INSTRUCTOR’S MANUAL

Choice and Consequence
A Critical Reading Text

Instructor’s Manual Written by
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To the Teacher from the Authors

Description of Text

*Choice and Consequence* is designed to promote skills in academic reading, critical thinking, and writing across several disciplines. It takes a reading-to-write approach, with each chapter immersing students in the exploration of a global issue before requiring them to form and support their own views on the topic. This text is designed for a semester-long course.

Each of the four chapters explores one topic: websurfing in the workplace, sports doping, genetically modified food, and alternative energy. Students read, analyze, evaluate, and synthesize information to develop opinions in order to write a strong academic response. Students receive practice working with authentic material with the goals of ensuring that it is thoroughly understood in terms of both content (comprehension) and coherence (text analysis). Students are taught to evaluate sources and arguments. Some practice with citations is included.

Rationale for Approach

Students need to be able to research and comprehend information from multiple sources and from a variety of disciplines in order to succeed in academic writing. They need to develop skills and strategies involved in deconstructing, contemplating, and evaluating authentic texts of different genres. Students also benefit from analyzing and practicing strategies used by professional writers to convey meaning, such as the repetition of key terms, the use of a variety of logical transitions, and the choice of details and examples to illustrate points.

*Choice and Consequence* contains news stories, formal and informal essays, and journal articles from both print and online sources. Some are included for schema building and providing overall content and terminology. Others serve the dual purpose of modeling academic writing conventions and providing source material on a topic. Reading widely and critically from various types of publications helps students learn to detect an author’s tone and purpose and to evaluate the validity of ideas and information presented as support.

*Choice and Consequence* promotes the recursive process of sustained content reading through vocabulary building, text annotation, summarizing, and synthe-
sizing. *Choice and Consequence* offers more than the typical pre- and post-reading exercises. It asks students to engage with the texts in order to develop the skills of questioning what they read, comparing and contrasting different perspectives on a topic, and formulating working hypotheses requiring verification or rejection through further reading. Students are also made aware of ways in which published writers integrate facts, examples, differing perspectives, and ideas from multiple sources without plagiarizing. The reading comprehension and analysis skills taught in this book are crucial for college success.

*Choice and Consequence* allows students to assess their own strengths and weakness in critical academic skills. Recursive reading and writing practice in high-interest content areas links literacies and commands insightful discourse. It is the aim of this text and its authors to empower students with the language and concrete understanding of a rather abstract notion: that no choice in writing is made without a resulting consequence.

**Skills/Proficiencies We Assume Students Have**

We have assumed that reading-to-write and critical-thinking skills such as annotating passages, evaluating ideas, and searching for further information may be very familiar to students. The instructor is free to manipulate the material to serve the needs of particular classes by using chapter readings as the sole source of content or, alternatively, as a springboard for further research and development of language and concepts. We have also assumed that students at this level have had instruction in and practice with academic writing and basic research skills. We assume they have access to a writer’s handbook that can guide them to APA or MLA citation style. Ideally, concepts such as thesis statements, coherence, and support should not be new to them. Although teaching critical reading skills is the primary focus of the book, instructors can design a variety of writing tasks based on chapter themes.

**Overview of Chapter Readings and Activities**

**Canvas the Topic**

Each chapter begins with a brief introduction to the topic, followed by schema-building questions and/or vocabulary. This section prepares students to focus on the bigger picture and to gain an in-depth coverage of the topic. It also provides ample opportunity for discussion.
Focus In
Questions or tasks provide context for each reading passage. Students may be asked to skim and scan to activate knowledge, predict content, and judge length and readability of articles. In some cases, they are asked to look for and mark specific content. They learn that the background information, terminology, and underlying social, legal, and ethical questions surrounding the version’s controversial issues are timeless even though some articles are not as recent as others.

Read
Authentic readings have been selected to mirror what students encounter when they conduct searches for college writing assignments. Some articles can be accessed through direct links—using Google or Alta Vista, for example. Others are available only through online library databases that house journals and publications from special interest groups and discipline areas. In each chapter, students will find articles that cross-reference each other, allowing them to observe how source material is sifted and compared. Notes designed to function like “sticky notes,” titled Think about It, are placed strategically in the margins of reading passages to prompt students to think critically. These questions are designed to give students pause but need not be discussed immediately as they appear. They require students to read between the lines, contemplate an author’s particular choice of words and supporting details, relate ideas to those in other readings in the chapter, and/or research a particular aspect of the topic in further depth. The Think about It prompts serve as a model for interacting with a text, including marking notable points and junctures, questioning authors, and exploring one’s own beliefs. The Think about It notes thus differ from other comprehension and analysis questions about the readings that can be answered in a fairly straightforward manner from a close read of the text itself.

Zoom In
In a variety of pre- and post-reading activities, comprehension is facilitated and assessed through true/false and fact/inference questions, text analysis, vocabulary study, critical thinking, and discussion. Topical and academic vocabulary exercises employ a lexico-grammatical approach. Open-ended activities such as outlining, paraphrasing, and short reader response writing prepare students for the final chapter writing assignments by requiring them to return to the readings several times and to engage in critical thinking.
Throughout the Chapters
In addition to immersing students in content and vocabulary, this text teaches and tests reading skills such as recognizing tone and bias, identifying audience and purpose, observing patterns of development like distinguishing facts from opinions, and differentiating between main ideas and supporting details. These skills are introduced and practiced in the text with further skills practice provided on the companion website. Students will finish each chapter with a sense of accomplishment and emerge as better readers.

Sorting Sources
One of the advantages of using only the sources given in this text for student writing assignments is that it creates a controlled environment, which helps students learn the research process in a controlled way and lessens the amount of time it takes teachers to evaluate student writing. After completing the printed and online activities for each reading within a chapter, students are asked to complete a Sorting Sources chart. This graphic organizer is provided online for students to download and complete for each chapter. The charts help students extract appropriate information from the readings and to document sources in their writing. After working through all of the readings in a chapter, students return to the information from each reading captured in the chart. Learning to use this type of graphic organizer is a transferable skill—one that students can easily adapt for use in future academic courses.

The Big Picture
Each chapter ends with some assignments that could be the basis of discussion, in general terms, or of writing, in more specific terms. Teachers should freely adapt these Big Picture tasks as needed for their course. Students and instructors can easily create alternate or additional writing assignments. For example, one suggested assignment might be for students to form and write an essay of opinion based solely on sources provided in the chapter, citing three out of the five as support; an alternate assignment might be to use the provided readings as a springboard for guided research, possibly involving updates on the issue explored in the chapter. Some instructors may choose to attack writing through rhetorical modes; others may prefer to assign persuasive essays for each topic, allowing students more stylistic freedom in developing their arguments.
Choice and Consequence

Companion Website

The companion website at www.press.umich.edu/elt/compsite/choicecons/ provides interactive quizzes focusing on reading comprehension, text analysis, and vocabulary building that constitute an integral part of the course. The website provides some writing practice in outlining, paraphrasing, and summarizing. The companion website is not merely supplemental; together with the text, it encourages students to move back and forth between printed and online materials and activities—exactly as they will be required to do when they conduct research in college courses.
Websurfing in the Workplace

Students will be able to

• improve reading comprehension
• make connections (between texts, between texts and themselves, and between texts and the world)
• use higher-order skills such as evaluating, analyzing, and synthesizing
• preview the topic
• grow their vocabulary
• participate in academic discussions
• sort sources
• complete academic writing assignments
• expand knowledge of citing sources
• use a Venn diagram
• read critically for purpose, tone, and bias
• complete an outline
• improve paraphrasing and summarizing

Websurfing in the Workplace (page 1)

Ask students to read the opening paragraphs. Allow time for a quick survey of students using the yes-no questions in the first paragraph. Save the results. Ask the same questions at the end of the unit to see if the results change after students complete the readings and conduct research.

Canvas the Topic (pages 2–3)

Inform students that these questions are designed to help them focus on the topic by determining what they already know. Remind them that it may be that they don’t know as much about a particular question or topic but that sharing and talking with classmates who do know more will make the reading easier. Let them know they might also be surprised and they’ll learn that they do know a few things about the topic. Give students time to write a few notes individually before they discuss the questions in small groups.
After sufficient time, draw attention to Part B and ask students to write a brief explanation of each vocabulary item. If the classroom is wired, they can search online. Encourage students to revisit their definitions as they progress through the unit.

ANSWERS

Part A
Answers will vary.

Part B
Possible answers:
1. emerging technologies—new technologies that are currently developing or will be developed over the next five to ten years
2. a digital trail—the trail or path of data created through activities on the Internet and computer networks
3. a security breach—when data or information is stolen from a computer
4. a letter of reprimand—an administrative measure used to identify and correct conduct or behavior that fails to comply with established company standards
5. blogging—the act of creating or writing a blog or weblog
6. googling—the act of using the Google search engine to find information on the Internet

Reading 1 (pages 4–9)

Read the brief introduction to the reading and see how many students are familiar with National Public Radio (NPR).
Focus In (page 4)

Ask students to focus on the topic by answering the questions. Remind them that it isn’t important if the answers are correct since they will take notes as they read and have time to revise their answers.

ANSWERS

Possible answers:

1. a. Employees don’t finish their work.
   b. They don’t work thoroughly or are distracted.
   c. Company information might be leaked by accident.

2. Blogging is more opinionated and often written by one person rather than an agency.

3. Answers will vary.

4. Workers could be fired, suspended, or demoted.

Read (pages 5–6)

Depending on the course schedule, allot time in class for students to read or assign the reading as homework. Include the Think about It questions as part of the reading assignment; however, remind students to not stop the reading to answer the questions. The questions are designed to give students pause, but they do not need to be answered immediately. Decide if students should complete the Zoom In section as homework.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 5

They could be texting, talking, tweeting, or checking email, personal websites, and social networks online. It seems that it would be very difficult to monitor their cell phone usage at work.

page 6

Some companies have a lot more information to keep secure; some are very large while others are small or family-owned and easier to manage; some have had bad experiences with employees’ wasting time or leaking information online and have reacted with stricter policies.
Zoom In (pages 6–7)

Give students time to answer the comprehension-style questions or go over the answers if the questions were assigned as homework.

### ANSWERS

1. Employees can be fired for websurfing at work.
2. employees
3. 25 percent (one quarter of them)
4. a. blogging
   b. When technologies emerge, people start using them.
5. a. 75 percent
   b. 65 percent
   c. 89 percent
6. Possible answers:
   a. behavior that can be judged as illegal
   b. electronic documents that are saved
   c. in trouble

### CULTURAL SPRINGBOARD

NPR provides news and cultural programming to hundreds of radio stations across the United States. Students can listen to “Surfing the Web on the Company Dime” at www.npr.org. The transcript is also available online for student or instructor use. The NPR website contains a wealth of topics in a variety of formats.

### Citing Sources (page 8)

Regardless of years of study, students often find citing sources and avoiding plagiarism challenging. Present the information in the box and discuss the differences.
Depending on the class population, consider asking students to learn about the citation style used in their fields. Other styles include CMOS (Chicago Manual of Style), ACS (American Chemical Society), CBE (Council of Biology Editors), IEEE (Institute of Electrical and Electronics Engineering), NLM (National Library of Medicine), AAA (American Anthropological Association), or APSA (American Political Science Association).

Also consider studying the institution’s plagiarism policy and its punishments if broken. Bring copies or show the policy online for discussion in class.

**Sorting Sources (page 9)**

Present the information in the book and discuss how frequently academic study requires the organization and analysis of outside sources. A Sorting Sources Chart is provided and can be copied for students. Students can also download it on their own from the companion website for this text at [www.press.umich.edu/elt/compsite/choicecons/](http://www.press.umich.edu/elt/compsite/choicecons/). Encourage or require students to log information about each reading in the chapter.
# Chapter 1: Websurfing in the Workplace

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<tr>
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<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
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<th>Main ideas, claims of authors</th>
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<th>Main purpose of article</th>
<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
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<tr>
<th>Reading 5</th>
<th>Author(s), title, source</th>
<th>Main purpose of article</th>
<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
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</thead>
</table>
Connect (page 9)

The companion website at www.press.umich.edu/elt/composite/choicecons/ includes interactive quizzes to accompany the readings: vocabulary, comprehension, and writing (outlining). Encourage or require the students to practice online. Students can be required to print the results page after each section, but it should be noted that students can continue to retake the section until they get a perfect score. If a more formal score is required, create a printed version using the content.

Chapter 1
Reading 1
Vocabulary

Select the best answer to the question.

1. Which word can NOT be either a verb or a noun?
   a. monitor
   b. survey
   c. regulate
   d. encounter
   ANSWER c

2. Which word means exchange of written communication?
   a. policy
   b. register
   c. correspondence
   d. sources
   ANSWER c

3. Which word is NOT correct?
   a. terminal
   b. terminate
   c. terminist
   d. termination
   ANSWER c

4. Which word is NOT correct?
   a. administration
   b. administrate
   c. administrative
   d. administratous
   ANSWER d
5. Which word has a meaning similar to *regulate*?
   a. regular
   b. control
   c. cancel
   d. criticize
   ANSWER b

6. Which word has a meaning similar to *appropriate*?
   a. suitable
   b. unacceptable
   c. legal
   d. honest
   ANSWER a

7. Which word means *firing of an employee*?
   a. registration
   b. regulation
   c. termination
   d. administration
   ANSWER c

8. Which of the below is a correct common phrase?
   a. survey a policy
   b. access a policy
   c. spend a policy
   d. institute a policy
   ANSWER d

Chapter 1
Reading 1
Comprehension

Select the best answer to each question.

