

Answer Key

Chapter 1 (pages 1–30)

Reading 1: “Confessions of an ESL Teacher” (page 3)

Step 1 (page 8)

The topic: learning and teaching vocabulary

The main idea: a

Some supporting ideas: Answers will vary. Possible answer: There are many ways to study vocabulary.

Step 2 (page 11)

Answers will vary. Check student vocabulary journals.

Step 3 (page 12)

1. A logophile is a person who loves (or likes) words.
2. Advantage Example
 - b. Collector decides which words to collect Words that are fun to say; words with perfect meaning
 - c. Good hobby for ESL teachers Knows many activities for word study
3. Collecting words hasn't helped this teacher teach vocabulary.
4. This ESL teacher doesn't really know how to teach vocabulary even though she has tried many different activities.

Step 4 (page 13)

1. D
2. A
3. A
4. D
5. A

Some students may answer differently. They should support their answers.

Step 5 (page 14)

1. Answers will vary. Accept any reasonable answer that the student can support.
2. Answers will vary. Accept any reasonable answer that the student can support.

Reading 2: "Reading Well" (page 15)

Step 1 (page 18)

The topic: reading; reading well

The main idea: c

Some supporting ideas: write notes; don't highlight (Answers may vary.)

Step 2 (page 18)

Answers will vary. Check student vocabulary journals.

Step 3 (page 19)

1. Good readers are involved, return to reading often to improve understanding, add marginalia to their books.
2. Readers should read with a pencil in hand and write in their books.
3. Margin notations or marginalia are notes readers write in the margins of their books. They are the reader's responses to the writer.
4. Suggested answers (any three):
 - questions about the writer's views and sources
 - agreeing or disagreeing with the writer
 - marking key concepts to remember
 - marking key concepts to clarify
 - ideas to use in writing or discussion
 - drawing connections to other information you have or have read
5. It's passive and easy to mark without real understanding.
6. This statement means that a reader can change his/her understanding by returning to the reading selection.

Step 4 (page 20)

1. D
2. A
3. D
4. D

Step 5 (page 20)

1. Answers will vary.
2. Answers will vary. Suggested answers: cookbooks, mark recipes used, changes, likes and dislikes; magazines and newspapers, mark topics of interest or to check on

3. Opinions will vary. This question often elicits debate.
4. Answers will vary. Marginalia that students can support should be accepted.

Reading 3: "Writing in Circles" (page 21)

Step 1 (page 24)

The topic: writing

The main idea: *Linear and recursive writing are two different ways to write a composition.*

Some supporting ideas:

1. Recursive writers go back and forth between the writing steps.
2. Recursive writers revise a lot.

Step 2 (page 25)

Answers will vary. Check student vocabulary journals.

Step 3 (page 26)

1. a. prewriting
b. drafting
c. revising
d. editing
2. In the linear process, writers complete each step before moving to the next step. In the recursive process, writers move between the steps and even return to the reading.
3. Revising means to evaluate and change ideas. Editing means to correct mechanical errors such as grammar, spelling, usage, punctuation.

Step 4 (page 26)

1. L
2. R
3. L
4. L
5. R
6. R

Step 5 (page 27)

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

Writing Workshop (page 28)

Answers will vary.

Chapter 2 (pages 31–52)

Reading 1: “Antibacterial Soap a Waste of Time” (page 32)

Step 1 (page 35)

The topic: antibacterial products

The main idea: *Antibacterial products may not be any better than regular soaps.*

Some supporting ideas: Answers will vary. Possible answers:

1. The study showed no difference.
2. Antibacterial products help super-germs grow.
3. Antibacterial soaps contains triclosan.
4. Antibacterial soaps may cause serious problems for doctors.

Step 2 (page 35)

Answers will vary. Check student vocabulary journals.

Step 3 (page 36)

1. They learned that antibacterial soaps may not provide any extra protection, and it is difficult to buy soap that is not antibacterial.
2. The researchers found that there was no difference in the number of germs. Antibacterial soap isn't any more effective than plain soap for hand washing.
3. *Triclosan* is an antibiotic that is a common ingredient in antibacterial products.
4. Super-germs are bacteria that are hard to kill.
5. It becomes difficult to treat and cure infections in humans.

