points:

- The poem is a narrative.
 - It tells the story of a seaman.
 - There is a definite beginning, middle, and end as he overcomes obstacles.
- The poem has a strict rhyme scheme.
 - The first and third lines do not rhyme.
 - The second and fourth lines do rhyme.

Page 79

D

The reading passage states that a ballad, which is a kind of poem, has two key characteristics. The professor agrees with this. He gives the example of *The Rime of the Ancient Mariner* and shows how this poem has both of the characteristics of a ballad.

The reading passage clearly says that for a poem to be a ballad, it must be written in a narrative style. A narrative is a story with characters. Furthermore, a narrative must have a beginning, a middle, and an end. The professor supports this by saying that *The Rime of the Ancient Mariner* is the story of a seaman. He goes on to say that there is a definite beginning, middle, and end as the seaman overcomes the obstacles that he faces.

The reading passage also states that for a poem to be a ballad, it must have a very definite rhyme scheme. According to the professor, *The Rime of the Ancient Mariner* supports this idea too. He begins by saying that even though the first and the third lines do not rhyme, the second and the fourth lines do. Thus, *The Rime of the Ancient Mariner* is definitely a typical ballad.

E

1. narrative
2. ballad
3. accompanied
4. obstacles
5. rhyme

Page 80

Step 1

Reading

Main idea: The haiku has two important rules that should be followed.

Key points:

- A haiku should have seventeen syllables: five in the first line, seven in the second line, and five in the third line.
- A haiku should make a reference to nature or the season.

Lecture

Main idea: The poem *Old Pond* is a perfect example of a haiku.

Key points:

- The poem follows the rule of syllables for a haiku.
 - The poem contains the correct number of syllables in the original Japanese.
 - The number of syllables changed when the poem was translated to English.
- The poem contains references to nature.
 - Each line contains a reference to nature or animals.
 - Nature is an important part of the poem.

Page 81

Step 3

Topic: The rules for writing a haiku

A. The haiku has two very important rules that should be followed.

1. A haiku must have seventeen syllables, with five in the first line, seven in the second, and five in the third.
2. A haiku should include a reference to nature or the season.

B. The poem *Old Pond* is a good example of how a haiku is written.

1. *Old Pond* follows the rule for the number of syllables.
 - The poem has the correct number of syllables that a haiku should have.
 - The number of syllables changed when the poem was translated from Japanese to English.
2. The poem also contains references to nature.
 - Each line has some reference to nature or animals.
 - Nature is important in the poem.

Conclusion: Therefore, this poem is a good example of a haiku.

Step 4

The reading and the lecture discuss the rules for writing a haiku. The reading says that the haiku has two important rules that should be followed. First, the author says that a haiku should have seventeen syllables: five in the first line, seven in the second line, and five in the third line. Second, a haiku should make a reference to nature or the season. The lecture supports the reading with an example. The speaker says that the poem *Old Pond* is a perfect example of a haiku. To begin, the speaker says that the poem follows the rule of syllables for a haiku. The poem contains the correct number of syllables in the original Japanese. However, the number of syllables changed when the poem was translated to English. In addition, the speaker says that the poem contains references to nature. Each line contains a reference to nature or animals. Thus, nature is an important part of the poem.

Therefore, the lecture supports the reading by saying that this poem is a perfect example of a haiku.

Page 82

Check-up

1. woodsman
2. sleepover
3. rhyme scheme
4. sheriff
5. achy
6. saying
7. sluggish
8. voyage
9. talkative
10. mariner

[Unit 8]

Independent

Page 83

B

1. The person was a classmate.
2. I thought she was probably only interested in school and studying.
3. She always carried a lot of schoolbooks and wore glasses.
4. No. Once I got to know her, I found out she liked to play sports, especially softball.

Page 84

Sample Response 1

B

B

C

Topic: I don't agree that you should never judge someone by his or her appearance.

- A. Paying attention to someone's appearance can help keep you safe.
1. If someone looks dangerous, it is better to avoid them.
 2. It is better to make a judgment than risk getting hurt.
- B. You can tell a lot about someone from the way they look.
1. The kids who play sports in school carry around heavy gym bags.
 2. Uniforms on policemen help identify them as people who can help you.

Conclusion: For these reasons, I think it is not always wrong to judge people by appearances.

D

First

For example

Also

Page 85

Sample Response 2

E

A

F

Topic: People should not judge others by their appearance.

- A. Judging people by their appearance alone can lead to false conclusions.

Answer Key

1. I thought Emily had bad taste for wearing leotards to school.
 2. Instead, Emily had ballet practice before school and could not change.
- B. Judging people on appearance can lead to conflict.
1. Wars happen because people discriminate against other people.
 2. It is important to understand why people do things or look a certain way.
- Conclusion: This is why I think it is wrong to judge people just by their appearances.

G

One reason
Therefore
Another reason
Otherwise

H

1. automatically
2. discriminates
3. status
4. reverse
5. inspect

Page 86

Sample Answer 1

Step 2

agree

Step 3

Topic: People should not judge others just on their appearance.

- A. The way a person looks does not always reveal his or her character.
1. A person dressed really nicely can be a mean person.
 2. A girl at my school who always has nice clothes is a snob.
- B. Judging a person on how they look can make you miss out on meeting new people.
1. If you see a person dressed a certain way, you might think you have nothing in common.
 2. If you don't talk to them, you do not know what they are really like.

Conclusion: These are the reasons I think it is wrong to judge people on the way they look.

Step 4

I believe that people should not judge others just on their appearance. First, the way a person looks does not always reveal his or her character. For instance, a person dressed really nicely can be a mean person. There is a girl at my school who always wears clean, nice clothing but she is a snob and is mean to people who aren't in her group of

friends. Second, judging people on the way they look can make you miss out on meeting new people. If you see someone dressed a certain way, like in punk clothes, you might think you have nothing in common if you don't like punk rock. However, if you don't talk to them you do not know what they are really like. Most people's lives don't revolve around one thing. You might have a dozen other things in common and find a good friend. Therefore, these are the reasons that I think it is wrong to judge people on the way they look.

Sample Answer 2

Step 2

disagree

Step 3

Topic: People should be able to judge others based on their appearances.

- A. You can keep yourself safe by staying away from people that look dangerous.
1. Some people dress like they might be dangerous people.
 2. It is better to stay away from these people just in case they are dangerous.
- B. Judging people by how they look can tell you about their personalities.
1. If you meet a new person, you might be able to tell something about him or her by how he or she dresses.
 2. You might be able to find something to talk about by judging that person.

Conclusion: These are the reasons I think it is OK to judge people on the way they look.

Step 4

I believe that people should be able to judge others based on their appearances.