1. In the second paragraph, how does the writer engage the reader’s interest?
   a. by asking a question that relates to the reader’s personal experience
   b. by making a shocking statement
   c. by telling a funny story
   ANSWER a
2. How does the author back up her claim that employers are concerned about workplace Web use?
   a. by conducting a survey
   b. by quoting an expert
   c. by presenting facts and statistics

   ANSWER c

3. According to the author, which statement is true?
   a. Most companies told employees that Internet use was being monitored.
   b. Most companies did not tell employees that Internet use was being monitored.
   c. Most companies did not monitor employees’ Internet use.

   ANSWER a

4. In the survey mentioned in Paragraph 5, what percentage of employees admitted to personal Web surfing at work?
   a. 25%
   b. 50%
   c. 60%

   ANSWER c

5. Which of these activities is not something that the author addressed?
   a. monitoring of email
   b. monitoring of phone use
   c. monitoring of Web surfing

   ANSWER b
Chapter 1
Reading 1
Writing

1. Put the following ideas into the correct order in the outline. Look at Paragraphs 1–4 in your textbook if you need help.
   _____ Companies generally don’t like online surfing, and they worry about lawsuits.
   _____ Many employers have policies about Internet use.
   _____ Maybe you’ve read an Internet policy at your place of employment, but if so, did you read it carefully?
   _____ Some misuse of the Internet results in terminations, but some employees have won legal cases.

   ANSWER 4, 1, 2, 3

2. Put the following ideas into the correct order in the outline. Look at Paragraphs 5–8 in your textbook if you need help.
   _____ A survey indicated that more than 250 of 500 companies disciplined employees for Internet-related actions, and most employees admitted that they web surf at work.
   _____ E-mails have been a major cause of firings and lawsuits.
   _____ Most companies said they monitored online use, blocked websites, and told employees they were being watched.
   _____ Percentage of companies that regulate various online activities

   ANSWER 1, 4, 3, 2

3. Put the following information headings into the correct order for an APA citation.
   _____ author
   _____ date
   _____ title
   _____ URL
   _____ website

   ANSWER 1, 2, 3, 5, 4
4. Put the following information headings into the correct order for an MLA citation.

   _____ access date  
   _____ author  
   _____ medium  
   _____ title of article in quotes  
   _____ website  
   _____ website host

   ANSWER 6, 1, 5, 2, 3, 4

**Reading 2 (pages 10–19)**

Present the brief introduction in the text and initiate a discussion about data gathering and the reporting and interpretation of data. Prior to assigning the reading, ask students to bring two different-colored highlighters to class (or to have at home) to use when reading.

**Focus In (page 10)**

Discuss the value of highlighting during reading. Elicit answers such as *saves time when rereading, identifies main ideas, helps note details, or keeps reader focused while reading*. Explain that another good use of highlighters is to mark information from sources and identify direct or indirect quotes. Challenge students to highlight the passage as they read.

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**ANSWERS**

Focus In

Possible answers:


Read (pages 11–13)

Point out that this reading is a little longer than the first passage. Assign it as homework if desired so students have enough time to highlight and comprehend the information. Include the Think about It questions as part of the assignment whether the passage is read as homework or in class.

### SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

**page 11**

The First Amendment provides for freedom of speech, the press, and religion. Writing and posting words online might seem different from speaking spontaneously, but when it comes to interpreting the First Amendment (the law), both speech and print are ways in which people express themselves.

**page 13**

The broadcast mentioned Websense, which allows companies to block categories of websites and Internet access at certain times.

### CULTURAL SPRINGBOARD

Blogs, or web logs, are usually online discussions with posts from an individual. They continue to grow in popularity. Ask students to find a blog on a topic of interest or related to their field to show or discuss in class. Hold a debate about the pros and cons of blogs and the role they should or should not play in academia.

### Source Citation (page 13)

Review the box on page 8 and study the reference styles given. If students are studying in a different discipline, challenge them to write the citation in the style for their field.

### Zoom In (page 14)

Students tend to like true/false activities because they are familiar. Give them time to answer the questions (including correcting the false statements) and then go over the answers. Draw attention to the hint with the first question. Remind students they should include scanning citations as part of the reading since valuable information can be gleaned from material outside the actual reading. Solicit other examples of this, such as footnotes, vocabulary glosses, or cultural notes.
Vocabulary Check: Word Choice (pages 14–15)

Discuss the importance of word choice and how it can convey more than the meaning. The next section addresses purpose, tone, and bias. Give students time to find the words or phrases in the paragraphs and consider letting them check answers with a partner. Assist as needed.

<table>
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<tr>
<th>ANSWERS</th>
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<tbody>
<tr>
<td><strong>Par. 1:</strong> take a hefty toll on, triggered by</td>
</tr>
<tr>
<td><strong>Par. 2:</strong> violate computer privileges</td>
</tr>
<tr>
<td><strong>Par. 3:</strong> blog parlance, keep a lid on, ranks of dooced employee bloggers to swell</td>
</tr>
<tr>
<td><strong>Par. 4:</strong> private employers in employment-at-will states</td>
</tr>
<tr>
<td><strong>Par. 5:</strong> maximize employee compliance, e-mail retention/deletion policies in place, insignificant messages that may be purged</td>
</tr>
<tr>
<td><strong>Par. 6:</strong> coupled with ill-advised content</td>
</tr>
<tr>
<td><strong>Par. 7:</strong> unmanaged blogging dwarfs e-mail, copyright infringement, security breaches</td>
</tr>
<tr>
<td><strong>Par. 8:</strong> merely</td>
</tr>
<tr>
<td><strong>Par. 9:</strong> potentially costly oversight, review employees’ entries and third parties’ comments prior to posting, a business-critical best practice</td>
</tr>
<tr>
<td><strong>Par. 10:</strong> to block employee access to external blog URLs, blog monitoring and blocking lag behind Internet and e-mail surveillance</td>
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</table>
Connect (page 16)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

Chapter 1
Reading 2
Vocabulary

Select the best answer to each question.

1. Which word does NOT take the ending –ment?
   a. amend
   b. aware
   c. attach
   d. enforce

   ANSWER b

2. Which ending does NOT make a word a noun?
   a. -ity
   b. -ly
   c. -ment
   d. -ogy

   ANSWER b

3. Which word is an adverb?
   a. finance
   b. financial
   c. financially
   d. financing

   ANSWER c

4. Which word does NOT have a meaning similar to job?
   a. occupation
   b. position
   c. employment
   d. staff

   ANSWER d
5. Which word is an adjective?
   a. corporate
   b. demonstrate
   c. communicate
   d. violate
   ANSWER a

6. What part of speech are the words *legal, sexual, potential,* and *external*?
   a. nouns
   b. verbs
   c. adjectives
   d. adverbs
   ANSWER c

7. Which word is the opposite of *internal*?
   a. eternal
   b. external
   c. fraternal
   d. maternal
   ANSWER b

8. Which word means *occurring together or in combination*?
   a. coupled
   b. regular
   c. triggered
   d. prior
   ANSWER a

Chapter 1
Reading 2
Comprehension

Select the best answer to each question.

1. Who conducted the survey that this report is based on?
   a. an expert in the field of business
   b. a group of attorneys
   c. an association and an institute
   ANSWER c
2. When was the survey conducted?
   a. 2006
   b. 2008
   c. 2010
   ANSWER a

3. What is the intent (purpose) of the report?
   a. to entertain
   b. to inform
   c. to persuade
   ANSWER b

4. Which of the following is true?
   a. The First Amendment protects employees from being fired.
   b. The First Amendment restricts bloggers.
   c. The First Amendment restricts government control of speech.
   ANSWER c

5. According to the report, which activity is potentially the most dangerous?
   a. unmanaged blogging
   b. unmanaged e-mailing
   c. sending unmanaged instant messages
   ANSWER a

6. What does Flynn encourage?
   a. the enforcement of written rules
   b. a change to the First Amendment
   c. increased surveillance outside of the workplace
   ANSWER a
Chapter 1
Reading 2
Writing

1. Put the following ideas into the correct order in the outline. Look at Paragraphs 1–5 in your textbook if you need help.
   _____ A 2006 survey indicates that email continues to put employers at risk.
   _____ Bloggers risk termination, and the number of fired bloggers will continue to grow.
   _____ Employers have fired workers for email and IM misuse and for inappropriate blog content.
   _____ Many bloggers are confused about the protections of the First Amendment and about privacy rights.
   _____ Written rules and policies are a good place to start, but it's also important that companies manage business records effectively.
   ANSWER 1, 3, 2, 4, 5

2. Put the following ideas into the correct order in the outline. Look at Paragraphs 6–10 in your textbook if you need help.
   _____ Unmanaged blogging is potentially more dangerous than other types of Internet use.
   _____ Many companies face risk because they don’t have an IM policy in place.
   _____ Few organizations have specific rules about various aspects of blogging.
   _____ Employers are advised to use technology to monitor the use of technology.
   _____ Flynn believes that clear, written blog rules are very important to a business.
   ANSWER 2, 1, 3, 5, 4

Zoom In (page 16)

Present the information in the text and make sure students understand the definition of synthesizing and the role synthesizing plays in academic studies. Discuss the methods critical readers use (asking questions as they read, marking the text, annotating) in more depth.
Synthesizing (page 17)

Explain the Venn diagram and consider completing a simple one in class comparing and contrasting two countries, classes, or schools. Focus attention on using a Venn diagram when working with outside sources. Give students time to complete the Venn diagram for the first two readings. Give students time to compare answers or present their charts, but remind them that answers will vary.

### ANSWERS

Answers will vary.

A sample response for each is: Circle A: 3 out of 5 employees admit to personal websurfing at work. Circle B: The First Amendment protects against government regulation of speech, but it doesn’t protect jobs. Circle C: Employers are firing workers for violating web privileges and e-mail misuse.

### ACADEMIC SPRINGBOARD

Present three-, four-, or five-circle Venn diagrams that can be used as students add more sources when they are researching.

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Reading Critically: Purpose, Tone, Bias (page 18)

Some of the content might be a review for students. Give a pop quiz or take a quick poll to see if students are familiar with purpose, tone, and bias. Use this information to decide how much time and detail is needed for this information. For students who have already studied this material, challenge them to expand their ideas. For example, what other purposes might an author have or what might cause an author to be biased. When presenting information from the box, draw attention to the tips.
Vocabulary Check: Critical Reading Terms (page 19)

Refer to the earlier discussion about plagiarizing and mention that being able to rewrite things in their own words will help them avoid plagiarism. Give students time to summarize the three items from the box.

**ANSWERS**

Answers will vary.

Reading 3 (pages 19–24)

See if students are familiar with monster.com. Present the brief introduction to the reading.

**CULTURAL SPRINGBOARD**

The monster.com website is one of the largest job sites on the Internet. It has ranked as one of the most visited websites in the world. Ask students to search the website for a job they’d like to have in their own field for a general discussion. Similarly, students can find an article from the website. Ask them to be prepared to discuss the writer’s purpose(s), tone(s), and any biases.

Focus In (page 19)

Remind students that critical readers mark the text as they read. Encourage students to follow the directions and mark the text as directed. Take time to discuss that exact words for the first task are not required. A “right” answer is one that doesn’t change the meaning of the original.
ANSWERS

a. (Introductory Anecdote)
Answers will vary. These are the words that appeared in the original article.
1. highly
2. curiously
3. immediately
4. personally
5. professionally
6. virtually
7. easily
8. seemingly

b. Thesis statement: Logging on for personal use at work, even for seemingly innocent activities, could get you into big trouble.

c. Possible answers:
1. quote by Michael Foster
2. Websense
3. 60 percent of American businesses have disciplined . . . , 30 percent have fired workers, 82.6 percent of U.S. companies have IAPs
4. See list in Paragraph 10 on page 22.

Read (pages 20–23)
Consider whether to assign the reading as homework or as an in-class assignment based on the Focus In activity. Include the Think about It questions as part of the assignment.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 21
Websense would be happy if survey results showed that companies are worried about their employees’ inappropriate use of the Internet at work.

page 22
These rules do not seem very clear. The company “has the right to” does not state whether or not it uses that right and monitor all web use, for example.
Source Citation (page 23)
The remaining citations for Chapter 1 are included in Appendixes B (APA) and C (MLA).

Zoom In (pages 23–24)
Some answers will vary, so it may be best to have students work individually and then discuss their answers. Solicit volunteers to share their answers.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The audience is job seekers (monster.com is a job search website) and employees who might be tempted to surf the Internet at work. The purpose of the article is to warn employees of the potential dangers of surfing in the workplace.</td>
</tr>
<tr>
<td>2. Answers will vary.</td>
</tr>
<tr>
<td>3. Answers will vary.</td>
</tr>
<tr>
<td>4. The tone is serious. The word <em>beware</em> in the title indicates a warning.</td>
</tr>
<tr>
<td>5. a. 1</td>
</tr>
<tr>
<td>b. 2</td>
</tr>
<tr>
<td>c. 1</td>
</tr>
<tr>
<td>6. Answers will vary.</td>
</tr>
<tr>
<td>7. a. CEO—Chief Executive Officer</td>
</tr>
<tr>
<td>b. IAP—Internet Access Policy</td>
</tr>
<tr>
<td>c. URL—Uniform Resource Locator</td>
</tr>
<tr>
<td>d. PhD—Doctor of Philosophy</td>
</tr>
</tbody>
</table>

Connect (page 24)
Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 1
Reading 3
Vocabulary

Select the best word or phrase to complete each sentence.