Step 4 (page 37)

1. D
2. D
3. A
4. D
5. D

Step 5 (page 37)

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

Reading 2: “What the SDA Says about Antibacterial Products” (page 38)

Step 1 (page 42)

The topic: antibacterial products

The main idea: *The SDA believes that antibacterial products can help people be healthy.*

Some supporting ideas: Answers will vary. Possible answers:

1. Hand washing is important for good health.
2. Products containing antibacterial products give extra protection.
3. Antibacterial soaps can prevent diseases.

Step 2 (page 43)

Answers will vary. Check student vocabulary journals.

Step 3 (page 43)

1. T
2. I
3. T
4. T
5. T

Step 4 (page 44)

1. D
2. A
3. A
4. A
5. A

Step 5 (page 44)

1. Answers will vary. Answers should indicate that the SDA represents companies that sell cleaning products.
2. Answers will vary.

Writing Workshop (page 45)

Writing Activity 1 (page 48)

Topic sentence: 1

Body sentences: 2, 3, 4, 5, 6, 7

Concluding sentence: 8

Writing Activity 2 (page 49)

- 1a. Americans (topic) concerned about cleanliness (controlling idea)
- 1b. Hand washing (topic) best way to prevent spread of germs that cause illnesses (controlling idea)
- 2a. Answers will vary. Possible answer: there were fewer diseases.
- 2b. Answers will vary. Possible answer: believe people want to be healthy.

Writing Activity 3 (page 50)

1. Answers will vary. Possible answer: The early Greeks had a special way of cleaning themselves.
2. Answers will vary. Possible answer: The Centers for Disease Control and Prevention gives these directions for hand washing.

Writing Activity 4 (page 50)

1. Answers will vary. Students should list several ideas that could be included in a paragraph with the topic sentence.
2. Answers will vary. Students should list several ideas that could be included in a paragraph with the topic sentence.

Chapter 3 (pages 53–75)

Reading 1: “Ouch! Students Getting Stung Trying to Find \$\$\$ for College” (page 54)

Step 1 (page 57)

The topic: companies that offer money for college

The main idea: Students need to be careful when they are looking for money for college because some companies may cheat them. (Answers may vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Some companies take students’ money and promise scholarships.
2. Students should investigate companies offering money for college.
3. Legitimate companies never promise scholarships.

Step 2 (page 58)

Answers will vary. Check student vocabulary journals.

Step 3 (page 58)

1. Some possible answers: high-pressure sales requiring immediate payment; guarantee of scholarships for advance fee; asking for students’ checking account for confirmation; charging a monthly or weekly fee
2. Some possible answers: offer to give students access to lists of scholarships; compare a student’s profile and provide lists of awards for which a student may qualify; never guarantee a scholarship or grant
3. A legitimate company never guarantees a scholarship or grant.

Step 4 (page 59)

1. It is the FTC’s job to provide information for consumers. The information will reach more people if it is available in both forms.
2. This is an example of a warning.

Step 5 (page 59)

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

Reading 2: "Academic Integrity" (page 60)**Step 1 (page 64)**

The topic: academic integrity; student cheating; student honesty (Answers will vary.)

The main idea: There are many reasons for academic dishonesty, many ways to cheat, and many ways to prevent cheating. (Answers may vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. 74% of students cheated on a test at least once a year.
2. Plagiarism from the Internet is a common form of cheating.
3. Many students are not sorry that they cheated.

Step 2 (page 64)

Answers will vary. Check student vocabulary journals.

Step 3 (page 65)

1. The author discusses surveys about cheating. Possible examples: 74% of students cheated at least once during the school year; 48% cheated more than once; 18–23% of students admitted cheating in 1941; more than 80% of high school students cheat today; today more students admit to cheating.
2. In the past, students cheated by looking at another student's test paper.
3. Today, cheating is high-tech. Students use palm pilots, cell phones, calculators, pagers, and tiny video cameras. Students also use the Internet.
4. Possible answers:
 - a. Students are lazy or busy.
 - b. Students feel pressure from high-stakes tests.
 - c. Students blame professors for giving too much work, unfair tests, or grading unfairly.
 - d. Students fear failure.
 - e. Students are copying adult behavior.
5. An honor code is a set of rules for honest academic behavior that includes consequences for cheating.