There are two reasons why I think it is OK to do this. First, you can keep yourself safe by staying away from people that look dangerous. Some people dress like they might be dangerous people. While they might not be dangerous, it is impossible to be sure. It is better to stay away from these people just in case they are dangerous. This will keep you safer. In addition, I think judging people by how they look can tell you about their personalities. If you meet a new person, you might be able to tell something about him or her by how he or she dresses. You might be able to find something to talk about by judging that person. Therefore, these are the reasons that I think it is OK to judge people on the way they look.

Integrated

Page 87

B

A

2. They might talk about how the loss of wetlands hurts the Earth or why the wetlands are disappearing.

Page 88

A

B

B

Reading

Main idea: The loss of wetlands can harm the Earth.

Key points:

- Wetlands help protect homes for animals and humans.
- Wetlands are habitats for many bird species.

Lecture

Main idea: Losing wetlands will not hurt the Earth.

Key points:

- Wetlands are not the only place where water is stored.
 - Aquifers also soak up and store water.
 - If wetlands were gone, we would still have water.
- Birds do not need wetlands to survive.
 - There are other sources of food and water.
 - Birds will adapt to other environments.

Page 89

D

The reading passage states that the Earth's wetlands are quickly disappearing. This can cause damage to the Earth because wetlands serve two purposes. First, wetlands can keep the homes of people and animals from being damaged by storms and floods. Second, wetlands are where many species of birds make their homes. If the wetlands disappear, they might become extinct. However, the lecture argues that the vanishing wetlands will not hurt the Earth. The speaker says that there are other places that can store water besides wetlands. Another thing the speaker brings up is that birds do not need wetlands in order to survive. They could learn to adapt to new environments. So according to the lecture, the loss of wetlands would not harm the Earth like the reading passage says it would.

E

1. predators
2. vanishing
3. breed
4. vegetation
5. erosion

Page 90

Step 1

Reading

Main idea: Swamps are good for the Earth.

Key points:

- Swamps support many kinds of animals because there is always fresh water.
- Swamps can be a source of fresh water for people.

Lecture

Main idea: Swamps are harmful to people.

Key points:

- Swamps are breeding grounds for mosquitoes.
 - Mosquitoes can carry diseases deadly to humans.
 - Rates of disease increase when people live next to swamps.
- Swamps are easily polluted.
 - Waste dumping and storm runoff can pollute swamps.
 - There are other cleaner sources of water.

Page 91

Step 3

Topic: Whether swamps are good for the Earth

- A. The reading says that swamps are good habitats for animals and give people a fresh source of water.
1. Many different kinds of animals live in swamps because there is fresh water available.
 2. Swamps can be a good source of clean water for people.
- B. The lecture does not agree with the reading and says swamps are harmful to humans.
1. Swamps are where mosquitoes often breed.
 - Mosquitoes can carry diseases that can kill people.
 - Studies show more people get sick when they live near swamps.
 2. Swamps can easily become polluted.
 - Dangerous substances from human dumping or storm runoff can end up in the swamp.
 - Other sources of water would be better for human use.
- Conclusion: Swamps are more dangerous than beneficial to people.

Answer Key

Step 4

The reading and the lecture discuss whether swamps are good for the Earth. The reading passage states that swamps help both animals and people. Swamps are filled with many different kinds of animals. It is a good habitat for them because there is a lot of water available. Swamps are also good for humans because they give us a source of fresh water. However, the lecture does not agree with the reading and says swamps are harmful to people. Mosquitoes breed in swamps and carry diseases that can kill humans. Studies show that more people get sick when they live near swamps. Also, swamps are easily polluted. People dump waste into them and runoff from rainstorms can carry dangerous substances into the swamp. Because of this, it would be better to use other sources for water than swamps.

In conclusion, the lecture states that swamps are more dangerous than beneficial to people.

Page 92

Check-up

- | | | |
|------------|-----------|-----------|
| 1. leotard | 2. sponge | 3. taste |
| 4. soak up | 5. marsh | 6. swamps |
| 7. lug | 8. ballet | |
| 9. lush | 10. judge | |

[Unit 9]

Independent

Page 93

B

1. I helped my brother clean our garage.
2. I don't think it was easy to make that money because we had to work for a long time.
3. I might have made more money if I asked my parents to pay me more.
4. I don't think I would do something mean to make money because that might hurt someone else.

Page 94

Sample Response 1

B

B

C

Topic: Businesses should not be able to do whatever they want in order to make a profit.

A. This can hurt other businesses.

1. Some businesses try to make a profit in unfair ways and hurt other companies.
2. One of my dad's competitors is trying to force his business to close.

B. Businesses can hurt the environment or even other people.

1. Some businesses dump chemicals in rivers or cut corners when making toys.
2. A business shouldn't hurt the environment or put children in danger.

Conclusion: Thus, I think there should be rules to stop businesses from doing bad things.

D

First

Second

However

Thus

Page 95

Sample Response 2

E

A

F

Topic: Business should be able to do anything to make a profit.

A. Businesses need to do whatever they can to stay in business.

1. If businesses can't do certain things, they can't make money.
2. Many businesses have closed because they didn't make enough money.

B. Governments should not control businesses.

1. A lot of rules can hurt businesses.
2. The rules about doing business with other countries can hurt many people.

Conclusion: Therefore, it is better if businesses can do anything they want to make a profit.

G

To begin

Then

In addition

For example

In my opinion

Therefore

H

- | | | |
|----------------|------------|------------|
| 1. regulations | 2. sectors | 3. illegal |
| 4. violate | 5. prosper | |

Page 96

Sample Answer 1

Step 2

disagree

Step 3

Topic: Businesses should not do anything they want in order to make a profit.

- A. They might hurt their employees in unfair ways.
1. They would be able to fire an employee for no reason or treat employees poorly.
 2. Rules make sure that businesses must treat employees fairly.
- B. They might hurt their customers.
1. Some businesses might make customers pay too much for certain things.
 2. If companies have to follow rules, then they can't do this to customers.

Conclusion: Therefore, I think it is a good idea if companies have to follow rules.

Step 4

In my opinion, businesses should not do anything they want in order to make a profit. This would be unfair, and it would hurt many people. I feel this way for two reasons.

First, they might hurt their employees in unfair ways. Businesses would be able to fire an employee for no reason or treat employees poorly. This could hurt people's lives in a lot of ways. Rules make sure that businesses must treat employees fairly. Therefore, those rules are very important.

In addition, I think they might hurt their customers. Some businesses might make customers pay too much for certain things. This would mean that many people would be treated unfairly. If companies have to follow rules, then they can't do this to customers. This makes business better for everyone. Therefore, I think it is a good idea if companies have to follow rules.