1. Our boss is out of the office today. He’s _______________.
   a. a professional
   b. at a conference
   c. a founder
   d. in a different culture

   ANSWER b

2. An employee handbook provides policies, rules, and _______________.
   a. guidelines
   b. sites
   c. technology
   d. surveys

   ANSWER a

3. In our textbook, we put words into _______________ such as nouns, verbs, adjectives, and adjectives.
   a. incidents
   b. percentages
   c. categories
   d. parameters

   ANSWER c

4. Another word for boundaries or limitations is _______________.
   a. incidents
   b. parameters
   c. categories
   d. traditions

   ANSWER b

5. The beliefs, values, behaviors, and attitudes of a corporation make up its corporate _______________.
   a. consultancy
   b. administration
   c. culture
   d. conduct

   ANSWER c
6. In many companies, all employees have an _______________ performance review.
   a. unfortunate
   b. annual
   c. anticipate
   d. institute

   ANSWER b

7. Was Bill Gates the _______________ of Microsoft?
   a. profession
   b. founder
   c. consultancy
   d. major

   ANSWER b

8. Many jobless people are hoping that the _______________ will soon recover.
   a. president
   b. policy
   c. economy
   d. finance

   ANSWER c

Chapter 1
Reading 3
Comprehension Questions

Select the best answer to each question.

1. How does the author engage the reader’s interest in the first part of the reading?
   a. by activating the reader’s memory of similar experiences
   b. by using an anecdote
   c. by asking questions

   ANSWER b
2. Why did Richard’s supervisor call him into the conference room?
   a. because Richard had viewed pornographic websites
   b. because Richard had gone to work when he knew he had the flu
   c. because Richard didn’t do anything that day but answer the telephone

   ANSWER a

3. What do IAPs outline?
   a. appropriate and inappropriate Internet use at work
   b. laws relating to free speech and the First Amendment
   c. pornographic websites

   ANSWER a

4. If a company doesn’t have a formal IAP, what does the author recommend?
   a. avoid use of the Internet
   b. consult an attorney to find out what rights employees have
   c. ask the manager for guidelines

   ANSWER c

5. According the article, which statement is true?
   a. Generally, companies don’t allow employees to send personal email.
   b. Some companies will fire an employee for sending one personal email.
   c. Managers spend a lot of time reading their employees’ personal email.

   ANSWER b

Chapter 1
Reading 3
Writing

1. Select the best summary for Part 1 of “Beware the Wandering Mouse: How to Avoid Inappropriate Internet Use.”
   a. Richard felt sick at work and decided to just answer the phone and surf the Internet. He opened a pornographic site, and then several more. It caused him a lot of trouble with his boss and with other supervisors, except for the CEO, who didn’t know about the incident.
   b. Richard was not feeling very well, and he looked at pornographic websites. Two weeks later, his boss told him to find a new job. Richard was embarrassed. Before he found his new job, he had an annual review, and his supervisors gave him low marks.

   ANSWER a
2. What techniques does the writer use to convey the main idea in Paragraph 6?
   a. an anecdote
   b. facts and statistics
   c. quotes from an authority

   ANSWER c

3. What does the writer use to support the main idea in Paragraph 7?
   a. a quote from an authority
   b. statistics
   c. arguments

   ANSWER b

4. What is the function of the bulleted items in Paragraph 10?
   a. They serve as examples.
   b. They state opinions.
   c. They provide quotes.

   ANSWER a

5. What does Paragraph 14 provide?
   a. an anecdote
   b. advice
   c. a summary of an IAP

   ANSWER b

**Reading 4 (pages 25–32)**

Introduce Reading 4 by discussing the opening paragraph. Mention that there are “two sides to every story” and let them know that they will be asked to think about the opposite view.

**Focus In (page 25)**

Give students time to discuss the questions in small groups. Reiterate that it isn’t important to give detailed or correct answers. Remind them that active readers think about the topic in advance and predict or guess what they might learn and that answers will vary. Point out that the fourth question asks them to be active readers by noticing outside sources and underlining them as they read.
ANSWERS

Possible answers:

1. cigarette breaks, chatting in the halls, personal phone calls
2. surfing the Internet for competitors’ websites, learning to use software
3. It might promote friendships among employees, a relaxed atmosphere, or creativity.
4. Par. 2—according to a study by Advertising Age
   Par. 3—A survey by . . .
   Par. 4—according to a 2005 study from . . .
   Par. 10—says Robert Cenek, a . . .
   Par. 11—he says
   Par. 12—according to a study by University of Maryland’s Smith . . ., a market research firm
   Par. 19—says Michael Newman
   Par. 20—says Kit Murphy
   Par. 21—Murphy notes that
   Par. 22—says Gartner analyst David Smith
   Par. 28—As HR expert Cenek puts it

Read (pages 26–29)

Due to the length of the reading and the Focus In activity, decide if this reading is best done in class or assigned as homework. Consider including the Zoom In and Outlining activities that follow the reading as homework as well.

Source Citation (page 29)

The remaining citations for Chapter 1 are included in Appendixes B (APA) and C (MLA). To challenge students, ask them to write a citation before they look at the citations in the appendixes.

Zoom In (page 30)

Review the information on purpose, tone, and bias from the box on page 18 before asking students to answer the questions. Go over the answers when everyone has had time to complete the answers.
Outlining (page 31)

Discuss the merits of outlining to both reading and writing. Focus on how outlines of the readings can help students summarize and analyze how the text is structured. Let them practice with the partially completed outline.

ANSWERS

1: hook and thesis
2–3: statistics about how much time is spent “goofing off” on the Web
4: percentage of companies attempting to monitor Web use
5–8: redefining productivity in the Internet Age
9–12: at-work and off-work boundaries becoming unclear
13: a few personal activities at work can make an employee more productive overall
14–16: web surfing can be mentally stimulating and revitalizing and promote creativity
17–18: tools and limits for restricting websurfing
20–22: Internet control could be bad for morale and recruitment
23–25: situations that justify Web control and solutions
26–29: management’s role: identifying problems and motivating employees

Outlining (page 31)

Discuss the merits of outlining to both reading and writing. Focus on how outlines of the readings can help students summarize and analyze how the text is structured. Let them practice with the partially completed outline.

ANSWERS

1. c
2. a
3. a
4. Possible answers: Websurfing promotes creativity. It promotes higher levels of job satisfaction.
Summarizing (page 32)

Present the information in the text and discuss summarizing in depth. Remind students this is a good way to avoid plagiarizing when they are writing. Explain that outlines are a good way to make sure the key points are covered in the summary. Give students time to write a summary or assign the writing as homework.

ANSWERS

Answers will vary.

Connect (page 32)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

Chapter 1
Reading 4
Vocabulary

Select the correct form of the word in parentheses.

1. Serious athletes face many physical challenges. Often, they are also challenged _______________.
   a. mentality
   b. mental
   c. mentally

   ANSWER c

2. Many professional athletes are under _______________ pressure to win.
   a. enormity
   b. enormous
   c. enormously

   ANSWER b

3. Their new design was _______________ interesting, but it wasn’t very practical.
   a. concept
   b. conceptual
   c. conceptually

   ANSWER c
4. Henry is an _______________ computer programmer.
   a. expert
   b. expertly
   c. expertise
   ANSWER a

5. I don’t know why, but I haven’t been feeling very _______________ lately.
   a. energy
   b. energetic
   c. energetically
   ANSWER b

6. The doctor _______________ told you to take that medication with food!
   a. specify
   b. specific
   c. specifically
   ANSWER c

7. Make sure your seat belt is _______________ fastened.
   a. securely
   b. secure
   c. security
   ANSWER a

8. Using a new paper cup every time you buy a coffee is actually quite _______________ harmful.
   a. environment
   b. environmental
   c. environmentally
   ANSWER c

9. Employees are _______________ more likely to misuse the Internet at work if there is no workplace Internet policy.
   a. significance
   b. signify
   c. significantly
   ANSWER c
10. It is more _______________ to buy a large supply of paper at once than to buy it each week.
   a. economic
   b. economical
   c. economically

   ANSWER b

Chapter 1
Reading 4
Comprehension

Select the best answer to each question.

1. What does the title “Why Wasting Time Is a Good Thing” indicate?
   a. a bias in favor of strict policies regarding web surfing
   b. a bias against strict policies regarding web surfing
   c. a lack of bias; a neutral tone

   ANSWER b

2. Who is the intended audience for this article?
   a. managers
   b. employees
   c. advertisers

   ANSWER a

3. According to the author, which statement is true?
   a. Employees spend more time on the Internet at home doing work than they spend at work doing personal tasks on the Internet.
   b. Employees spend more time doing personal tasks on the Internet at work than they spend doing work-related tasks on the Internet at home.
   c. Employees spend more time doing personal tasks on the Internet at work than they spend doing work-related tasks on the Internet at home.

   ANSWER a

4. What does the end of the article imply?
   a. Clear IAPs are important.
   b. Motivated employees don’t look at pornographic sites.
   c. Internet use will not be a productivity issue if employees are motivated.

   ANSWER c
5. What is the intent (purpose) of the article?
   a. to persuade employers to relax their Internet policies
   b. to describe the risks involved with Internet use at work
   c. to persuade employees to use the Internet responsibly

   ANSWER a

Reading 5 (pages 33–46)

Define *persuasion*. Generate a discussion about arguments and their support. Present the brief introductory paragraph and prepare students to agree (or disagree) with the author and be able to support their agreement (or disagreement).

Focus In (page 33)

Explain that critical readers make connections between the text and self and a good way to start making those connections is by asking themselves some simple questions before a reading. Give students time to answer the three questions. If time allows, let students share their answers and discuss them with a partner or in a small group.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

Zoom In (page 34)

Let students know they will use their highlighters to actively read and mark up the next reading. If students aren’t familiar with annotating, take time to explain the concept or refer to strategies in other reading texts. Point out that the fifth reading is annotated. Talk about the types of annotations (*questions to answer later, text-to-self connections, vocabulary, main ideas, questions for the instructor*).
ANSWERS

a. Reference 1 is cited once in Paragraph 8.
   Reference 2 is cited in Paragraphs 5 and 6.
   Reference 3 is cited in Paragraph 7.

b. Possible answers:
   Annotation 1 refers to “playful use.”
   Annotation 2 refers to “apply knowledge.”
   Annotation 3 refers to the bulleted list.
   Annotation 4 is a summary of Paragraph 8.
   Annotation 5 is a summary of Paragraph 9.
   Annotation 6 refers to “transferred to a work-related task.”
   Annotation 7 refers to “thesis.”

Read (pages 35–38)

Consider the length of the reading and decide if this is best assigned as homework or if students should read it in class. Focus attention on the different format for citations and address any questions. Remind students to address the Think about It question.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 23
“Open corporate culture” describes newer, progressive companies like Google and Apple, which encourage employee input, whereas “Old Economy” denotes firms with a hierarchy and little interaction between management and workers.

Source Citation (page 38)

The remaining citations for Chapter 1 are included in Appendixes B (APA) and C (MLA). To challenge students, ask them to write a citation before they look at the citations in the appendixes.

Zoom In (pages 38–41)

Discuss analysis and rereading. Explain that an analysis is not only what the message says, but how the author writes it. The questions will walk the students through the text. Encourage students to mark the text as described.
Paraphrasing and Summarizing (page 41)

Compare and contrast paraphrasing and summarizing. Create a Venn diagram to describe them and review that type of graphic organizer.

Effective Paraphrasing and Summarizing (page 42)

Present the steps in the box. Require students follow the steps as they are presented by using a passage from Reading 5. Let students who chose the same passage to compare their writing.

Read the example on page 43 and draw attention to the difference between APA and MLA citations in the sample paraphrase and summary.

Practice (page 44)

Give students time to read the original quotation and paragraph and assign them to write a paraphrase and a summary. Remind them to cite them properly.

ANSWERS

| Answers | 1. c | 2. True | 3. c | 4. “However, our position is that . . .” | 5. b | 6. a | 7. a | 8. b | 9. a | 10. d |

Paraphrasing and Summarizing (page 41)

Connect (page 44)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 1
Reading 5
Vocabulary

Three of the words are similar. Select the one that is different.

1.
   a. make up
   b. constitute
   c. comprise
   d. occur

ANSWER d

2.
   a. without
   b. inside
   c. within
   d. internal

ANSWER a

3.
   a. happening
   b. occurrence
   c. phenomenon
   d. problem

ANSWER d

4.
   a. happened
   b. took place
   c. occurred
   d. constituted

ANSWER d

5.
   a. expanded
   b. grew
   c. implemented
   d. got bigger

ANSWER c
6.  
   a. conclusions  
   b. documents  
   c. files  
   d. folders  
   
   ANSWER a 

7.  
   a. alike  
   b. resembling  
   c. similar  
   d. persistent  
   
   ANSWER d 

8.  
   a. continuing  
   b. transferable  
   c. ongoing  
   d. persistent  
   
   ANSWER b 

9.  
   a. modified  
   b. changed  
   c. altered  
   d. obtained  
   
   ANSWER d 

10.  
    a. technical  
    b. accurate  
    c. correct  
    d. right  
    
    ANSWER a
Chapter 1
Reading 5
Comprehension

Select the best answer to each question.

1. Which of these sentences from the introduction is the thesis statement?
   a. Some organizations seem to take a dim view of employees spending time surfing the Web for personal pleasure.
   b. Some organizations go to extreme measures to limit such “abuse” through monitoring activities and strict bans.
   c. However, our position is that a certain amount of playful use of computer applications in the right situation can lead to learning—learning that may be of value to organizations.