Step 4 (page 65)

1. A
2. A
3. A
4. A
5. A

Step 5 (page 66)

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

Writing Workshop (page 67)

Writing Activity 1 (page 68)

- 1.–4. Answers will vary. Accept any reasonable answer.

With what specific details does the writer support this general statement in paragraph 4: “The reasons for student cheating are varied”?

2. Students feel pressure from high-stakes tests.
3. Students blame professors for giving too much work, unfair tests, or grading unfairly.
4. Students fear failure.
5. Students are copying adult behavior.

In paragraph 6, what specific facts support the statement?

1. One in six students cheated *in schools without honor codes*.
2. One in sixteen students cheated *in schools with honor codes*.

Writing Activity 2 (page 72)

- 1.–3. Answers will vary. Accept any reasonable answer.

Review Reading 1: some unscrupulous behaviors:

3. requiring a fee and providing nothing
4. asking for a student’s checking account
5. asking for a weekly or monthly fee

Concrete examples the writer provides to clarify “legitimate” companies:

2. advance fee to compare a student’s profile with a database of scholarships
3. never guarantee a scholarship.

Writing Activity 3 (page 74)

Answers will vary. * marks places where specific and concrete detail could be added.

Advertisers often use deceptive advertisements to take advantage of consumers’ feelings and desires. Advertisers know that American consumers want to look attractive, so they show attractive people wearing or using their products. These advertisements encourage consumers to believe they need a particular product to become attractive. * Advertisers also know that consumers want to be thought of as successful. * In addition to the desires for attractiveness and success, consumers want to be healthy. * Smart consumers know that advertisers want them to think their products will make them attractive, successful, and healthy.

Chapter 4 (pages 76–93)

Reading 1: “Building Baby’s Brain: The Basics” (page 77)

Step 1 (page 81)

The topic: young babies’ brains (Answers will vary.)

The main idea: The first year of a baby’s life is very important. (Answers may vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. A baby’s brain cells make connections needed for later.
2. The kind of care a baby receives can change the baby’s brain.
3. Parents who talk to their baby will help the baby develop language skills.

Step 2 (page 81)

Answers will vary. Check student vocabulary journals.

Step 3 (page 82)

1. The brain cells make many more connections than the baby will use.
2. The brain gets rid of the connections that are not used regularly.
3. She compares a baby’s brain to a fertile garden.

Step 4 (page 82)

1. D
2. A
3. A
4. A
5. D
6. D

Step 5 (page 83)

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

Reading 2: “Fathers Provide Bridge over the River of Goo” (page 83)

Step 1 (page 87)

The topic: fathers and daughters

The main idea: A father’s influence is important to a girl’s self-esteem. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Girls with high self-esteem and self-confidence have strong relationships with their fathers.

2. Girls whose fathers support their athletic and social development have more educational and occupational success.
3. The writer has personal rather than scientific experience with the importance of fathers.

Step 2 (page 88)

Answers will vary. Check student vocabulary journals.

Step 3 (page 88)

1. Her mother died when she was three.
2. A strong relationship with her father is most important for a girl's self-esteem and future success.
3. Her belief is based on personal experience.
4. Answers will vary. Possible answers: taught her to play poker, to shoot a gun; took her on trips; taught her to dance; cooked dinner together
5.

<u>Father's advice</u>	<u>His daughter's actions</u>
think for yourself	made her own decisions as a teenager
said she could do everything	she believed him

Step 4 (page 89)

(Some students may suggest that she made her decision independently. Their answers should be justified.)

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

Step 5 (page 90)

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

Writing Workshop (page 91)

Writing Activity 1 (page 92)

1. From conception until about the third birthday, the brain grows at an amazing speed. During pregnancy, 50,000 brain cells, called neurons, are formed per second. ~~This means it is especially important for pregnant women to eat healthy food.~~ By birth the brain has 100 billion neurons—all that it will ever have. Yet the brain is the least developed organ at birth. The parts of the brain are in place, but most of its neurons are unconnected.

The baby's brain doubles in weight by age three. When a five-year-old child starts school, his or her brain has reached 90 percent of its adult size. There is no other time in a child's life during which so much brain growth takes place.