Sample Answer 2

Step 2

agree

Step 3

Topic: Businesses should be able to do anything they want to make a profit.

- A. The whole point of being in business is to make a profit.
1. If regulations are too strict, businesses will not be able to make money and they will close down.
 2. When businesses close down, it leaves consumers with fewer choices.
- B. Business is about competition.
1. Businesses compete with each other to make money and attract consumers.
 2. If this competition has restrictions, then businesses will not compete as hard and consumers end up paying higher prices on goods.

Conclusion: Therefore, I think businesses should be able to do whatever they need to in order to make a profit.

Step 4

In my opinion, businesses should be able to do anything they want to make a profit. There are two reasons why I think this. First, the whole point of being in business is to make a profit. If how businesses make money is strictly regulated, they may not make enough profit to stay open. When businesses close down, it leaves consumers with fewer choices of where they can buy things. Second, business is about competition. Businesses compete with each other to make money and attract consumers. If this competition has restrictions, then businesses will not be able to compete as hard. This means that consumers may end up paying higher prices on goods. Therefore, I think businesses should be able to do whatever they need to in order to make a profit.

Integrated

Page 97

B

- A
- They might discuss how groupthink happens, how it hurts businesses, and how to prevent it.

Page 98

A

B

B

Reading

Main idea: Groupthink can be harmful for businesses in two ways.

Key points:

- Groupthink tells people that they shouldn't take risks.
- Groupthink makes the members of a group think they all have the same ideas.

Lecture

Main idea: The wisdom of crowds theory says group thinking can be a good thing.

Key points:

- A good group must encourage people to work together without forcing them.
 - In groupthink, people believe they must feel the same way.
 - In the wisdom of crowds theory, people work together to come up with new ideas.
- A good group must have dynamic and diverse ideas.

Answer Key

- In groupthink, people do not express their new ideas.
- In the wisdom of crowds theory, people who have new ideas should express them.

Page 99

D

The author of the passages describes the theory called groupthink and describes why it is a bad thing. He gives two reasons to support that viewpoint. First, groupthink tells people that they should not take risks. Also, groupthink makes all of the people in a group believe that they all think the same things. The lecture disagrees with what is said in the reading by stating that a specific kind of group thinking can be a good thing. The speaker introduces a theory called the wisdom of crowds. The speaker says that this kind of group thinking can be good if it has two qualities. To begin, the speaker says that good groups must work together to do things. In group think, people feel like they have to feel the same way. But in the wisdom of crowds, people try to work together in order to come up with new ideas. In addition, the speaker says that good groups must have dynamic and diverse ideas. With groupthink, group members do not express their ideas. But in the wisdom of crowds theory, people with new ideas should be free to express them. Therefore, the lecture refutes the information in the reading.

E

1. in essence
2. dynamic
3. innovative
4. cooperate
5. coherence

Page 100

Step 1

Reading

Main idea: Managers should make all of the important decisions for a business.

Key points:

- Managers know the company better than anyone else does.
- Managers always want what is best for the company.

Lecture

Main idea: The best way to make decisions for a company is to have the whole group vote.

Key points:

- Voting assures that many different ideas are heard before a decision is made.
 - Sometimes, managers don't have the best ideas.
 - In a group, people can hear many ideas and then vote on which one they think is best.

- Voting makes sure that everyone benefits from a choice.
 - Managers can sometimes make choices that are only good for them.
 - When the whole group votes, they can make a decision that is good for everyone.

Page 101

Step 3

Topic: Who should make the decisions in a company

A. A company manager should make the decisions in a business.

1. Managers know how to run the company better than anyone else.
2. Managers always want to do what is best for the company.

B. The best way to make decisions for a company is to have the whole group vote.

1. Voting assures that everyone's ideas are heard before a decision is made.
 - Managers can sometimes have ideas that aren't perfect.
 - The people in a group can hear many different opinions and then decide what is best.
2. Voting makes sure that everyone in the group benefits from a decision.
 - Some managers can make choices that only benefit them.
 - When a whole group of people votes, they can make a decision that is good for as many people as possible.

Conclusion: Therefore, voting is a better way to make decisions than allowing the manager to make all decisions.

Step 4

The reading and the lecture discuss who should make the decisions in a company. The author of the passage states that a company manager should make the decisions in a business. The author offers two reasons to support this view. First, managers know the company better than anyone else does. Additionally, managers always want what is best for the company. The lecture, on the other hand, says that the best way to make decisions for a company is to have the whole group vote. The speaker believes this for two reasons. To begin, the speaker says that voting assures that many different ideas are heard before a decision is made. Sometimes, managers don't have the best ideas. In a group, people can hear many ideas and then vote on which one they think is best. The speaker also says that voting makes sure that everyone benefits from a choice. Managers can sometimes make choices that are only good for them. When the whole group votes, they can make

a decision that is good for everyone.

In summary, the lecture disagrees with the reading by stating that voting is a better way to make decisions than allowing the manager to make all decisions.

Page 102

Check-up

1. groupthink
2. force
3. please
4. obstruct
5. dump
6. reconsider
7. revenue
8. competitor
9. cut corners
10. creativity

[Unit 10]

Independent

Page 103

B

1. The risk was that I tried out for my school's basketball team.
2. I took the risk because I really wanted to play on a sports team for my school.
3. I felt nervous because I was afraid I would not make the team.
4. The outcome was good. I made the team and I also made some new friends.

Page 104

Sample Response 1

B

A

C

Topic: People need to take risks in order to be successful.

- A. People have to take risks in their careers.
 1. If they don't, they will be stuck in the same job when they could have a better one.
 2. Taking career risks could mean making more money and being happier at a new workplace.
- B. People need to take risks in their personal lives.
 1. People would never make new friends and they would be lonely.
 2. They might miss out on meeting the best friend they could ever have.

Conclusion: For these reasons, I think taking risks is important for success in people's personal lives and their in careers.

D

First

For example

Second

Otherwise

Page 105

Sample Response 2

E

B

F

Topic: People do not need to take risks in order to achieve success.

A. When people take risks, they can end up in a worse situation.

1. People who risk investing their money in the stock market
2. Instead of having success, they could lose all their money.

B. There might not be a way to correct a bad outcome from a risk.

1. My uncle left a decent job to find a better one.
2. He could not find a new job and was still unemployed months later.

Conclusion: Therefore, I believe people do not need to take risks to be successful.

G

First of all

For example

Secondly

For instance

Therefore

H

1. positions 2. financially 3. wages

4. lesser 5. unemployed

Page 106

Sample Response 1

Step 2

agree

Step 3

Topic: People should take risks in order to be successful.