   ANSWER c

2. Who is the intended audience for this article?
   a. management
   b. new hires
   c. web surfers

   ANSWER a

3. Which of these represents the authors’ bias in Paragraph 3?
   a. Formal training is needed for employees to learn new computer skills.
   b. Ongoing training at work keeps employees motivated and competent.
   c. Given time and resources, employees can learn well on their own.

   ANSWER c

4. What does synthesizing these theories mean in Paragraph 6?
   a. selecting the best adult learning theory of the several listed
   b. integrating similar points from several adult learning theories
   c. eliminating unproven theories about adult learning

   ANSWER b

5. Why do the authors discuss adult learning theories (Paragraphs 6–8) in this article?
   a. to differentiate between experiential learning and cognitive processing
   b. to prove that adult learning theories support computer-based instruction
   c. to demonstrate that application play is an effective way for adults to learn

   ANSWER c
6. In the conclusion, the authors are in favor of Internet usage at work; however, they caution the reader. Which of these is one of their concerns?
   a. Learning from application play takes place over a very long period of time.
   b. Learning from application play is minimal and distracts employees from work-related tasks.
   c. Web browsing and other computer uses for fun do not automatically result in better job skills or greater production.

   ANSWER c

Chapter 1
Reading 5
Writing

1. Put the following ideas into the correct order in the outline. Look at Paragraphs 1–4 in your textbook if you need help.
   _____ A new rule causes email to become a confirmed practice in the organization.
   _____ Employees are able to expand knowledge without formal training.
   _____ Examples of similar experiences
   _____ Statement of the authors’ position

   ANSWER 4, 2, 3, 1

2. Put the following ideas into the correct order in the outline. Look at Paragraphs 5–9 if you need help.
   _____ Cautions about the thesis
   _____ Learning theories explain the success of “application play.”
   _____ Refining “mental models”
   _____ Summary of how knowledge is transferred from play to work

   ANSWERS 1, 2, 3, 4
Synthesizing Information (pages 45–46)

Take time to define *thesis statement* and discuss its function in reading and writing. Read the example and ask students which quotation from the chapter readings support the thesis. Let them know there may be more than one answer. Go over the answer and then proceed to the second part of the activity. Read the second thesis statement and challenge students to find quotations that support it. Remind students to cite.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2, 4, 5</td>
</tr>
<tr>
<td>b. Answers will vary.</td>
</tr>
</tbody>
</table>

The Big Picture (page 47)

Students have enough information from the readings to be able to write effectively without any additional research. For more of a challenge, require students to conduct additional outside research. Collect the writing for a formal evaluation.

<table>
<thead>
<tr>
<th>ACADEMIC SPRINGBOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge students to write a summary of Reading 5. A sample summary is included in Appendix A on page 211.</td>
</tr>
</tbody>
</table>

End of Chapter Test

Evaluate students as desired. An interactive test is available on the textbook’s companion website at [www.press.umich.edu/elt/compsite/choicecons/](http://www.press.umich.edu/elt/compsite/choicecons/). Students can print their results sheet to submit, but note that their wrong answers are given and students can retake the section until they obtain a perfect score. If preferred, a printed version can be created from the content.
Chapter 1
End of Chapter Test
Part 1
Select true or false.

1. Many employees don’t have a clear understanding of what is appropriate use of the Internet at work and what is inappropriate.
   a. true
   b. false
   ANSWER a

2. The First Amendment does not protect an employee who blogs at work, but it protects employees who write personal blogs at home.
   a. true
   b. false
   ANSWER b

3. An IAP is a form an employee must complete if he or she is caught using the Internet inappropriately.
   a. true
   b. false
   ANSWER b

4. Most employees admit to surfing the web while they are being paid to work.
   a. true
   b. false
   ANSWER a

5. Nancy Flynn was fired for misuse of the Internet.
   a. true
   b. false
   ANSWER b

6. The two most common formats for citing sources are MLA and AMA.
   a. true
   b. false
   ANSWER b
7. In “Beware the Wandering Mouse: How to Avoid Inappropriate Internet Use,” Richard was reprimanded for sending inappropriate instant messages.
   a. true
   b. false
   ANSWER b

8. The authors of “Why Wasting Time Is a Good Thing” and “Abuse or Learning” both reveal a bias against strict Internet monitoring and control.
   a. true
   b. false
   ANSWER a

9. We can infer from Chapter 1 that many employees feel that doing personal tasks online throughout the day is normal and allowed.
   a. true
   b. false
   ANSWER a

10. Fewer employers monitor blogging than email and Internet use.
    a. true
    b. false
    ANSWER a

**Part 2**

Select the best answer to each question.

1. Who is Big Brother, in the context of this chapter, in the sentence, “Big Brother Is Watching”?
   a. the government
   b. employers
   c. the experts who conduct surveys on employee behavior
   ANSWER b

2. What does IM stand for?
   a. instant messaging
   b. it’s me
   c. in a minute
   ANSWER a
3. According to Flynn, what poses the greatest risk?
   a. email
   b. blogging
   c. instant messaging

   ANSWER b

4. Which of the following involves preconceived ideas or judgments on the part of the writer?
   a. purpose
   b. tone
   c. bias

   ANSWER c

5. What often happens to employees who violate IAPs?
   a. They are reprimanded.
   b. They are switched to a job that doesn’t involve a computer.
   c. They are asked to work at home.

   ANSWER a

6. What does Robert Cenek claim?
   a. IAPs don’t work.
   b. Employees make up for personal time online at work by doing work-related Internet tasks at home.
   c. Blocking online shopping sites helps people to focus their attention on work-related tasks.

   ANSWER b

7. What does Websense help employers do?
   a. track the email that employees send
   b. manage and store business-related emails
   c. block access to specific types of websites

   ANSWER c

8. What is one argument, from the chapter, against tightly restricting employees’ online activities?
   a. Employees will become unhappy and resentful.
   b. Such restrictions are expensive and not cost-effective.
   c. Employees will find sneaky, secret ways to do what they want online anyway.

   ANSWER a
9. What is one factor that might reduce the amount of time an employee wastes online?
   a. motivation to work
   b. a friendly boss and colleagues
   c. an open office floor plan

   ANSWER a

10. Why do most employees probably do personal tasks online?
   a. They put their own interests and needs first.
   b. They don’t like their employers, so they don’t want to work hard for them.
   c. They like to steal, but they are not daring enough to steal money, so they steal time.

   ANSWER a

Part 3

Select the title of the article that gives the information.

1. A sample IAP
   a. Beware the Wandering Mouse: How to Avoid Inappropriate Internet Use
   b. Why Wasting Time Is a Good Thing
   c. Abuse or Learning

   ANSWER a

2. The percentage of companies that told workers if they were being watched
   a. Wipeout: The Dangers of Workplace Websurfing
   b. Why Wasting Time Is a Good Thing
   c. Abuse or Learning

   ANSWER a

3. Detailed data from the American Management Association and the e-Policy Institute
   a. Wipeout: The Dangers of Workplace Websurfing
   b. 2006 Workplace E-Mail, Instant Messaging, and Blog Survey: Bosses Battle Risk by Firing E-Mail, IM, and Blog Violators
   c. Abuse or Learning
ANSWER b

4. The blur between at-work and off-work activities
   a. Wipeout: The Dangers of Workplace Websurfing
   b. 2006 Workplace E-Mail, Instant Messaging, and Blog Survey: Bosses Battle Risk by Firing Email, IM, and Blog Violators
   c. Why Wasting Time Is a Good Thing

ANSWER c

5. An example of a legal case in which the judge found Internet use no worse than using the phone or reading a newspaper at work
   a. Wipeout: The Dangers of Workplace Websurfing
   b. Beware the Wandering Mouse: How to Avoid Inappropriate Internet Use
   c. Why Wasting Time Is a Good Thing

ANSWER a
Sports Doping

Students will be able to

- improve reading comprehension
- make connections (between texts, between texts and themselves, and between texts and the world)
- use higher-order skills such as evaluating, analyzing, and synthesizing
- preview the topic
- grow their vocabulary
- participate in academic discussions
- sort sources
- complete academic writing assignments
- expand knowledge of citing sources
- use a chart after reading a passage
- practice additional paraphrasing tips and cite quotations
- notice prefixes and suffixes
- divide a reading into chunks
- improve critical reading by distinguishing the difference between facts and opinions
- practice detecting bias
- identify word families

Sports Doping (page 49)

Ask students to read the opening paragraphs. Divide students into small groups and ask them to brainstorm a list of punishments they feel are appropriate for an athlete who uses performance-enhancing drugs.

Canvas the Topic (page 50)

Remind students that these questions are designed to help them focus on the topic by determining what they already know. Be prepared for students to know less about this topic than the topic of Chapter 1. Explain that even knowing very little about a topic is okay because they’ll have a chance to talk about the questions with classmates who might know more. Give students time to write a few notes individually before they discuss the questions in small groups.
CULTURAL SPRINGBOARD

Discuss the popularity of sports sections in newspapers. Mention that newspapers are good cultural references and often valid secondary sources. Challenge students to find a story from a well-known newspaper about an athlete who used or was accused of using performance-enhancing drugs. Ask students to bring the article, a summary of it, and a citation for it.

After sufficient time, draw attention to Part B and have students write a brief explanation of each vocabulary item. If the classroom is wired, they can search online. Encourage students to revisit their definitions as they progress through the unit.

ANSWERS

Part A
Answers will vary.

Part B
Possible answers:
1. steroids—complex hormones that affect growth and development (synthetic or naturally occurring)
2. anabolic steroids—performance enhancing drugs that mimic naturally occurring processes
3. precursor steroids—supplements that can be purchased “over the counter” and are usually used to increase testosterone
4. cycling (of drugs)—alternating periods of anabolic steroid use with nonuse
5. THG—tetrahydrogestrinone, a designer steroid
6. HGH—Human Growth Hormone

Reading 1 (pages 51–58)
Read the brief introduction to the reading and solicit volunteers to talk about their experiences writing essays.

ACADEMIC SPRINGBOARD

Review some of the common essay types, such as compare/contrast, persuasive, expository, and cause and effect. Hold a discussion about which students prefer to write and why.
Focus In (page 51)

Ask students to focus on the topic by answering the questions. Explain that these questions are designed to help them focus on the subheadings, which will improve reading comprehension, and notice colloquialisms and idioms. Discuss the importance of considering their audience.

**ANSWERS**

1. Designer
2. Stealth Steroids
3. The Scope
4. Over-the-Counter
5. Proactive

Academic Springboard

The Focus In activity requires students skim. If students haven’t formally been taught to skim, teach the skill and its importance now. It’s an ideal time for a review if students have studied the strategy before.

Read (pages 52–57)

Depending on the course schedule, allot time in class for students to read or assign the reading as homework. Include the Think about It questions as part of the reading assignment; however, remind students to not stop the reading to answer the questions. The questions are designed to give students pause, but they do not need to be answered immediately. Decide if students should complete the Zoom In section as homework.

**Sample Answers to Think about It Questions**

Page 54

Ordinary people might have injuries or diseases that require steroids as part of their medical treatment; amateur athletes also want to be faster, stronger, and more muscular in order to compete. This is the same for teens and college players; the shortcuts and incredible results of PEDs are tempting.
Source Citation (page 57)
The citations for Chapter 2 are included in Appendixes B (APA) and C (MLA). To challenge students, ask them to write a citation before they look at the citations in the appendixes.

Zoom In (pages 57–58)
Point out that the first part of the activity is composed of questions that were created from the subheadings. Discuss how critical readers often do this before they read to help improve reading comprehension. Go over the answers. Allow students time to work on the last two tasks outside of class and schedule time for presentations or group discussions after students have completed their research.

ANSWERS

Possible answers:
A. 1. anabolic drug that acts like testosterone but doesn’t show up in test results
   2. undetectable steroids
   3. has existed since 1930s, increased in scope, more kids are using, athletes and everyday people
   4. pro-steroids, precursors
   5. more testing, stricter penalties, more regulation, better education
B. a. T
   b. F (THG is used in many sports.)
   c. F (Cycling does not lessen the side effects.)
   d. F (Potentially harmful ingredients were not yet known.)
   e. T
C. Answers will vary.
D. Answers will vary.

Connect (page 58)
Review the concept of Sorting Sources charts. A Sorting Sources Chart is provided and can be copied for students. Students can also download it on their own from the companion website for this text at www.press.umich.edu/elt/compsite/choicecons/. Encourage or require students to log information about each reading in the chapter.
# Chapter 2: Sports Doping

<table>
<thead>
<tr>
<th>Reading 1</th>
<th>Author(s), title, source</th>
<th>Main purpose of article</th>
<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
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<tbody>
<tr>
<td>Reading 2</td>
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</table>
The companion website at www.press.umich.edu/elt/compsite/choicecons/ also has interactive quizzes to accompany the readings: vocabulary, comprehension, and writing. Encourage or require the students to practice online. Students can be required to print the results page after each section, but it should be noted that students can continue to retake the section until they get a perfect score. If a more formal score is required, create a printed version using the content.

Chapter 2
Reading 1
Vocabulary

Select the correct form of the word to complete the sentence.