2. Adults make learning language easier for babies. Most adults naturally talk differently to babies than to adults. They talk more slowly, raise the pitch of their voices, and exaggerate the accents in words. These changes make it easier for babies to hear language and recognize the patterns of words. ~~Even children as young as four years old make some of these changes in their speech when talking to a baby.~~ Adults also tend to repeat words and phrases when they talk to babies. Repetition helps babies learn to understand speech and strengthens the language connections in the brain. ~~Repetition also helps adults who are learning a new language, but they need more repetition than babies need. Babies with hearing problems do not get the language experience they need to learn language.~~

Chapter 5 (pages 94–112)

Reading 1: "Mentofactoring: A Vision for American Industrial Excellence" (page 95)

Step 1 (page 99)

The topic: mentofactoring

The main idea: Chaparral Steel is an example of mentofactoring. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Chaparral Steel believes its employees are good, trustworthy, and energetic.
2. Chaparral Steel believes in innovation and technology.
3. Chaparral Steel treats employees as business partners.

Step 2 (page 99)

Answers will vary. Check student vocabulary journals.

Step 3 (page 100)

1. Mentofactoring means "making by mind." Mentofactoring emphasizes learning, human development, risk taking, and technology.
2. Manufacturing means "making by hand." It emphasizes the product. Mentofactoring emphasizes people involved in making things.
3. a. The company has a "no fault" absence policy.
b. The employees' training facility is better equipped than the executives' boardroom.
c. Employees, not only executives, make decisions about goals and materials. Other possible answers: 90 percent of employees are in continuing education classes. Employees can earn college credit for training sessions and receive extra money during training. An English professor teaches creative writing.

4. a. Capacity has increased from 220,000 tons in 1975 to 1.5 million tons currently. Its employees increased from 235 to 934.
- b. The number of employees has increased 1–2 percent each year since 1986.
- c. Production increases 100,000 tons each year.

Step 4 (page 100)

1. D
2. D
3. A
4. A

Step 5 (page 101)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Reading 2: “Southwest Airlines’ Rapid Climb” (page 102)

Step 1 (page 105)

The topic: Southwest Airlines

The main idea: Southwest Airlines has been successful because it meets the needs of its customers. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Southwest Airlines built an airline more people could afford to fly.
2. Southwest Airlines built an airline that gives on-time performance.
3. Southwest Airlines built an airline to show people that employees care about them.

Step 2 (page 105)

Answers will vary. Check student vocabulary journals.

Step 3 (page 106)

1. They targeted people who wanted to fly but couldn’t because the cost was too high.
2.

<u>Goals</u>	<u>Evidence of Success</u>
travel whenever people wanted	80 flights a day between Dallas and Houston
on-time performance	deliver baggage from planes in 8 minutes
	reserved seating; unassigned seats
cheerful service	survey reports employees care more than other airlines
3. A owner of a small business could learn about the importance of customers’ needs and how giving customers what they want leads to success.

Step 4 (page 106)

1. D
2. A
3. D
4. A

Step 5 (page 107)

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

Writing Workshop (page 108)**Writing Activity 1 (page 109)**

- 1a. to show something
- 1b. as a result of
- 1c. to add something else
- 1d. to show an opposite
- 1e. emphasis
- 1f. to show the ending or summary
2. Transitions to underline: *for example, also, in fact, consequently, furthermore*
 - 2a. *for example*: a specific case
 - 2b. *also*: more information
 - 2c. *in fact*: emphasis
 - 2d. *consequently*: result
 - 2e. *furthermore*: more information

Writing Activity 2 (page 110)

Answers will vary. Possible answer:

An ethical company must be fair to its employees. It must pay employees a fair wage. An ethical company will provide benefits for its employees. **For example**, it will provide insurance and paid medical leave. **Also**, it must provide a healthy working environment. The working environment should be clean and free of hazards. Managers must make all policies and procedures clear. **Consequently**, there will be fewer misunderstandings between employees and managers. When a company is fair to its employees, it is more likely to succeed in business.