A. Taking risks can help other people and give you a feeling of personal success.

1. Policemen and firefighters take risks every day to keep other people safe.
2. Whenever they save someone, they feel a sense of success for doing their jobs right.

B. People can get personal satisfaction from taking risks.

1. People who take a risk and start their own businesses
2. They feel satisfaction for owning their own business and watching it grow.

Conclusion: These are the reasons I think people become successful if they take risks in life.

Answer Key

Step 4

I believe that people should take risks so they can be successful in life. There are two reasons why I think this. First, taking risks can help other people and give you a feeling of professional success. For example, police officers and firefighters take risks every day to keep other people safe. My uncle is a police officer. He says whenever he helps anyone, he feels successful because it means he is doing his job right. Second, people can get personal success from taking risks. People who start their own businesses are taking a big risk, but they think it is worth it. They get a feeling of satisfaction from owning their own business and watching it grow. By taking a risk, they are able to become successful business owners. In conclusion, these are the reasons I think people become successful if they take risks in life.

Sample Response 2

Step 2

disagree

Step 3

Topic: People do not have to take risks in order to be successful.

A. It is better to be safe than sorry.

1. People should not take risks if there is the possibility of them being worse off than when they started.
2. It is better to be secure than always chasing success with no certainty that you will achieve it.

B. Taking risks can harm other people.

1. The outcome of people risking their time and money may not only affect them.
2. Families might not get the attention or things they need.

Conclusion: Therefore, these are the reasons I think that people should not take risks in order to be successful.

Step 4

I believe that people should not take risks in order to become successful. There are two reasons why I think this. To begin with, it is better to be safe than sorry. People should not take risks if there is the possibility they will be worse off than when they started. It is better to have security in the form of a job and home than to chase after success without the certainty of getting it. For example, some people pick up and leave everything behind them to become the next big star in the entertainment industry. However, it is not so easy to do this and they end up struggling in order to eat and have a place to live. Next, taking risks can harm other people. The outcome of people risking their time and money may not only affect them. If a person starts his or her own business,

they must invest a lot of time and money into it. This takes away their time with their family and the family's financial resources. Therefore, these are the reasons I think people should not take risks in order to be successful.

Integrated

Page 107

B

- A
2. They might talk about how solar panels work or why they do not work well enough to produce enough power.

Page 108

A

B

B

Reading

Main idea: Solar panels do not work well enough to be a major power source.

Key points:

- Solar panels only work when there is sunlight available.
- Solar power is expensive compared to the amount of energy it produces.

Lecture

Main idea: Solar powered cars could not be used by average people on a daily basis.

Key points:

- People could not drive solar powered cars at night.
 - Solar powered cars need sunlight in order to run.
 - This makes them impractical for daily use.
- Solar powered cars could not keep up with highway speeds.
 - They are not made for passenger comfort and they do not meet current safety standards.
 - If they were redesigned for these things, they would be too heavy to keep up with highway speeds.

Page 109

D

According to the reading passage, solar panels do not work well enough to be a major source of power. First of all, solar panels do not create electricity when there is no sunlight. This means that when it is dark or cloudy out, people must use another power source. Also, solar power is expensive compared to the amount of energy it produces.

The lecture states that solar powered cars cannot be used by people on a daily basis. The first reason is that the cars cannot be driven at night when there is no sun. This makes them impractical. Additionally, solar powered cars cannot achieve highway speeds once they are redesigned for passenger comfort and safety standards. So, according to the lecture, solar powered vehicles would not be a good daily mode of transportation.

E

1. pose
2. redesigned
3. commended
4. practical
5. continuous

Page 110

Step 1

Reading

Main idea: Energy sources need two things to be considered green.

Key points:

- The power source must be a renewable energy source.
- It also must be a non-polluting energy source.

Lecture

Main idea: Solar power can be used as a green energy source.

Key points:

- Solar power is a renewable energy source.
 - It will not run out due to human use.
 - As a power source it is unlimited.
- Solar power is also a non-polluting energy source.
 - When it is used, solar power does not emit greenhouse gases.
 - It is a direct power source, so it does not require additional processes to collect it and turn it into energy.

Page 111

Step 3

Topic: Sources of green energy.

- A. For an energy source to be considered green, it needs to have two things.
1. It must be renewable.
 2. It also must be non-polluting.
- B. Solar power is an example of a green energy source.
1. Solar power is a renewable source of energy.
 - It will not run out no matter how much people use it.
 - There is an unlimited supply of solar energy.
 2. In addition, solar power does not cause pollution.

- It does not create greenhouse gases when it is used.
- It is a direct energy source that does not damage the environment when it is collected and converted into energy.

Conclusion: Solar power is a green source of energy because it is renewable and does not cause pollution.

Step 4

The reading and the lecture discuss sources of green energy. The reading says that for an energy source to be considered green it needs to have two things. First, it must be renewable. Second, it must be non-polluting. The lecture supports this by saying that solar power is an example of a green energy source. To begin with, solar power is renewable. It will not run out no matter how much people use it. Also, there is an unlimited supply of solar energy. In addition, solar power does not cause pollution. Solar power does not create greenhouse gases when it is used. Also, unlike fossil fuels, solar power is a direct energy source. This means that it does not damage the environment when it is collected and converted into energy.

In conclusion, the lecture states that solar power is a good example of a green energy source because it is renewable and it does not cause pollution.

Page 112

Check-up

1. solar panels
2. take a chance
3. megawatts
4. instead
5. power sources
6. miss out
7. apply
8. safety standards
9. highway
10. crashed

[Unit 11]

Independent

Page 113

B

1. He is a musician in a band.
2. He became famous because he is a good guitar player.
3. I like how he plays his instrument.
4. Yes, because reporters always want to take pictures of him.

Page 114

Sample Response 1

B

A

Answer Key

C

Topic: Fame always comes with success.

A. If you are successful, people will see how talented you are.

1. People who are better than anyone else at what they do are given a lot of attention.
 2. No one notices someone who is mediocre.
- B. To become successful, you have to make a lot of connections with people who have the power to help you get to the top.

1. Being associated with someone famous makes you famous, too.
2. Doing well in a movie with someone famous will make a new actor a celebrity.

Conclusion: For these reasons, I think that fame always comes with success.

D

First of all

Second

For example

Page 115

Sample Response 2

E

B

F

Topic: Fame does not always come with success.

A. There are a lot of people who are successful but who will never become celebrities.

1. Some people are successful at things that don't interest anyone.
2. Not many people can name the best computer programmers in the world.

B. Many successful people prefer not to become celebrities.

1. A lot of people who are good at their work know that being famous is not always a good thing.
2. Some successful people don't want to lose their privacy.

Conclusion: For these reasons, I think that fame does not always come with success.