1. With many diseases, early ____________ is important.
   a. detection  
   b. detect  
   c. detectable  
   d. detective  
   ANSWER a

2. It is ____________ to drive under the influence of alcohol.
   a. legal  
   b. legally  
   c. illegal  
   d. legality  
   ANSWER c

3. Many politicians have been voted out of office because people felt they had weak ____________.
   a. ethical  
   b. ethics  
   c. unethical  
   d. unethically  
   ANSWER b

4. When a person uses bad grammar, others may think he or she is ____________.
   a. intelligent  
   b. intelligence  
   c. unintelligent  
   d. intelligently  
   ANSWER c
5. We bought our house because it was new and beautiful and in a good neighborhood, but we discovered it had ____________ problems.
   a. structure
   b. structural
   c. structurally
   d. unstructured

ANSWER b

6. Each person is a unique _____________.
   a. individual
   b. individualism
   c. individually
   d. individuality

ANSWER a

7. There weren’t many ____________ at the workshop.
   a. participate
   b. participants
   c. participation
   d. participated

ANSWER b

8. Teachers are supposed to report any ____________ of child abuse to the authorities.
   a. indicate
   b. indicated
   c. indications
   d. indicating

ANSWER c

9. Celebrities need to guard against ____________ behavior in public.
   a. principle
   b. principled
   c. unprincipled
   d. principally

ANSWER c
Chapter 2
Reading 1
Comprehension

Choose the best answer.

1. What is a designer steroid?
   a. any drug illegally used by athletes
   b. a drug that mimics the effects of testosterone
   c. a drug that mimics the effects of synthetic chemicals

   ANSWER b

2. Who are the people most involved in working on producing these steroids?
   a. athletes
   b. university research students
   c. serious, well-trained scientists

   ANSWER c

3. Which statement is true?
   a. Testing technology is ahead of the development of designer steroids.
   b. Testing technology is behind the development of designer steroids.
   c. Testing technology is, unfortunately, not used very often.

   ANSWER b

4. As of the time of the writing of this article, which statement was true?
   a. Year-round, random, unannounced testing for steroids was taking place in both the MLB and NHL.
   b. Year-round, random, unannounced testing for steroids was not taking place in either the MLB or the NHL.
   c. Year-round, random, unannounced testing for steroids was taking place only in the NHL.

   ANSWER b

5. What problems were anabolic steroids created to address?
   a. muscle diseases and sexual dysfunctions
   b. muscle diseases and heart problems
   c. sexual diseases and heart problems
ANSWER a

6. Which statement is true?
   a. The majority of people who abuse steroids are athletes.
   b. The majority of people who abuse steroids are not athletes.
   c. About the same number of athletes and non-athletes abuse steroids.

ANSWER b

Chapter 2
Reading 1
Writing

Choose the sentence that is an accurate paraphrase of information found in the specified paragraph.

1. Paragraph 3:
   a. Designer steroids are dangerous for athletes, but they are even more dangerous for non-athletes, whose bodies are not in such excellent condition.
   b. Designer steroid use is under investigation by various authorities and agencies.
   c. Designer steroids are drugs that have an effect like testosterone but that are not easily detectable by drug tests.

ANSWER c

2. Paragraph 4:
   a. Track and field athletes are being investigated by a “nutritionist.”
   b. A sports “nutritionist” is being questioned about his use of steroids.
   c. THG has been found in samples from track and field athletes.

ANSWER c

3. Paragraph 6:
   a. Steroid designers are very good at constantly creating new versions of steroids that do not show up when athletes are tested.
   b. Athletes are like mice, and steroid designers are like cats who are ready to attack them.
   c. Testing technology is very expensive, so it isn’t used very often.

ANSWER a
4. Paragraph 9:
   a. The IOC and the NFL might test old urine samples to see if athletes had been using steroids in the past.
   b. The IOC and the NFL want to test all urine samples of athletes in the future, and if THG is found, no medals will be given.
   c. THG has been found in urine samples from Olympic medal winners.

   ANSWER a

5. Paragraph 16:
   a. High schools seniors are increasingly using steroids, but the steroids they are using are not thought to be very harmful.
   b. High school seniors are less likely than seniors from previous years to see steroids as harmful.
   c. Drug education in high schools has been very successful, because there is a noticeable decline in the number of seniors taking steroids.

   ANSWER b

6. Paragraph 26:
   a. Ethics and fair play are more important than money and fame, except to people in the sports community.
   b. Chemists are more to blame for the problem of steroid use among athletes than other people in the sports community.
   c. People involved in sports need to realize that there are many athletes and drug manufacturers whose motivations are simply money or fame.

   ANSWER c

**Reading 2 (pages 59–68)**

Present the brief introduction in the text and initiate a discussion about how writers need to think carefully about their audience and decide what needs to be explained to audience members who are not experts on the topic. Initiate a discussion about materials students have read that they didn’t understand and ask them what could have made the content easier to understand.
Focus In (page 59)

Mention that the next reading discusses three substances: testosterone, anabolic steroids, and human growth hormone. Remind students that critical readers are active. Encourage students, as they read, to underline information that will help them answer the questions about each of the three substances. Warn students that the information they underline will be used for an activity after the reading.

ANSWERS

See answers in the Zoom In activity.

Read (pages 60–62)

Point out that this reading is shorter but challenging since it has some technical and scientific vocabulary and concepts. Give students time to read and make sure they also consider the Think about It question. Decide if it is better to assign this reading and the Zoom In post-reading synthesis section as homework. Give students a due date for the activity.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 62

Yes, HGH testing was conducted at the 2008 Olympics, but it doesn’t seem to have been effective. Several websites can verify this. As of 2010, an athlete had been caught, but not in the Olympics; still, the test was considered more effective. Several websites can verify this. Students should offer opinions on the effectiveness of testing at the Olympics.
The Olympic Games have an interesting history with doping and performance-enhancing drugs; for example, the first incidence was in 1904 when the marathon winner had taken strychnine and alcohol (brandy) provided by his coach. The Olympics suffered one death of an athlete in 1960 when a cyclist fell and died. A coroner discovered he had amphetamines in his system. In the 1970s, the Olympics banned the use of performance-enhancing drugs. Several athletes had their medals taken away when they tested positive for performance-enhancing drugs. The International Olympic Committee became stricter in the 1990s, yet positive drug tests continue and athletes continue to be disqualified. Since 2006, fewer athletes are failing drug tests. Ask students to research an Olympian who was accused of or who used performance-enhancing drugs and report on what happened as a result.

Source Citation (page 62)
Review the citation styles in Chapter 1 if necessary. If students are studying in a different discipline, challenge them to write the citation for this reading in the style for their field.

Zoom In (page 63)

Post-Reading Synthesis (page 63)
Give students time to complete the chart if it wasn’t assigned as homework. Go over the answers.
### ANSWERS

**Testosterone**
- **Definition:** a male sex hormone, an androgen
- **Names in natural or synthetic form:** n/a
- **Benefits to human body development and/or performance:** masculine characteristics, anabolic or building effects that can increase bone density and muscle mass
- **Potential risks involved:** n/a
- **How taken?:** produced naturally; **Is drug testing available?:** urine test, positive (failed drug test) if the T-E ratio (testosterone to epitestosterone) is greater than 4 to 1.

**Anabolic Steroids**
- **Definition:** synthetic derivatives of testosterone
- **Names in natural or synthetic form:** ’roids
- **Benefits to human body development and/or performance:** anabolic or muscle-building power
- **Potential risks involved:** illegal; androgenic or increased male sexual characteristics (e.g., violent temper)
- **How taken?:** rubbed on, injected, or ingested; **Is drug testing available:** not stated; presumably a urine test; same as testosterone

**Human Growth Hormone**
- **Definition:** secreted by the pituitary gland at the base of the brain
- **Names in natural or synthetic form:** HGH, somatropin
- **Benefits to human body development and/or performance:** maintenance of bone development, can treat growth disorders, counteract aging
- **Potential risks involved:** not stated
- **How taken?:** injected; **Is drug testing available?:** blood test in development to check weight of molecules
Paraphrasing Definitions (pages 64–66)

Review paraphrasing. Hold a class discussion and solicit volunteers to share topics that have vocabulary that is difficult for them to understand in textbooks or other academic reading. Mention that many writers paraphrase definitions so that they are easier for readers who are not familiar with the topic.

Read the brief introductory paragraph and the paraphrasing tips. Then draw attention to the challenging quotation from the first reading. Go over the three acceptable paraphrases on page 65.

For the first part of the activity, analyze the first acceptable paraphrase and make sure students notice that the numbers in parentheses correspond to the tips in the box on page 64. Ask them to number the other two paraphrases in the same fashion. Circulate to help as needed before going over the answers.

Then have students repeat the process using the quotation in Part B and complete their own paraphrase in Part C. Go over the answers.

ANSWERS

A. Possible answers:

PARAPHRASE 1

According to Mannie (2004), a designer steroid is an anabolic drug that produces muscle-building effects in the same way testosterone does. These kinds of steroids cannot be detected in drug tests.

PARAPHRASE 2

Mannie (2004) explains that a designer steroid helps build muscle strength in the body similar to the natural effects of increased testosterone. Athletes who take designer steroids will have negative, or clean, test results.

PARAPHRASE 3

Designer steroids are designed to be undetected in drug tests. They produce the muscle-building effects of increased testosterone in an athlete’s body (Mannie, 2004).
B. Possible answers:

PARAPHRASE 1

Human growth hormone (HGH) is secreted by the pituitary gland and helps the body develop strong bones and lean muscle. Synthetic HGH is used by athletes who want to increase their workout capacity. *Sports Illustrated* (2008) points out to its readers that HGH must be injected and that it cannot be absorbed into the bloodstream if taken orally or rubbed on the skin like other performance-enhancing drugs, for example.

PARAPHRASE 2

Natural human growth hormone (HGH) is produced in the pituitary gland. Its main function is to promote healthy bone development. Another role of growth hormone is to maintain or increase the muscle to fat ratio. As noted by *Sports Illustrated* (2008), HGH is injected by some athletes to help them work out harder.

C. Answers will vary.

**Connect (page 67)**

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 2
Reading 2
Vocabulary

1. He lost his job _______________ because he couldn’t get along with his co-workers.
   a. primarily
   b. seriously
   c. ungratefully
   d. unfaithfully

   ANSWER a

2. Exercise _______________ health and fitness.
   a. defines
   b. promotes
   c. succeeds
   d. interacts

   ANSWER b

3. They _______________ one of the women because she was sick.
   a. uninvolved
   b. embarrassed
   c. isolated
   d. complained

   ANSWER c

4. My brother _______________ my website.
   a. created
   b. abandoned
   c. involved
   d. detected

   ANSWER a

5. A famous architect _______________ our office building.
   a. intended
   b. designed
   c. arranged
   d. claimed

   ANSWER b
6. Illegal drugs are _______________ on many street corners.
   a. taking
   b. affecting
   c. available
   d. agreeable

ANSWER c

7. _______________, I liked my new neighbors, but recently there have been
   some problems.
   a. Normally
   b. Exceedingly
   c. Carefully
   d. Initially

ANSWER d

8. Some CEO incomes _______________ a million dollars a year.
   a. exceed
   b. detect
   c. vary
   d. distribute

ANSWER a

9. For some people, losing weight is easy, but the _______________ of their
   ideal weight is more difficult.
   a. maintenance
   b. variety
   c. process
   d. flexibility

ANSWER a

10. Bridges, tunnels, and other _______________ in our city are in need of
    repair.
    a. priorities
    b. structures
    c. administration
    d. concepts

ANSWER b
Chapter 2
Reading 2
Comprehension

Select the best answer to each question.

1. Which statement is correct?
   a. Testosterone is produced only by men.
   b. Testosterone is produced only by women.
   c. Testosterone is produced by both men and women.

   ANSWER c

2. How can anabolic steroids be taken?
   a. They can only be injected.
   b. They can only be rubbed on.
   c. They can be injected, rubbed on, or swallowed.

   ANSWER c

3. What gland secretes human growth hormone?
   a. the pituitary gland
   b. the adrenal gland
   c. the pineal gland

   ANSWER a

4. Which of the following is involved in regulating the body’s ratio of lean muscle to fat?
   a. testosterone
   b. HGH
   c. epitestosterone

   ANSWER b

5. Which of the following is NOT a controlled substance under federal law?
   a. cocaine
   b. HGH
   c. steroids

   ANSWER b

6. What is the ratio of testosterone to epitestosterone in the average person?
   a. 1–1
   b. 1–4
   c. 4–1

   ANSWER a
Chapter 2
Reading 2
Writing

Select the best paraphrase of the short paragraphs.

1. Antibiotics can help fight infections caused by bacteria, fungus, and some specific parasites. Many common problems such as flu, colds, coughs, etc., are caused by viruses, and antibiotics are not an effective treatment for them.
   
a. Antibiotics can help fight infections caused by bacteria and fungus. They can also help fight infections caused by some parasites. But many common problems like the flu, colds, coughs, etc., are caused by viruses. Antibiotics aren’t a good treatment for them.
   
b. Bacteria, fungus, and certain parasites can cause infections that can be treated with antibiotics. However, antibiotics do not effectively treat viruses, so people with colds, flu, coughs, and other problems caused by viruses should not take antibiotics.

   ANSWER b

2. Genetically engineered rGBH is the hormone that is used to increase milk production in cows on large factory farms. The FDA and the USDA have stated that these hormones are safe. However, there has been growing concern that the traces of hormone that remain in meat and milk could pose a risk to human health and to the environment.
   
a. The FDA and the USDA tell the American public that rGBH is safe. Large farms give this genetically engineered hormone to cows in order to get them to produce more milk. But there is more and more concern that there could be damage to human health or the environment due to the use of these hormones.
   
b. Cows on factory farms have to produce huge amounts of milk. The way to get them to do this is to inject them with hormones like rGBH. Large factory farms do this, but small organic farms don’t. People are getting worried that these hormones are harmful.