Chapter 6 (pages 113–30)

Reading 1: “Kenneth Miller, Christian Evolutionist” (page 114)

Step 1 (page 117)

The topic: evolution and religion

The main idea: It’s possible to believe in evolution as a scientist and God as a Christian. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Kenneth Miller thinks a theory about the past, including evolution, can be scientific.
2. Some scientists and students believe it is impossible to believe in both evolution and God as creator.
3. Kenneth Miller is both a scientist and a religious person.

Step 2 (page 117)

Answers will vary. Check student vocabulary journals.

Step 3 (page 118)

1. Kenneth Miller is a biologist.
2. His book responds to the argument of evolutionism vs. creationism.
3. A theory about the past cannot be proven in a laboratory experiment.
4. Answers will vary. Students should indicate that matter that is present today was also present in the past although it may have been in a different form.
5. His students assume that he is an atheist because some scientists believe that the theory of evolution replaces the theory of God as Creator.
6. Darwin expresses amazement and wonderment about the endless variety and interdependence of living creatures and that “the Creator” created all of these forms of life through the process of evolution.

Step 4 (page 118)

1. A
2. A
3. A
4. D

Step 5 (page 119)

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

Reading 2: "Dyson Honored with Templeton Prize" (page 119)

Step 1 (page 122)

The topic: Freeman Dyson's award

The main idea: Freeman Dyson received the Templeton Prize for his work bringing together technology and social justice. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Dyson sees religion and science as two windows to the same universe.
2. Science and religion are both incomplete.
3. It is important that scientific discoveries benefit both rich and poor.

Step 2 (page 123)

Answers will vary. Check student vocabulary journals.

Step 3 (page 123)

1. Dyson received the Templeton Prize for his work bringing together technology and social justice.
2. Dyson is asking people to remember this prayer.
3. Both views are one sided, neither is complete, neither should take control of the other or claim to be perfect.
4. Dyson says the most important question of our time is how to make sure scientific discoveries bring benefits to everybody.
5. He hopes that scientists and business leaders will join with environmentalists and religious leaders to give importance to ethics.

Step 4 (page 124)

1. A
2. A
3. A
4. D

Step 5 (page 124)

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

Writing Workshop (page 125)

(page 126)

1. This argument states that there is no person who has watched evolution occur, so it cannot be accepted as fact. Miller replies that there is a scientific way to learn about the past, and the police use it every day. For instance, when a burglar pries open a window and climbs into a home to steal, he hopes that he will leave without anyone hearing or seeing him. However, even if no one sees or hears him, every one of his actions leaves

something behind. First, there will be marks from his tools on the window. His feet will leave prints on the carpet. Also, the police may be able to gather a sample of his hair or blood or find his fingerprints in the house. And eventually the things he took may be found in the marketplace.

2. for instance

3. Transition

Detail

- | | |
|-------------------|--|
| b. | feet will leave prints |
| c. Also | sample of hair or blood |
| d. | fingerprints in the house |
| e. And eventually | things he took may be found in the marketplace |

Writing Activity 1 (page 127)

Paragraph #1

- 5 Each family member's uniqueness is honored with special gifts, food, and activities.
- 6 For example, we always have a soccer game on my brother's birthday, but my very musical grandmother's birthday is always celebrated with a family sing-a-long.
- 7 In conclusion, I am grateful to have a large family because we have many birthday parties every year.
- 2 It is a time when parents recall the special day their child was born.
- 1 A birthday party is always a joyful celebration in my home.
- 3 First, it is joyful because it commemorates the miracle of birth.
- 4 Second, a birthday party celebrates the uniqueness of each family member.

Paragraph #2

- 5 He became especially interested in Jupiter and discovered its moons.
- 4 After building an even stronger telescope, he was able see Mercury, Venus, Mars, and Jupiter.
- 2 **FIRST** he built a strong telescope and began to study the skies.
- 3 With this strong telescope, he was able to see the surface of the moon, the heavenly body closest to the earth.
- 1 Galileo, an Italian scientist, studied the skies and made an important discovery.
- 6 **FINALLY** by studying the planets and the skies with his telescope, Galileo concluded that the sun, not the earth, was the center of the universe.

Writing Activity 2 (page 128)

Paragraph #1

- 3 Soon after the Church's order of 1616, Galileo was called to Rome and warned not to defend his scientific ideas about the universe.
- 6 Finally, in 1992, more than 350 years later, the Catholic Church apologized for the trial of Galileo and this great conflict between science and religion.