G

First

For example

Still

Also

H

1. mediocre
2. outstanding
3. glamorous
4. exceptional
5. Talented

Page 116

Sample Answer 1

Step 2

agree

Step 3

Topic: Fame always comes with success.

A. Successful people become famous because everyone wants to hear their stories.

1. People who have worked hard to become the best at what they do inspire others.
2. Everyone wants to know what they did to become so successful.

B. When people are more successful, reporters pay more attention to them.

1. The news always pays attention to people who are the best at what they do.
2. When successful people appear in the news a lot, everyone sees them.

Conclusion: For these reasons, I think that fame always comes with success.

Step 4

I believe that fame always comes with success. There are two reasons why I think this is true. First of all, successful people become famous because everyone wants to hear their stories. People who have worked hard to become the best at what they do inspire people. Everyone wants to know what they did to become so successful. They want to see them all the time and hear what they have to say. Second, when people are successful, reporters pay more attention to them. This is because the news always pays attention to people who are the best at what they do. When successful people appear in the news a lot, everyone sees them. This makes them famous. These are the reasons why I think fame always comes with success.

Sample response 2

Step 2

disagree

Step 3

Topic: Fame does not always come with success.

A. There are a lot of people who are well known but who are not really successful.

1. There are people who are famous because their parents, or someone else in their family is famous.
2. They may even be well known because they did something very shocking or wrong.

B. Successful people don't want to become famous.

1. If people love their jobs and are successful at them, they want to spend all of their time working.

2. Successful people don't want to spend time taking pictures or doing interviews like most famous people do.

Conclusion: For these reasons, I think that fame doesn't always come with success.

Step 4

I believe that fame does not always come with success. I think this for two reasons. First, there are a lot of people who are well known but who are not really successful. To me, being successful means that you have worked very hard to become the best at what you do. However, there are people who are famous because their parents, or someone else in their family is famous. They may even be well known because they did something very shocking or wrong and now everyone knows who they are. Second, successful people don't want to become famous. If people really love their jobs and are successful at them, they want to spend all of their time working. They don't want to spend time taking pictures or doing interviews like most famous people do. These are the reasons why I think fame does not always come with success.

Integrated

Page 117

B

1. A
2. They might talk about why people don't like censorship and the ways the government censors certain materials.

Page 118

A

B

B

Reading

Main idea: Government censorship is bad for two reasons.

Key points:

- Government censorship keeps the public from being fully informed.
- Government censorship keeps people from expressing themselves.

Lecture

Main idea: In China, government censorship is a good thing.

Key points:

- Government censorship keeps people safe.
 - Knowing too much would only make people afraid.

- It's risky for the public to have access to all information.

- All societies have standards.
 - People live by these guidelines because they don't want anyone to feel embarrassed.
 - In China, the government blocks harmful websites.

Page 119

D

The reading says that government censorship is bad for two reasons. First, it keeps the public from being informed. In addition, government censorship keeps people from expressing themselves. The lecture refutes the reading by talking about how government censorship is good for China. First, censorship keeps people safe. Knowing too much would only make people afraid. Also, it's risky for the public to have access to all information. Second, all societies have standards. People live by these guidelines because they don't want anyone to feel embarrassed. In China, the government blocks harmful websites. These are the reasons why government censorship is a good thing.

E

1. empowered
2. educate
3. censorship
4. informed
5. screening

Page 120

Step 1

Reading

Main idea: The news should not report on everything it finds.

Key points:

- Reporting everything could hurt people who want to keep certain things private.
- The news must withhold dangerous information.

Lecture

Main idea: The news should report on everything it finds.

Key points:

- People depend on the news to keep them informed.
 - People need to know the facts so that they can make good decisions.
 - In Sweden, the law guarantees that the news can say or print whatever it wants to.
- When the news withholds information, it hurts public trust.
 - When people watch or read the news, they expect to hear the truth.
 - If the news doesn't tell people all the facts, they would be angry.

Page 121

Step 3

Topic: Whether the news should report on everything it finds

- A. The reading says that the news should not report on everything it finds.
1. One result of reporting everything is that it could hurt people who want to keep things private.
 2. It is important for the news to withhold dangerous information.
- B. The lecture disagrees with the reading by saying that the news should report on everything it finds.
1. People need the news to keep them informed.
 - Knowing the facts helps people to make good decisions.
 - The law in Sweden says that the news can say or print whatever it wants to.
 2. When the news withholds information, it hurts public trust.
 - People watching or reading the news expect to hear the truth.
 - When people don't get all the facts, they feel angry.

Conclusion: The news should report on everything it sees.

Step 4

The reading and the lecture discuss if the news should report on everything it finds. The reading says that the news should not report on everything it finds. First, reporting on everything could hurt people who want to keep certain things private. In addition, the news must withhold dangerous information. The lecture refutes what is said in the reading. It says that the news should report on everything it finds. First of all, people depend on the news to keep them informed. People need to know the facts in order to make good decisions. In Sweden, the law says that the news can say or print whatever it wants to. Second, when the news withholds information, it hurts public trust. When people watch or read the news, they expect to hear the truth. Also, if the news didn't tell people all the facts, they would be angry.

In conclusion, the lecture refutes the reading by talking about ways that censorship affects citizens.

Page 122

Check-up

1. secret
2. fame
3. reach the top
4. offend
5. connections
6. embarrassed
7. computer programmer
8. panic
9. director
10. pleasant

[Unit 12]

Independent

Page 123

B

1. I want to have a job making video games.
2. I want to do this job because I think it would be fun.
3. I would still do it if it did not pay a lot because I know I would still enjoy doing it.
4. I would do a job because it paid a lot of money because then I could make money and do other things I like.

Page 124

Sample Response 1

B

B

C

Topic: The amount a job pays is not very important at all.

- A. It is more important to have a job that you like than to make a lot of money.
1. Making money does not always make you happy.
 2. My uncle makes a lot of money, but it doesn't make him happy.
- B. A job that pays a lot of money might not be right for you.
1. That a company pays a lot doesn't mean that you would want to work there.
 2. My dad was offered a lot of money to do a job, but he didn't want to do it.

Conclusion: For these reasons, I believe making money is not the most important part of a job.

D

For one reason
On the other hand
For another reason
For these reasons

Page 125

Sample Response 2

E

A

F

Topic: The amount of money you make is the most important part of a job.

- A. People get jobs in order to support themselves and their families.

1. Adults have to make enough money to pay bills.
 2. There's no point in having a job if you can't buy things.
- B. Money makes people feel good about doing their jobs.
1. My mom always looks forward to getting her paycheck on Friday.
 2. Making money motivates her to go to work and do her job well.
- Conclusion: For these reasons, I think money is the most important part of having a job.