   ANSWER a
3. DXM is a powerful drug found in many non-prescription medicines for coughs, colds, etc. In recent years, these drugs have been abused, primarily by teenagers. This abuse has resulted in hospitalizations and even some deaths.

   a. In recent years, drugs have been abused, primarily by teenagers. This abuse has led to hospitalizations and even some deaths. DXM is a drug found in many non-prescription medicines for coughs, colds, etc.

   b. People have abused over-the-counter medicines, such as those for coughs and colds, in recent years. This has caused hospitalizations and, in some cases, death. These medicines contain a strong drug called DXM.

   ANSWER b

4. Vitamin C is an essential nutrient, and most mammals are able to manufacture it in their own bodies. Humans, however, cannot. Vitamin C is found in broccoli, bell peppers, kale, oranges, limes, lemons, strawberries, zucchini, cauliflower, and many other foods. The amount in fresh foods is higher than that in cooked or preserved foods, and the amount in ripe foods is higher than that in foods which are not ripe.

   a. Vitamin C is necessary for health, and many mammals make their own, but the human body does not create it. It is contained in many vegetables, e.g., zucchini, cauliflower, broccoli, bell peppers, and kale, as well as in many fruits, e.g., lemons, limes, strawberries, and oranges. When cooked or preserved, foods lose some Vitamin C. Raw foods have the most, especially foods that are ripe.

   b. Most mammals are able to manufacture Vitamin C in their bodies, but people can’t so they have to eat fruits and vegetables. Fresh, ripe produce has the most vitamins of all foods.

   ANSWER a
5. BPA is a synthetic chemical that interferes with the way hormones work in the human body. It is found in plastic water bottles, baby bottles, plastic cups, can linings, and in other common products. Some studies have linked the chemical to breast and uterine cancer as well as to low testosterone levels.

   a. The way hormones function in the human body can be disrupted by BPA, a synthetic chemical that is found in plastics used for water bottles, cups, and can linings, as well as in other products. Scientists have linked breast and uterine cancer to BPA, along with decreased testosterone levels.

   b. BPA is a dangerous chemical that man should not ever have manufactured. But now it is in many of our plastic products. This chemical causes terrible diseases such as cancer in women and it also reduces testosterone production in men.

ANSWER a

**Vocabulary Check: Prefixes and Suffixes (pages 67–68)**

Present the information in the text. Ask students to brainstorm a list of prefixes. Make a list on the board and encourage students to write them in a notebook. Focus attention on the prefixes listed and ask students to insert the prefix to create new words in Columns 2 and 3. Then challenge the students to determine the meaning of the prefix and write it to the left of Column 1. Challenge them to try it without a dictionary first. Go over the answers.

Focus on suffixes for Part B. Explain that while prefixes have meaning, suffixes reveal the part of speech of the word. Give students time to complete Part B. Ask them to determine the part of speech the suffix represents and write it to the left of Column 1. Then ask students to circle the suffix in Column 2 and add the same suffix to the word in Column 3. Lastly, challenge them to think of a new word with the same suffix and write it in Column 4.
ANSWERS

A. kilo—thousand
dec—ten
en—put into
im—not
im—in
in—in, into
dis—negation, removal
under—below

B. Column 1          Column 2          Column 4 (Answers will vary.)
noun                  ance                  acceptance
adjective              al                  chemical
plural noun            ers                  employers
adjective              able                reliable
plural noun            ives                abrasives
adverb                 ly                  confidently
noun                   ness                happiness
verb                   ate                 deviate

CULTURAL SPRINGBOARD

Explain that prefixes and suffixes are an ideal way to expand vocabulary. Challenge students to think of other prefixes and suffixes and brainstorm a list of words for each. If students have trouble getting started, suggest prefixes and suffixes from this list.

Prefixes: anti-, re-, sub-, -un, pre-
Suffixes: -ful, -y, -ist, -ic, -en

Reading 3 (pages 69–85)

Present the introductory paragraph and make sure students understand the concept of perjury. Warn students that the next reading is very long and detailed.
### CULTURAL SPRINGBOARD

Perjury is a felony that is punishable by a prison term in the United States. Many famous or notable figures in American history have been convicted or accused of perjury.

**Convicted:** Jeffrey Archer (novelist), Marion Jones (athlete), Mark Fuhrman (detective), Lil’ Kim (rapper), Bernie Madoff (investor)

**Accused:** Barry Bonds (athlete) and Bill Clinton (former U.S. President)

Challenge students to research a perjury case and discuss its details and its outcome.

### CULTURAL SPRINGBOARD

Dietary supplements are considered drugs by some and nutritional supplements by others. In the United States, dietary supplements contain a vitamin, a mineral, an herb or botanical, an amino acid, a part of or combination of one of previous four, or substance that has been used by humans historically as a dietary supplement. Ask students to learn the name of a dietary supplement, conduct research to learn its function, and any other interesting facts.

### ANSWERS

1. Possible answers: vitamins, energy drinks
2. Answers will vary.
3. Answers will vary.
ACADEMIC SPRINGBOARD

Review skimming and scanning. Most students are likely familiar with scanning, but the strategy can be reviewed before the Zoom In activity. Refer to a reading textbook for more details about the skimming and scanning strategies.

Zoom In (page 70)

Give students time to complete the activities before going over the answers. Consider assigning this activity and the reading as homework since it can be time-consuming and lengthy.

ANSWERS

1. Title: Performance Enhancing Drugs in Sport
   Number of paragraphs: 31
   Source (Publication): Facts On File World News Digest
2. The Media is the longest section. The Introduction is the second longest section.
3. Possible answers:
   a. Floyd Landis, winner of the 2006 Tour de France, tested positive for synthetic testosterone and was waiting to hear if he would be stripped of his title and be banned from competing for two years.
   b. Barry Bonds, a Major League Baseball player, was about to break a long-standing home run record, but he had been implicated in the BALCO scandal.
4. See possible answers after the Read section.

Read (pages 71–82)

Due to its length, it might be best to assign this reading and its questions as homework. Include the Think about It questions as part of the assignment. Assign a date for the students to finish the questions. Go over the answers on the assigned day.
ANSWERS

Possible answers:

Paragraphs 7–10

1. First passed in 1988, the act made it illegal to use or distribute nonprescription anabolic steroids, and in 1990, it classified anabolic steroids as a controlled substance.

2. Use of steroids had increased among professional and student athletes in the 1980s, and research was beginning to show major health risks posed by steroids.

3. In 2004, the focus was on synthetic testosterone THG, a designer steroid, and andro, a steroid hormone–precursor.

4. Elite athletes were questioned about the use of PEDs in front of a Congressional committee. They were under oath to tell the truth.

Paragraphs 11–15

1. The FDA is the Food and Drug Agency. Its main function is monitoring food and drug safety through research and declaring what is allowed or banned for consumption in the United States.

2. The FDA did not have the power to demand that manufacturers of dietary supplements prove their safety and efficacy in the same way they would have if these supplements had been considered drugs.

3. ephedra: banned

4. andro: banned

5. creatine: still legal

Paragraphs 16–19

1. Trevor Graham, a track and field coach, tipped off investigators, alleging that BALCO had supplied PEDs to elite athletes that he trained.

2. Conte and Anderson were able to reduce their sentences (time in prison) by pleading guilty to the alleged crimes of illegal production and distribution of steroids.

Paragraphs 20–23

1. No, there is no consistency.

2. Each league imposed regulations in different years, and the rules about testing and consequences differ widely from sport to sport.

Paragraphs 24–31

1. Major League Baseball and professional cycling

2. The “complex array” of athletes and organizations and drugs makes it very difficult to understand or even imagine all that is involved in sports doping.
SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 71
   Yes, Barry Bonds broke Hank Aaron’s home run record that summer.
   Alberto Contador of Spain won the 2007 Tour de France.

page 79
   Students can find the current policy online. They should be directed to
   also look for new articles about the credibility of the policy, especially as
   new athletes fail tests under the current policy. The opinions on whether the policy
   should change will vary and may be influenced by news stories about players
   who fail the test.

Source Citation (page 82)

The citations for Chapter 2 are included in Appendixes B (APA) and C (MLA).
To challenge students, ask them to write a citation before they look at the cita-
tions in the appendixes.

Zoom In (pages 83–84)

Give students time to determine if the statements are true or false. Ask students
 to correct the false statements. Go over the answers.

<table>
<thead>
<tr>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>1. T</td>
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<tr>
<td>2. T</td>
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<tr>
<td>3. T</td>
</tr>
</tbody>
</table>
| 4. F (The agency revisited DSHEA in 2004, proving it was not power-
  less.) |
| 5. F (The long-term effects of creatine have not been proven.) |
| 6. F (The department is concerned about both equally.) |
| 7. F (They pled guilty to money laundering.) |
| 8. F (MLB has had difficulty because the policy is lenient.) |
| 9. F (They have to pursue their own efforts.) |
| 10. F (They were about to go to jail.) |

Connect (page 84)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes
from the companion website.
Chapter 2
Reading 3
Vocabulary

Select the word or phrase that is closest in meaning to the underlined word or phrase in each sentence.

1. A wealth of information is available at your public library.
   a. Free of charge
   b. Expensive
   c. A lot of
   d. Important
   ANSWER c

2. Hank Aaron’s home run record of 755 was one of the great individual achievements in the history of sports.
   a. winnings
   b. statistics
   c. accomplishments
   d. goals
   ANSWER c

3. The game did not go as we anticipated.
   a. expected
   b. wanted
   c. liked
   d. suggested
   ANSWER a

4. My country is facing a serious financial crisis.
   a. emergency
   b. criticism
   c. crime
   d. event
   ANSWER a

5. Every year there are more allegations of illegal drug use among top athletes.
   a. apologies
   b. reports
   c. accusations
   d. alerts
   ANSWER c
6. There are many websites where people can **pledge** money to a charity or non-profit organization.
   a. send
   b. promise
   c. count
   d. charge

   **ANSWER b**

7. There are many **powerful** synthetic drugs on the market.
   a. helpful
   b. famous
   c. expensive
   d. strong

   **ANSWER d**

8. It is difficult for people from different countries to live in peace if their leaders cannot reach **consensus** on important issues.
   a. legislation
   b. agreement
   c. clarity
   d. negotiation

   **ANSWER b**

9. Players have various **viewpoints on** steroid use.
   a. reasons for
   b. anger about
   c. viewpoints on
   d. questions about

   **ANSWER c**

10. Vitamin C is **essential** for human health.
    a. unimportant
    b. necessary
    c. involved
    d. absolute

    **ANSWER b**
Chapter 2
Reading 3
Comprehension

1. For what length of time have performance enhancers been around?
   a. for years
   b. for decades
   c. for centuries
   ANSWER c

2. Which athlete tested positive for banned drugs during the 2006 Tour de France?
   a. Floyd Landis
   b. Bjarne Riis
   c. Barry Bonds
   ANSWER a

3. What enhancer did Bjarne Riis admit to using?
   a. EPO
   b. testosterone
   c. THG
   ANSWER a

4. What is BALCO?
   a. a professional sports organization
   b. a drug company
   c. a group that took legal action against Jason Giambi
   ANSWER b

5. Which health problem was NOT linked to steroid use in the article?
   a. heart disease
   b. depression
   c. vision problems
   ANSWER c

6. What did the DSHEA state?
   a. that dietary supplements are dangerous and should be controlled
   b. that dietary supplements are foods
   c. that dietary supplements are effective for weight loss and other positive uses
   ANSWER b
7. When did the International Olympic Committee ban steroids?
   a. in 1964
   b. in 1973
   c. in 1987
   ANSWER b

8. Who were Mark Fainaru-Wada and Lance William?
   a. attorneys
   b. drug manufacturers
   c. journalists
   ANSWER c

9. Who was cleared of any wrongdoing?
   a. Lance Armstrong
   b. Jason Gambini
   b. Barry Bonds
   ANSWER a

Chapter 2
Reading 3
Writing
Select the best paraphrase for each segment of the text.

1. (Paragraph 7) With the power to pass legislation and to hold hearings to
   gather information for future policymaking, Congress possesses a formi-
   dable pair of tools with which to address the issue of performance
   enhancers in sports.

   a. Congress has the ability to address the issue of athletes’ use of per-
      formance enhancers through its power to establish laws and to con-
      duct hearings to collect information that might inform future policies.
   b. Congress has a lot of power. For example it can pass legislation, hold
      hearings, and make policy. It has formed tools that can be used to
      influence athletes and drug manufacturers who might be involved with
      performance enhancers.

   ANSWER a
2. (Paragraph 16) As the enforcer of U.S. laws, the Justice Department is a central player in the government’s war on illegal use of performance-enhancing drugs. And as the complex BALCO case has illustrated, foiling distributors of illegal performance enhancers is at least as essential to the government’s mission as prosecuting the users themselves.

a. Because it is the enforcer of national laws, the Justice Department plays a key role in the government’s attempt to stop the illegal use of performance-enhancing drugs. As shown by the BALCO case, it’s as important for the government to prevent the distribution of illegal performance enhancers as it is to prosecute players who use them.

b. The Justice Department is a central player in the government’s war on illegal use of performance-enhancing drugs because it is the enforcer of U.S. laws. As the complex BALCO case has shown, foiling distributors of illegal performance enhancers is at least as necessary to the government’s mission as prosecuting the users themselves.