- 1 The trial of Galileo, a scientist and a man of strong religious beliefs, may be the most famous conflict between science and religion.
- 5 Then, in 1633, Galileo was brought to trial and condemned for believing the sun, not the earth, was the center of the universe.
- 2 As early as 1616 the Catholic Church issued an order saying the idea of the sun as the center of the universe was wrong and anyone holding this view could be tortured, imprisoned, and put to death.
- 4 In 1632, he published a book comparing the ideas of the sun as the center of the universe and the earth as the center of the universe.

Paragraph #2

- 5 Study each topic thoroughly, and give extra attention to the most difficult topics.
- 2 FIRST find a comfortable place with good lighting and enough space for all of the course materials.
- 1 Preparing for an exam requires planning and organization.
- 6 FINALLY do a quick review of everything one last time before the exam.
- 3 SECOND gather all the books, notes, and other papers you will need.
- 4 THIRD OR NEXT look over all of the study topics quickly to decide which topics will need extra attention.

Chapter 7 (pages 131–49)

Reading 1: “Medical Professionals Talk about Past and Future Medicine” (page 132)

Step 1 (page 136)

The topic: ideas of medical professionals

The main idea: Medical professionals have different ideas about medicine in the past and in the future. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. Vaccine, antibiotics, and the discovery of DNA are important medical accomplishments.
2. New medical accomplishments will cause disagreement over their use.
3. There are many things to worry in the future of medicine.

Step 2 (page 137)

Answers will vary. Check student vocabulary journals.

Step 3 (page 138)

	Ms. Hushour	Dr. Cini	Dr. Westman
Job	nurse and volunteer	surgeon and designer of hospitals	<i>pediatrician, genetic researcher, professor</i>
Greatest medical accomplishment in 20 th century	vaccines to control disease	antibiotics	discovery of the structure of DNA
Prediction for 21 st century	<i>bioethics committees in hospitals and research facilities</i>	<i>ethical issues</i>	how genes cause the wide variety of people in the world
Issues or controversies in the 21 st century	controversies over stem cell research, organ regeneration for wealthy, genetic knowledge used to create superior people	<i>misuse of new technology</i>	issues of cloning, embryonic stem cells, and pregnancy termination
Reaction to Mr. Kass's statement about bioethics	bioethics related to tolerance and diversity in the U.S.	scary because it is oversimplified	<i>cost of one life in western countries vs. cost of immunizations for 500 children</i>

Step 4 (page 138)

1. Ms. Hushour
2. Dr. Westman
3. Ms. Hushour Dr. Cini Dr. Westman
4. Dr. Cini
5. Dr. Cini
6. Ms. Hushour

Step 5 (page 139)

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

Reading 2: “Fast Forward to 2020: What to Expect in Molecular Medicine” (page 140)

Step 1 (page 143)

The topic: Effects of the Human Genome Project (Answers will vary.)

The main idea: Completion of the Human Genome Project will change medicine and people’s lives. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. There will be better drugs.
2. Knowing a person’s genetic profile
3. Genetic testing and gene therapy will occur frequently.
4. Scientists will have a better understanding of fundamental biology.

Step 2 (page 143)

Answers will vary. Check student vocabulary journals.

Step 3 (page 144)

1. Answers will vary. Accept any example from the reading selection.

<u>Medical Topic</u>	<u>Example</u>
Drugs	3,000 drugs based on DNA
Medical knowledge	companies may refuse to hire some people
Genetic testing and therapy	people will be tested for criminal identification
Fundamental biology	<i>solve problems of environmental cleanup</i>

2. Answers will vary. Possible answers:
 - Doctors will use drugs to prevent diseases.
 - People will not have side effects from drugs.
 - Fewer deaths.
 - Prevention or delay of disease.
3. Some people may not be hired because employers will know they may become seriously ill. Some won’t be able to buy insurance because they have a high risk for diseases.
4. A greater understanding of fundamental biology could lead to cures for diseases and environmental cleanup for a healthier world.

Step 4 (page 145)

1. A
2. D
3. D
4. A
5. D

Step 5 (page 145)

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

Writing Workshop (page 146)

What is the main idea of both of these sentences?