G

First of all
Secondly
For example
For these reasons

H

- | | | |
|---------------|-------------|--------------|
| 1. satisfying | 2. target | 3. depressed |
| 4. indicator | 5. motivate | |

Test

Page 126

Sample Response 1

Step 2

agree

Step 3

Topic: The amount a job pays is the most important part of a job.

- A. People need money in order to be happy.
 1. If you make a lot of money, you will enjoy doing that job.
 2. You will be happier if you get paid more money at a job.
- B. More money can make your family happier, too.
 1. If your job pays a lot, you'll be better able to take care of your family.
 2. They will be happier because you can give them what they want.

Conclusion: This is why I believe that the most important part of a job is how much it pays.

Step 4

In my opinion, the amount a job pays is the most important part of a job. There are two reasons why I think this way. To begin, I think that people need money in order to be happy. If you make a lot of money, you will enjoy doing that job. You will be happier if you get paid more money at a job. So people should get jobs that pay a lot of money so

that they can be happy. In addition, I think more money can make your family happier too. If your job pays a lot, you'll better be able to take care of your family. They will be happier because you can give them what they want. You'll be able to buy a nice house and send your children to a good school. This is why I believe that the most important part of a job is how much it pays.

Sample Response 2

Step 2

disagree

Step 3

Topic: The amount a job pays is not the most important part of a job.

- A. A job should be fun, or you will not enjoy it.
 - Money can't make you like a job that is not fun.
 - If you don't have fun at your job, you won't want to do it.
- B. Money can cause people to take jobs that they don't like.
 - Some people take jobs they know they won't like because they pay a lot of money.
 - This will eventually make them unhappy.

Conclusion: This is why I believe that it is better to pick a job that you like rather than one that pays a lot of money.

Step 4

In my opinion, the amount a job pays is not the most important part of a job. There are two reasons why I feel this way. To begin, I think that a job should be fun, or you will not enjoy it. Money can't make you like a job that is not fun. If you don't have fun at your job, you won't want to do it. This will just make you unhappy, and making more money won't be able to change that. In addition, I feel that money can cause people to take jobs that they don't like. Some people take jobs that pay a lot of money but they know they won't like them. In my opinion, this is a bad thing. It will eventually make them unhappy. This is why I believe that it is better to pick a job that you like rather than one that pays a lot of money.

Integrated

Page 127

B

1. A
2. They might talk about why running is good for you or why it is bad when people run as a sport.

Page 128

A
B

B

Reading

Main idea: Running should be a personal hobby rather than a sport.

Key points:

- Running should be something that is enjoyable.
- Competitive running can be dangerous.

Lecture

Main idea: There are two reasons why running should be competitive.

Key points:

- Running gives people the chance to show that they are talented.
 - People compete in running events at the Olympics.
 - If running weren't competitive, people wouldn't be able to show how good they are.
- Running can be dangerous, but it can also be very rewarding.
 - Winning a race can be a great feeling for people.
 - Winning an Olympic race can be one of the proudest moments in a person's life.

Page 129

D

The reading states that running should be a personal hobby rather than a sport.

The author states two reasons for holding this opinion. First, the author says that running is supposed to be something that is enjoyable. In addition, the author says that competitive running can be dangerous. The lecture, on the other hand, states that there are two reasons why running should be a competitive sport. To begin, the speaker says that running gives people the chance to show that they are talented. People compete in many running events at the Olympics. If running weren't competitive, people wouldn't be able to show how good they are. In addition, the speaker says that running can be dangerous, but it can also be very rewarding. Winning a race can be a great feeling for people. For example, winning a race in the Olympics can be one of the proudest moments in a person's life. Therefore, running should definitely be a competitive sport.

E

1. push
2. competitive
3. talent
4. essence
5. rewarding

Page 130

Step 1

Reading

Main idea: There are two reasons why weight lifting is a great competitive sport.

Key points:

- The sport of weight lifting encourages people to be healthy.
- Weight lifting as a sport allows people to get noticed and become famous.

Lecture

Main idea: There are two reasons why people should not compete in weight lifting.

Key points:

- Weight lifting too much can be bad for your health.
 - Too much weight lifting can harm your heart.
 - If you compete in weight lifting, you could damage your heart.
- Weight lifting as a sport can encourage unhealthy behavior.
 - Famous weight lifters might encourage other people to join the sport.
 - This would also encourage them to be unhealthy.

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Step 3

Topic: Whether weight lifting should be a competitive sport

A. There are two reasons why weight lifting is a good sport to compete in.

1. Weight lifting can encourage people to be healthy.
2. Strong people can gain notice and fame by weight lifting.

B. There are two reasons why people should not weight lift competitively.

1. Frequent weight lifting can be bad for your health.
 - If you lift weights too often, it can cause harm to your heart.
 - Weight lifting competitively may cause heart damage.
2. Unhealthy behavior can result from weight lifting as a sport.
 - Encouragement from famous weight lifters may cause other people to join the sport.
 - This would lead to more people engaging in unhealthy behavior.

Conclusion: Thus, it is best if weight lifting is not a competitive sport.

Step 4

The reading and the lecture discuss whether weight lifting should be a competitive sport. The author says that there are two reasons why weight lifting is a good competitive sport. To begin, the sport of weight lifting encourages people to be healthy. In addition, weight lifting as a sport allows people to get noticed and become famous. The speaker in the lecture, however, believes that competitive weight lifting is a bad thing. The speaker says that there are two reasons why people should not compete in weight lifting. First, weight lifting too often can be bad for your health. Too much weight lifting can harm your heart. If you compete in weight lifting, you could cause damage to your heart. Also, weight lifting as a sport can encourage unhealthy behavior. Famous weight lifters might encourage other people to join the sport. This would mean more people are engaging in unhealthy behavior.

Therefore, the lecture disagrees with what is said in the reading by stating that it is best if weight lifting is not a competitive sport.

Page 132

Check-up

1. medals
2. bill
3. heart attack
4. coal plants
5. construction
6. hobby
7. proud
8. paycheck
9. train
10. wealthy

[Review 2]

Independent 1

Page 133

Sample Answer 1

Step 2

agree

Step 3

Topic: Teachers should assign seats to students in the classroom.

- A. Assigning seats to students will make sure that they are paying attention.
1. Some students don't like this because it means they can't sit by their friends.
 2. However, most students will focus and learn better when they don't sit by friends.
- B. Assigned seats can keep students from being bullied by other kids.
1. At my school, some of the mean kids like to tell other kids that they can't sit by them.

2. If a classroom has assigned seats, then the mean kids can't tell you where you can or can't sit.

Conclusion: For these reasons, I think it is better when a classroom has assigned seats.