ANSWER a

3. (Paragraph 25) In December 2004, grand jury testimony in the BALCO case—testimony that was supposed to be confidential—was leaked to the media. The leak added a whole new dimension to the proceedings, coloring public perceptions about the athletes involved, raising legal questions and illustrating how reporters can become a part of a scandal almost as easily as they can write about it.

a. In 2004, testimony in the BALCO case that was supposed to be confidential was leaked to the media. This added a whole new dimension to the proceedings, coloring public perceptions, raising legal questions, and showing how reporters can become a part of a scandal almost as easily as they can write about it.

b. The BALCO case demonstrated how reporters can become caught up in the scandals they write about. In December 2004, the media obtained testimony from the BALCO case—grand jury testimony that was supposed to be confidential. The leak changed public opinion about the accused athletes, and it also raised legal questions.

ANSWER b
4. (Paragraph 27) Meanwhile, in the BALCO case courtroom, the leak triggered hefty legal tie-ups. Defense lawyers immediately argued that their clients’ right to a fair trial had been compromised by the leak, and asked for the case to be thrown out. The presiding judge rejected the argument.

a. Meanwhile, the leak triggered hefty legal tie-ups in the BALCO case courtroom. Defense lawyers immediately argued that their client’s right to a fair trial had been compromised by the leak, and asked for the case to be thrown out. The argument was rejected by the presiding judge.

b. In the meantime, the leak regarding the BALCO case resulted in serious complications and delays in the trial. The defense attorneys asked for the case to be dismissed on the grounds that it would be impossible for their clients to get a fair trial due to the leak. However, the judge refused to dismiss the case.

ANSWER b

Reading Critically: Fact or Opinion

Students are likely familiar with facts and opinions; therefore, a brief presentation of the information in the box may be all that is needed. Answer any questions. Challenge students to write their own facts and opinions. Solicit volunteers to share.

Fact or Opinion? (page 85)

Ask students to decide if each of the statements is a fact or an opinion. Go over the answers.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F</td>
</tr>
<tr>
<td>2. F</td>
</tr>
<tr>
<td>3. O</td>
</tr>
<tr>
<td>4. O</td>
</tr>
<tr>
<td>5. F</td>
</tr>
</tbody>
</table>

Reading 4 (pages 86–92)

Introduce Reading 4 by discussing the opening paragraph. Ask if the students are familiar with or have seen 20/20 or a similar news show.
Detecting Bias (pages 86–87)

Review the concept of bias from Unit 1 (page 18) and then present the information in the box. Discuss the questions in the box as a class.

Focus In (pages 87–88)

Give students time to write a few notes about the reporters mentioned in the box. Let students share answers, but remind them that their answers may vary somewhat. If desired, let students conduct a quick online search for additional information.

ANSWERS

Possible answers:
1. They seem highly knowledgeable about the topic.
2. They are passionate about sports and want to get a good story.
3. They want sports to remain clean and to expose any wrong doing.
4. They seem to be well-known sports writers.
5. Answers will vary.

Zoom In (page 88)

Inform students that the next reading is a newspaper article. Remind them to read critically and be active by completing the tasks as directed. Challenge them to think about facts, opinions, and bias.
**Read (pages 89–90)**

Decide if the reading will be done in class or assigned as homework.

**Source Citation (page 91)**

The citations for Chapter 2 are included in Appendixes B (APA) and C (MLA). To challenge students, ask them to write a citation before the look at the citations in the appendixes.

**Zoom In (pages 91–92)**

Give students time to work alone if the questions were not assigned as homework. Then divide students into small groups to share their answers and support their opinions.

---

**ANSWERS**

A. Possible answers

Paragraph 2 — “seemingly,” his confession
Paragraph 3 — ✓
Paragraph 4 — “allegedly,” his honesty
Paragraph 5 — ✓
Paragraph 6 — ✓
Paragraph 7 — ✓
Paragraph 8 — ✓
Paragraph 10 — ✓
Paragraph 12 — ✓
Paragraph 13 — ✓
Paragraph 16 — ✓

B. Answers will vary.
ANSWERS

A. Wording of answers will vary. Possible answers:

1. The journalists seem to withhold their opinions for the most part and mainly inform readers of Conte’s television interview.

2. Holley is Conte’s lawyer. The reporters want to show that they tried to contact Holley for a statement but that he refused to give them any information. The implication is that he is not happy with the outcome of Conte’s interview; he needs to think carefully before he speaks about it in public.

3. Answers will vary, but the details in Conte’s purported eyewitness account make it seem credible indeed.

B.

<table>
<thead>
<tr>
<th>Athletes and the Drugs Conte Accused Them of Using</th>
<th>HGH</th>
<th>EPO</th>
<th>THG “The clear”</th>
<th>Insulin</th>
<th>“The cream”</th>
<th>Adrenilne</th>
<th>Modafinil</th>
<th>T-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Romanowski</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chambers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Connect (page 92)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 2
Reading 4
Vocabulary

Three of the words are similar. Select the one that is different.

1. a. federal  b. state  c. local  d. political
   ANSWER d

2. a. primary  b. authority  c. chief  d. main
   ANSWER b

3. a. unnoticeable  b. invisible  c. unimaginable  d. undetectable
   ANSWER c

4. a. prove  b. contest  c. challenge  d. question
   ANSWER a

5. a. confess  b. admit  c. own up to  d. assist
   ANSWER d

6. a. insulin  b. aspirin  c. growth hormone  d. adrenaline
   ANSWER b

7. a. increasing  b. speeding  c. continuing  d. accelerating
   ANSWER c

8. a. special  b. extraordinary  c. elite  d. normal
   ANSWER d
Chapter 2
Reading 4
Comprehension

Select true or false.

1. Victor Conte entered a plea of guilty in federal court.
   a. true
   b. false
   ANSWER b

2. Conte told 20/20 that he distributed “the clear” and “the cream” to athletes.
   a. true
   b. false
   ANSWER a

3. Jones supported Conte’s statements on 20/20.
   a. true
   b. false
   ANSWER b

4. Conte’s lawyer had encouraged him to go on national TV to present his case to the public.
   a. true
   b. false
   ANSWER b

5. Montgomery failed a doping test administered by the U.S. Olympic Committee.
   a. true
   b. false
   ANSWER b

6. Chambers was banned for life from the Olympics for taking THG.
   a. true
   b. false
   ANSWER a
Chapter 2
Reading 4
Writing

Put the information in the order in which it is presented in the text.

1.
   _____ On TV, Conte admitted to distributing banned steroids.
   ____ Olympic medal winner Jones said she would sue Conte for telling untrue things about her. His testimony might also be bad for his defense.
   ____ Victor Conte pleaded not guilty in court.
   ____ Conte named some of major athletes he said he distributed steroids to.

   ANSWER 3, 1, 4, 2

2.
   ____ Conte’s admission to the media that he had distributed drugs seems to contradict his earlier insistence that he was not guilty.
   ____ Conte’s appearing on television caused some problems, and his lawyer wished he had not done it.
   ____ Conte’s lawyer would not comment about Conte’s remarks to the media.
   ____ Conte says he understood there were risks involved in providing banned drugs to athletes.

   ANSWER 1, 3, 4, 2

3.
   ____ Conte said Romanowski had used “the clear” and, in fact, he tested positive for it.
   ____ Montgomery admitted to using banned drugs although he’d managed to passed a drug test.
   ____ Jones denied Conte’s accusation that she took prohibited drugs.
   ____ Conte gave names of the drugs he said he provided to Jones, and he described having witnessed her take them.

   ANSWER 3, 4, 1, 2
4.  
   _____ White was banned for two years after positive test results.  
   _____ Conte gave a wide range of drugs to Chambers, who was banned  
       from the Olympics after positive test results.  
   _____ Conte claimed that he gave banned drugs to White.  
   _____ Conte describes the effects of T-3.  

ANSWER 3, 4, 2, 1  

Reading 5 (pages 93–104)  
See if any students know who Ryan Quinn is. Review persuasion and how this  
type of writing requires an argument and support for the argument.  

Focus In (pages 93–94)  
Explain that critical readers make connections with the topic and a good way to  
start making those connections is by thinking about what is already known from  
prior knowledge or other texts.  

   **ANSWERS**  
   1. Answers will vary.  
   2. Possible answers:  
      a. dealing with right and wrong / making good choices  
      b. there are laws to regulate sports doping and ban substances  
      c. side effects can be dangerous  
      d. creation of synthetic drugs and drug testing  
      e. involves a combination of federal and other agencies  

Zoom In (page 94)  
Let students know they will use their highlighters to actively read and mark up  
the next reading. Ask them to use two different colors to distinguish between  
opinions and information from secondary sources.  

   **ANSWERS**  
   If students have trouble starting, give them an example of each.  
   a. Paragraph 8—“I'm awestruck and inspired to see a clean athlete . . . ”  
   b. Paragraph 19—“15% of elite athletes are doping”
Read (pages 95–98)
Consider the length of the reading and decide if this is best assigned as homework or if students should read it in class.

Source Citation (page 98)
The citations for Chapter 2 are included in Appendixes B (APA) and C (MLA). To challenge students, ask them to write a citation before they look at the citations in the appendixes.

Zoom In (pages 99–100)
Give students time to answer the true/false questions. Also require them to find examples for Part B before giving them answers.

ANSWERS
A.
1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. T
B. Possible answers:
   Clear topic sentences: first sentence in Paragraph 9
   Academic vocabulary: first sentence in Paragraph 3 (analysis, rigorous)
   Logical transitions: first sentence in Paragraph 14 “Still . . . ”; second sentence in Paragraph 21 “In fact . . . ”
   Supporting details: third sentence of Paragraph 15; second and third sentences in Paragraph 17

Vocabulary Check: Word Families (page 101)
Review the section on prefixes and suffixes and remind students that changing the suffix changes a word’s part of speech. However, the words are still part of the same word family. Present the information and examples in the book. Give students time to complete each sentence with a word from the same family as the underlined word.
Outlining (page 102)

Review thesis statements and outlining. Give students time to complete the activity in class or as homework.

**ANSWERS**

A. Possible answer:

Athletes need to come forward and speak out about sports doping in order for the competition to remain clean and meaningful.

B. Paragraph 2–3: shallowness of the media’s coverage

4–6: weaknesses in the health risk argument

7–9: worthlessness of fraudulent victory

10–11: refutations for the ‘make it legal’ argument

12–14: questioning the silence

15: extensive scope of doping scandal

16–17: reluctance by Olympic athletes to discuss the problem

18–20: need for clean athletes’ voices

21: open analysis needed to save sports

Summarizing (page 103)

Review summarizing and give students time to write a complete summary of Reading 5. Assign as homework and collect as a formal writing assignment if desired.

**ANSWERS**

Answers will vary.

Connect (page 103)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 2
Reading 5
Vocabulary

Select the best word or phrase to complete each sentence.

1. Stan’s bosses all like him because he’s smart and he has a positive _____________.
   a. smile
   b. attitude
   c. stress
   d. ability
   ANSWER b

2. An oil spill can take ____________ to clean up.
   a. methods
   b. decades
   c. notions
   d. reactions
   ANSWER b

3. I don’t want to make a ____________ about who will win the next Olympic gold medal in gymnastics.
   a. reaction
   b. definition
   c. prediction
   d. commentator
   ANSWER c

4. Is it just a ____________ that so many dead fish have been found at the mouth of the river, or is this somehow related to the recent oil spill?
   a. series
   b. phenomenon
   c. coincidence
   d. complexity
   ANSWER c
5. Jim ______________ on his wife to make all of the financial decisions for their family.
   a. relies
   b. promises
   c. compromises
   d. roles

   ANSWER a

6. It was hard for me to follow our instructor’s lecture because I’d missed the ______________ class.
   a. focused
   b. affected
   c. previous
   d. advantageous

   ANSWER c

7. Celebrities have to get used to dealing with ______________.
   a. the media
   b. concepts
   c. analysis
   d. methods

   ANSWER a

8. Many people lost their homes, and many others were seriously ______________ by the flood.
   a. consumed
   b. affected
   c. enhanced
   d. defined

   ANSWER b

9. The public’s ______________ to the scandal was mixed.
   a. notion
   b. evidence
   c. assumption
   d. response

   ANSWER d
10. Many people are still _____________ about the problems caused by poor nutrition.
   a. accepting
   b. amused
   c. ignorant
   d. finding
   ANSWER c

Chapter 2
Reading 5
Comprehension

Select the best answer to each question.

1. According to the article, how many cyclists had recently died of sudden heart failure?
   a. three
   b. five
   c. eight
   ANSWER a

2. In what sport did the author participate in college?
   a. baseball
   b. track and field
   c. skiing
   ANSWER b

3. How many athletes were thrown out of the Athens Olympics because they missed or failed a drug test?
   a. fifteen
   b. twenty-four
   c. twenty-five
   ANSWER b

4. What does the writer find most objectionable about sports doping?
   a. the health risks
   b. the deception and dishonesty
   c. the example it sets for young people
   ANSWER b
5. Which group of people didn’t have much to say about sports doping during the Athens Olympics?
   a. athletes
   b. the media
   c. the public

   ANSWER a

Chapter 2
Reading 5
Writing

Each sentence given is the first sentence of a paragraph in the reading. Refer to the paragraph again. Does the sentence contain the main idea of the paragraph? Is it the sentence that is supported by all other sentences? Select “the topic sentence” or “not the topic sentence.”