Using genetic information will become part of everyone's life.

Writing Activity 1 (page 147)

1. yes
2. no
3. yes
4. no
5. yes

Writing Activity 2 (page 148)

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

Chapter 8 (pages 150–65)

Reading 1: "A Novelist's Perspective of Spring" (page 151)

Step 1 (page 153)

The topic: spring or the arrival of spring (Answers will vary.)

The main idea: It was sad when it seemed like spring wasn't going to arrive in Paris. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. The trees showed signs of spring.
2. Cold heavy rains stopped spring from arriving.
3. You don't expect to be sad in spring.

Step 2 (page 153)

Answers will vary. Check student vocabulary journals.

Step 3 (page 154)

Answers will vary. Possible answers:

1. There were many trees that started to turn green and produce leaves.
2. The cold heavy rains would beat spring back so that it would seem that it would never come.
3. It was natural to be sad in the fall because the trees and their branches were bare.
4. It was unnatural to be sad in the spring because spring is a time of newness.

Step 4 (page 154)

1. A
2. D
3. D
4. A (Many students disagree with this answer. Remind them that the statement refers to Hemingway's feelings. Have them explain their thinking.)
5. A
6. D

Step 5 (page 155)

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

Reading 2: "A Poet's Perspective of Spring" (page 155)**Step 1 (page 157)**

The topic: spring or nature in spring (Answers will vary.)

The main idea: The beauty of spring does not last long. (Answers will vary.)

Some supporting ideas: Answers will vary. Possible answers:

1. New buds look like gold.
2. The gold of new buds does not last long.

Step 2 (page 158)

Do Step 3 using a dictionary.

Step 3 (page 158)

1. Poetry may be new to some students. This step should be done as a class activity. Answers will vary. The underlined words may need attention. Possible answers:

Nature's first green is gold

In nature the buds are gold before they turn green.

Her hardest hue to hold.

Buds do not keep their gold color easily (or long).

Her early leaf's a flower;

New leaves look like flowers before they open fully.

But only so an hour.

The new leaves don't look like flowers very long.

Then leaf subsides to leaf.

The leaf that looks like a flower turns into a regular leaf.

So Eden sank to grief,

This is sad just like losing the beauty of the Garden of Eden.

So dawn goes down to day.

Early morning turns to day just like the new leaf turns into a full-sized leaf.

Nothing gold can stay.

Something as pretty as a new leaf or bud cannot last forever.

Step 4 (page 159)

1. Answers will vary. Possible answers: amazement, love of spring and nature
2. Answers will vary. Possible answers: (1) He is a religious man who believes all of nature was created by God. (2) Spring blooms are as beautiful as the Garden of Eden must have been.
3. Answers will vary. Possible answer: Frost thinks that plants are beautiful when they first begin to bloom in spring.

Step 5 (page 159)

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

Writing Workshop (page 160)

Writing Activity 1 (page 162)

- 2.-5. Answers will vary.

A Dominant Impression (page 162)

Reading 1: b

Reading 2: a

Writing Activity 2 (page 163)

1. grey clouds every day
animals sleep through winter
~~birds sing and dig for worms~~
dirty piles of snow
dangerous ice-covered streets
2. Answers will vary. Possible answers:
It is not easy to see the first signs of spring.
Someone who loves spring knows the how to find the first signs of spring.

~~warm, delicious hot chocolate~~
days are short and nights are long
~~gorgeous ice-covered trees glisten~~
coldness keeps everyone inside

Appendix A (page 167)

Practice This Strategy (page 168)

Answers (guesses) will vary. Students should conclude that having more context clues produces more accurate guesses.

Using Parts of Speech (page 169)

1. nouns and pronouns
2. adjective
3. adjective
4. verb

Practice This Strategy (page 170)

	<u>Part of Speech</u>	<u>Possible Meaning</u> (Answers will vary.)
1. shraaft	adjective	sick, ill
2. carrump	verb	came, arrive
3. plite	verb	diagnose, decide
4. plitation	noun	diagnosis, decision
5. steap	adjective	well

Practice This Strategy (page 172)

1. verb; 1
2. adjective; 2
3. adjective; 1
4. verb; 2
5. adjective; 3
6. adjective; 4