Step 4

I think teachers should assign seats to all of the students in the classroom. There are two reasons why I think this is better. First, I think that assigning seats to students will help to make sure that they are paying attention in class. Some students don't like this because it means that they aren't allowed to sit by their friends. However, most students will be able to focus and learn better when they aren't sitting by friends. Also, I think that assigned seats can keep students from being bullied by other students. For example, at my school, some of the mean kids like to tell other kids that they can't sit by them. If a classroom has assigned seats, then the mean kids can't tell you where to sit. For these reasons, I think it is better when a classroom has assigned seats.

Sample Answer 2

Step 2

disagree

Step 3

Topic: Teachers should not assign seats to students in the classroom.

- A. Assigning seats can mean you have to sit somewhere you don't want to sit.
1. I like to sit in the front of the classroom so that I can see everything really well.
 2. If my teacher assigned seats, I might not be able to see as well.
- B. If a teacher assigns seats, you might have to sit by someone you don't want to sit by.
1. There are some students in my class that are really loud that I don't want to sit by.
 2. If a teacher assigns seats, then I might have to sit by the loud students.

Conclusion: For these reasons, I think it is better if students are allowed to sit wherever they want.

Step 4

I think teachers should not assign seats in the classroom. There are two reasons why I think this. The first reason is that assigning seats can mean that students have to sit somewhere they don't want to sit. For example, I like to sit in the front of the classroom so that I can see everything really well. But if my teacher assigned seats, I might not get to sit in the front of the class, and I might not be able to see very well. In addition, if a teacher assigns

Answer Key

seats, you might have to sit by someone that you don't want to sit by. There are some students in my class that are really loud, and I don't want to sit by them. If a teacher assigned seats, then I might have to sit by the loud students. For these reasons, I think it is better if students are allowed to sit wherever they want.

Integrated 1

Page 134

Step 1

Reading

Main idea: Sentimental writers focused on the traits of emotion and the goodness of people.

Key points:

- The first trait was a focus on emotion in the novel.
- The novels also focused on a belief that all people are good.

Lecture

Main idea: The novel *A Sentimental Journey* represents all of the traits of a sentimental novel.

Key points:

- Sterne's novel is all about feelings.
 - Yorick is overcome by emotion many times during his travels.
 - To Yorick, the ability to feel such feelings is the most important part of being human.
- The novel focuses on the goodness of people.
 - Yorick wants to help everyone he meets in his travels.
 - Even though he can't help everybody, he still feels sad for them.

Page 135

Step 3

Topic: The traits of a sentimental novel

A. Sentimental writers were interested in the traits of emotion and the goodness of humans.

1. The first trait mentioned is a reliance on emotions.
2. The second trait discussed is the goodness of people.

B. The lecture supports the reading by using the novel *A Sentimental Journey* as an example that represents all of the traits of a sentimental novel.

1. Sterne's novel is all about feelings and emotion.
 - Yorick is overcome by his emotions many times in the novel.
 - To Yorick, the ability to feel deep feelings is the most important part of being a human.

2. The novel also focuses on the goodness of people.

- Yorick wants to help all of the people that he meets.
- Even though he can't help everybody, he still feels bad for them.

Conclusion: Therefore, the lecture supports the reading by giving an example of a novel with all of the traits of a sentimental novel.

Step 4

The reading and the lecture discuss what a sentimental novel is and the traits of a sentimental novel. The author of the passage says that there are two traits—emotion and the goodness of people—that sentimental writers often used in their novels. The first trait that the author mentions is a reliance on emotions in the story. In addition, the author says that sentimental writers also wrote about the goodness of people. The lecture supports the reading by discussing the novel *A Sentimental Journey* and discussing how it is an example that represents all of the traits of a sentimental novel. The speaker first says that the novel is all about the feelings and emotions of the main character, Yorick. To Yorick, the ability to feel emotions is the most important quality of humans. In addition, the novel focuses on the goodness of people. Yorick wants to help everyone that he meets. Even though he finds out that he can't help everyone, he still feels sadness for them.

To summarize, the lecture supports the reading by giving an example of a novel with all the traits of a sentimental novel.

Integrated 2

Page 136

Step 1

Reading

Main idea: Bottled water is much healthier than tap water.

Key points:

- Bottled water is much purer than the water from the tap.
- There are many government regulations that say what can and can't be in bottled water.

Lecture

Main idea: Studies have found that tap water is just as healthy as bottled water.

Key points:

- Tap water is just as pure as bottled water.
 - Most tap water is completely safe and free of harmful substances.

- Tap water in the US contains a chemical that helps keep your mouth and teeth clean.
- There are just as many government regulations in tap water as in bottled water.
 - The government controls where water from the tap comes from.
 - The government constantly watches the quality of the water to make sure it is clean.

Page 137

Step 3

Topic: Whether bottled water or tap water is better for your health

- A. The reading suggests that bottled water is much better for your health than tap water.
1. Bottled water is purer than tap water.
 2. There are many government regulations that say that certain things can't be in bottled water.
- B. The lecture refutes the reading by saying that studies have found tap water to be just as healthy as bottled water.
1. Tap water is just as pure as bottled water is.
 - Tap water is usually completely free of harmful chemicals.
 - Some tap water contains a chemical that can help keep your mouth healthy.
 2. There are just as many government regulations on tap water as there are on bottled water.
 - The government controls where the water used for tap water can come from.
 - The government also monitors the quality of the water to make sure it is safe.

Conclusion: Therefore, the lecture and the reading disagree because the reading thinks bottled water is the healthiest, while the speaker says that tap water is just as healthy as bottled water.

Step 4

The reading and the lecture discuss whether bottled water or tap water is better for your health. The reading suggests that bottled water is much better for your health than tap water. The author includes two pieces of evidence to support this stance. First, the author says that bottled water is much purer than tap water. In addition, the author says that there are many government regulations that control what substances can be in bottled water. The lecture, however, refutes the information in the reading by stating that studies have found tap water to be just as healthy as bottled water. The speaker supports this idea with two points. First, the speaker says that tap water is just as pure as bottled water is. Tap water is usually free of harmful chemicals. In

addition, some tap water contains a chemical that can help keep your mouth clean. The speaker also says there are just as many government regulations on tap water as there are on bottled water. The speaker says the government controls where tap water comes from. It also monitors the quality of the water to make sure it is safe to drink.

In conclusion, the lecture disagrees with the reading because the reading says bottled water is the healthiest, while the lecture says that they're both equally healthy.

Independent 2

Page 138

Sample Answer 1

Step 2

agree

Step 3

Topic: Children should watch the news to learn about what is happening in the world.

- A. Children can learn many things from watching the news.
1. Children can learn about the government and other countries by watching the news.
 2. I like to watch the news so that I can learn about people in other countries.
- B. Children should stay informed about what is happening in the world.
1. If children are informed, they can know more about the world.
 2. This way, children can make better decisions about certain things when they grow up.

Conclusion: For these reasons, I think it is important for children to watch the news.

Step 4

I think children should watch the news so that they can learn about what is happening in the world. There are two reasons why I believe this. First, I think that children can learn many things by watching the news. For one, children can learn about the government and about other countries by watching the news. I personally like to watch the news so that I can learn about people in other countries. Secondly, children should watch the news to stay informed about what is happening in the world. If children are informed, then they can know and understand more things about how the world works. This way, children can make better decisions about things when they grow up. For these reasons, I think it is important for children to watch the news.

Answer Key

Sample Answer 2

Step 2

disagree

Step 3

Topic: Children should not watch the news to learn about what is happening in the world.

A. Children do not need to worry about things happening in the world.

1. Most of the things that are on the news are bad things happening in the world.
2. I don't want to watch all of the bad things that happen in the world because it might make me sad.

B. Children should focus on the things that teachers are teaching them.

1. The news is not a better teacher than the people that teach at schools.
2. Children should focus on learning at school rather than learning from the news.

Conclusion: For these reasons, I think children do not need to watch the news to learn about the world.

Step 4

I think children should not have to watch the news to learn about the world. I feel this way for two main reasons. First, I think that children don't need to worry about all of the things happening all over the world. Children have enough to worry about. Most of the things on the news are bad things happening in the world. I personally don't want to watch the news and see all of the bad things happening because it might make me sad. In addition, I think that children should focus on the things that their teachers are teaching them. The news is not the best way to learn, and it is not a better teacher than the people that teach at schools. Children should focus on learning from their teachers rather than learning from the news. For these reasons, I think children do not need to watch the news to learn about the world.

Worksheets Answer Key

[Unit 1] Subject-Verb Agreement

A

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

B

- | | | |
|---------|-----------|------------|
| 1. is | 2. are | 3. affects |
| 4. have | 5. spend | 6. let |
| 7. go | 8. allows | |

50 | Answer Key |

C

1. They show their dislike for British laws in a more peaceful manner
2. Many of them make the colonists angry.
3. The colonists listen to the ideas of John Locke.

[Unit 2] Sentence Fragments and Run-ons

A

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

B

1. OK
2. Form is the visual elements of an artwork. It refers to the artist's use of color, shape, and space.
3. Impressionist art showed scenes from real life. A popular subject was leisure time activities.
4. OK

[Unit 3] Adjectives

A

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

B

- | | |
|----------------|------------------|
| 1. appreciated | 2. disheartening |
| 3. interested | 4. required |
| 5. helping | 6. promoted |
| 7. baffling | 8. descended |

C

1. The scientists tried to explain the baffling discovery.
2. There is convincing evidence that whales are descended from a land mammal.
3. Scientists believe the two species might be related.

[Unit 4] Adverbs

A

1. personally
2. often, at once
3. in person
4. In addition
5. Second, at home, somewhere, in person
6. First, on TV
7. a long way
8. For these reasons, at home

B

- cheered
- yelled
- tried
- recalled
- The two areas
- exploring
- I'd like to discuss the two findings of that study
- seen

C

- I prefer to watch sports in person.
- I never watch sporting events.
- I like baseball a lot.

[Unit 5] Modals**A**

- | | | |
|----------------|----------------|----------------|
| 1. Possibility | 2. Permission | 3. Possibility |
| 4. Possibility | 5. Possibility | 6. Ability |
| 7. Permission | 8. Possibility | |

B

- | | | | |
|----------|----------|----------|----------|
| 1. could | 2. may | 3. could | 4. can |
| 5. may | 6. might | 7. might | 8. could |

C

- I can ski.
- I could read when I was six years old.
- I may become a doctor / I might become a lawyer.

[Unit 6] Voice**A**

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

B

- Animals can be replaced.
- Important jobs are sometimes done by animals.
- Animals are treated in a humane way by many farmers.
- Children are always being pushed by their parents to be the best.
- Children are helped by their parents to become individuals through independence training.
- These rules are taught by society through a process called enculturation.
- A child is taught the rules of his or her culture by the people who live with him or her.
- Children are effectively enculturated by their mothers.

[Unit 7] Compound/Complex Sentences**A**

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

B

- When we stay up late together, we get along great.
- We often invite friends over for sleepovers, and we all stay up playing games late into the night.
- Many of today's poets don't like to follow rules, but the poets of the past wrote in very strict ways.
- The haiku is a famous type of poem that began in Japan.
- It describes a sailor who goes on a long voyage.

[Unit 8] Conditionals**A**

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

B

- More people get sick if they live near swamps.
- If the wetlands vanished, the aquifers would still be here.
- If she had worn a leotard to class, I would have thought she was weird.

[Unit 9] Adjective Clauses**A**

- Adjective Clause—which is trying to force his business to close
Noun—His company's competitor
- Adjective Clause—who cut corners when making toys
Noun—People
- Adjective Clause—for whom the toys are created
Noun—Children
- Adjective Clause—for whom profit is the most important thing
Noun—Businesses
- Adjective Clause—that provide people with jobs
Noun—Businesses
- Adjective Clause—which are meant to protect the environment
Noun—The laws

7. Adjective Clause—that create rules
Noun—Governments
8. Adjective Clause—who think the same way
Noun—a group of workers

B

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

[Unit 10] Restrictive vs. Non-restrictive Clauses**A**

1. who have low-paying jobs—Restrictive
2. who are typically very lonely—Non-restrictive
3. which some people are not willing to take—
Non-restrictive
4. which was not a lot—Non-restrictive
5. that seem risky—Restrictive
6. who had a job—Restrictive
7. who was now unemployed—Non-restrictive
8. which is often spontaneous—Non-restrictive

B

1. Unknown
2. True
3. False

[Unit 11] Transitions for Addition, Contrast, Similarities, and Summary**A**

- | | | | |
|------|------|------|------|
| 1. A | 2. C | 3. C | 4. A |
|------|------|------|------|

B

- | | | | |
|--------|----------|---------|-----------|
| 1. yet | 2. Still | 3. also | 4. In sum |
|--------|----------|---------|-----------|

C

- | | |
|-----------|-----------------|
| a. Yet | b. Also |
| c. In sum | d. coupled with |

[Unit 12] Transitions for Example, Reason, Emphasis, and Consequence**A**

1. In these cases
2. As a result
3. For example
4. In fact
5. For these reasons

B

F, D, E, C, G, B, A