1. (Paragraph 5) The most practical argument against doping concerns the health risks.
   a. the topic sentence
   b. not the topic sentence

   ANSWER a

2. (Paragraph 7) A good argument for why doping is bad should have something more directly to do with sports.
   a. the topic sentence
   b. not the topic sentence

   ANSWER b

3. (Paragraph 14) Still, I’m perplexed at why others—my college teammates included—seem less eager to talk about doping.
   a. the topic sentence
   b. not the topic sentence

   ANSWER a

4. (Paragraph 16) Doping received more media attention in Athens than at any previous Olympics, and it drew a mixed reaction.
   a. the topic sentence
   b. not the topic sentence

   ANSWER b
5. (Paragraph 19) Fine.
   a. the topic sentence
   b. not the topic sentence
   ANSWER b

6. (Paragraph 20) Whatever the reason, it’s time for athletes to step forward and admit that doping is everybody’s problem and that it’s especially harmful to the clean athletes.
   a. the topic sentence
   b. not the topic sentence
   ANSWER a

Citing Paraphrases and Quotes (pages 103–104)
Present the information in the text and challenge students to walk step-by-step through the tasks. Consider making this a formal assignment.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

The Big Picture (page 105)
Students have enough information from the readings to be able to write effectively without any additional research. For more of a challenge, require students to conduct additional outside research. Collect the writing for a formal evaluation.

End of Chapter Test
Evaluate students as desired. An interactive test is available on the textbook’s companion website at [www.press.umich.edu/elt/composite/choicecons/](http://www.press.umich.edu/elt/composite/choicecons/). Students can print their results sheet to submit, but note that their wrong answers are given and students can retake the section until they obtain a perfect score. If preferred, a printed version can be created from the content.
Chapter 2
End of Chapter Test
Select the best answer to each question.

1. Which of the following best describes Coach Mannie’s essay?
   a. It describes the problem of steroid abuse and suggests possible solutions.
   b. It describes the main events in the BALCO case.
   c. It describes how many athletes first become involved in sports doping.
   ANSWER a

2. Which of the following is true of a designer steroid?
   a. It occurs naturally in the human body.
   b. It is manufactured in a laboratory.
   c. It is found in its pure form in certain plants.
   ANSWER b

3. Which organization is involved in approving drugs in the United States?
   a. the FDA
   b. the IOC
   c. the FBI
   ANSWER a

4. What are testosterone and anabolic steroids?
   a. dietary supplements
   b. OTC drugs
   c. hormones
   ANSWER c

5. Which sport was a focus in the BALCO case?
   a. cycling
   b. baseball
   c. skiing
   ANSWER b

6. Which statement is NOT true?
   a. Some anabolic steroids have legitimate medical purposes.
   b. Many nutritional substances have legitimate dietary benefits.
   c. Most men naturally produce about the same amount of testosterone.
   ANSWER c
7. Which statement is true?
   a. Serious sports doping has only been an issue in regard to male athletes.
   b. Women do not naturally produce testosterone.
   c. Both men and women have been involved in misuse of anabolic steroids.

   ANSWER c

8. What did the DSHEA ruling state?
   a. that dietary supplements are foods, not drugs
   b. that the benefits of supplements outweigh the risks
   c. that any professional athlete must submit to a drug test

   ANSWER a

9. Which organization or agency has the power to ban use of a specific drug by all Americans?
   a. the WHO
   b. the FDA
   c. the ICU

   ANSWER b

10. What is the relationship of performance enhancer–use by professional athletes compared to performance enhancer–use by the general public?
    a. Use by professional athletes is greater.
    b. Use by the general public is greater.
    c. Use by professional athletes and by the general public is about the same.

    ANSWER b

11. Which statement below is true of ephedra, andro, and creatine?
    a. Initially, they were considered illegal.
    b. Initially, they were sold over the counter.
    c. Initially, they were available for medical purposes only, and only with a prescription.

    ANSWER b
12. Who leaked information to the media in the BALCO case?
   a. one of the athletes
   b. an attorney in the case
   c. a drug distributor

   ANSWER b

13. Which of the following is true of Victor Conte?
   a. He consistently maintained his innocence.
   b. He always acknowledged that he was guilty.
   c. His statements about his innocence or guilt were inconsistent.

   ANSWER c

14. What did Conte’s attorney wish he had not done?
   a. spoken about his case on national television
   b. taken banned steroids
   c. accused other people of sports doping

   ANSWER a

15. Which is NOT a possible reason Quinn lists for athlete’s silence about sports doping?
   a. disinterest
   b. ignorance
   c. fear

   ANSWER c

16. Which of these is NOT an argument against sports doping in the Quinn article?
   a. Doping is dangerous.
   b. Doping is not fair to clean athletes.
   c. Doping costs the sports industry a lot of money for monitoring and testing.

   ANSWER c

17. What does Quinn consider to be the strongest type of argument against sports doping?
   a. practical
   b. theoretical
   c. philosophical

   ANSWER c
18. Which athletic event had not yet taken place before all of the articles in this chapter were completed?
   a. the 2006 Tour de France
   b. the Beijing Olympics
   c. the Athens Olympics
   ANSWER b

19. What is one way that drugs might have contributed to fatal heart attacks for eight cyclists?
   a. by thinning their blood
   b. by thickening their blood
   c. by adding too much sugar to their blood
   ANSWER b

20. Which of the five articles in this chapter consists of the development of a writer’s opinion?
   b. “Performance-Enhancing Drugs in Sports”
   c. “The BALCO Case: Conte Changes Tune, Names Names”
   ANSWER a

21. Who almost went to jail because they were unwilling to name names?
   a. two cyclists
   b. two coaches
   c. two journalists
   ANSWER c

22. Why is the issue of restriction of some types performance enhancers complicated?
   a. because of the rights of individuals to be free of government interference in private affairs
   b. because drug manufacturers are often not aware of the effects of the drugs they are producing
   c. because law enforcement officials themselves take performance enhancers
   ANSWER a
23. Which of the following suggestions is NOT appropriate for paraphrasing?
   a. Use the same words as the author whenever possible.
   b. Divide long sentences into shorter ones.
   c. Cite the original source.

   ANSWER a

24. What blood test was not available when “The ABCs of HGH” was written?
   a. a test for anabolic steroids
   b. a test for testosterone
   c. a test for HGH

   ANSWER c

25. Why is Ken Mannie a credible source?
   a. He used to be involved in the distribution of designer steroids.
   b. He is a coach at a major university.
   c. He has never had any involvement with sports doping.

   ANSWER b
Chapter 3

Genetically Modified Food

Students will be able to

- improve reading comprehension
- make connections (between texts, between texts and themselves, and between texts and the world)
- use higher-order skills such as evaluating, analyzing, and synthesizing
- preview the topic
- grow their vocabulary
- participate in academic discussions
- sort sources
- complete academic writing assignments
- expand knowledge of citing sources
- practice scanning texts
- determine the credibility of a source
- learn new prefixes and suffixes
- make inferences
- improve outlining
- consider reporting verbs when paraphrasing and summarizing

Genetically Modified Food (page 107)

Mention that there are many topics that are debatable. Challenge students to think of topics that have two sides and/or that people feel strongly about. Elicit answers such as affirmative action, universal health care, or capital punishment. Announce that genetically modified food is a hot topic that is sometimes debated. As the material in the introduction is presented, see if students have answers to the questions in the first paragraph. Present the rest of the introduction.

Canvas the Topic (pages 108–109)

Remind students that thinking about what they already know about a topic before they read is a good strategy to improve comprehension. Give them time to write brief notes about each question before dividing them into small groups for discussion.
Draw attention to Part B. Reiterate the idea that a quick online search will likely result in these key terms being used with the topic. Allow students to write an explanation for each term and encourage them to revisit these definitions as they work their way through the chapter.

**ANSWERS**

A. Answers will vary.
B. Possible answers:
   1. biotechnology—technology based on biology, often used in agriculture, food science, and medicine
   2. genetically modified—an adjective to describe an organism whose genes have been directly manipulated
   3. crop yields—agricultural output
   4. environmental activists—groups and individuals involved in protecting the environment (e.g., Greenpeace)
   5. herbicide—weed killer
   6. Monsanto—an American-based multinational agricultural biotechnology corporation

**Reading 1 (pages 110–116)**

Discuss blogs and ask students if they read, comment on, or write any blogs. See how many students are familiar with *Wired Science*. Present the brief introduction to the section and answer any questions.

**CULTURAL SPRINGBOARD**

The Wired Science blogs are available at [www.wired.com/wiredscience/](http://www.wired.com/wiredscience/). Give students time to explore popular topics. A search for “genetically modified food” generates several blogs that students can read for more information.

**Focus In (pages 110–111)**

Review skimming and give students a few minutes to skim the reading and answer the questions in Part 1. Then go over the directions for Part B. Point out that scanning for acronyms is a good idea to make reading easier. Give students time to complete Part B. Review scanning if necessary and then ask students to complete Part C. Go over the answers.
ANSWERS

A. 6 paragraphs; the key names are Monsanto and Center for Food Safety
B. 1. GE: genetically engineered  
   2. GM: genetically modified  
   3. GMO: genetically modified organism  
   4. USDA: United States Department of Agriculture  
   5. CFS: Center for Food Safety  
C. 1. a biotech company  
   2. The company earned $689,000,000 in 2006 and is doing well in the stock market.  
   3. Activists allegedly damaged 65 percent of Monsanto’s test fields. Very few crops have been submitted to regulatory agencies for clearance, few are in the marketplace, and practically nothing is being developed according to the USDA.  
   4. The CFS factsheet also indicated a high level of market rejection.

ACADEMIC SPRINGBOARD

Discuss secondary research using newspapers, journals, and other outside sources. Discuss the stock market reports. Challenge students to find out how Monsanto is doing in today’s market and to bring the information (and the source) to class.

Read (pages 112–113)

This reading is shorter than others, but students may find it challenging due to the technical nature and scientific topic. Decide if it is best to have students read in class or read the passage as homework. Include the Think about It question as part of the assignment.
Choice and Consequence

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

In fact, it is very difficult for consumers to avoid eating GM foods, and most of us eat something containing GM crops everyday. Organic foods in general claim to be GMO free, but there is no guarantee anymore since GMOs can spread via pollen drift, machinery, etc.

Source Citations (page 114)

With online sources becoming more and more prevalent, point out that they sometimes require specific details in the citations. Focus on blogs and present the examples for an APA and MLA citation for a blog.

Questions to Determine the Credibility of a Source (page 115)

Open a discussion about blogs or sites that students like to visit. Write a list on the board. After a list is created, ask students if they feel those are credible. Present the information in the box and discuss the different types of domains. Revisit the list on the board and ask students if their favorite sites are credible.

Practice (page 115)

Ask students to write a citation for Reading 1.

ANSWERS

Refer students to Appendixes B and C to check their answers.

ACADEMIC SPRINGBOARD

Challenge students to make a list of credible websites that they can reference throughout their academic careers. Make sure to include an example from every domain listed in the text.
Zoom In (page 116)

Give students time to read the statements and decide if they are true or false. Remind them that they need to correct the false statements. Point out to students how information can be restated or paraphrased in simpler terms. Go over the answers.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F (GM crops don’t have to be labeled in the United States.)</td>
</tr>
<tr>
<td>2. T</td>
</tr>
<tr>
<td>3. T</td>
</tr>
<tr>
<td>4. F (The statement means consumers do not willingly buy GM produce.)</td>
</tr>
<tr>
<td>5. T</td>
</tr>
<tr>
<td>6. T</td>
</tr>
<tr>
<td>7. T</td>
</tr>
<tr>
<td>8. T</td>
</tr>
</tbody>
</table>

Connect (page 116)

Present the information in the book and discuss how frequently academic study requires the organization and analysis of outside sources. A Sorting Sources Chart is provided and can be copied for students. Students can also download it on their own from the companion website for this text at www.press.umich.edu/elt/compsite/choicecons/. Encourage or require students to log information about each reading in the chapter.
Chapter 3: Genetically Modified Food

<table>
<thead>
<tr>
<th>Reading 1</th>
<th>Author(s), title, source</th>
<th>Main purpose of article</th>
<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2</td>
<td></td>
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<td></td>
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<tr>
<td>Reading 3</td>
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<td>Reading 4</td>
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<tr>
<td>Reading 5</td>
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</tbody>
</table>
The companion website at www.press.umich.edu/elt/compsite/choicecons/ has interactive quizzes to accompany the readings: vocabulary, comprehension, and writing. Encourage or require the students to practice online. Students can be required to print the results page after each section, but it should be noted that students can continue to retake the section until they get a perfect score. If a more formal score is required, create a printed version using the content.

Chapter 3
Reading 1
Vocabulary

Select the best word to complete each sentence.

1. A red rose is ____________ of romantic love.
   a. symbolic
   b. instinctual
   c. connective
   d. predictive

   ANSWER a

2. We ____________ our proposal in order to better meet our client’s needs.
   a. recalled
   b. restricted
   c. modified
   d. triggered

   ANSWER c

3. ____________ can put pressure on companies to produce environmentally friendly products simply by demanding them.
   a. Employees
   b. Consumers
   c. Consultants
   d. Competitors

   ANSWER b

4. Poor diet and other lifestyle factors can contribute to heart disease, but there are also ____________ factors.
   a. gene
   b. genetic
   c. genetically
   d. genetics

   ANSWER b
5. If you don’t read the paper or watch TV, how do you keep up with __________ events?
   a. continuous
   b. spontaneous
   c. constant
   d. current

ANSWER d

6. The effects of GM crops may be __________ in the short term, but the future will tell us whether they have any effect on our health or on the environment.
   a. invisible
   b. linked
   c. cooperative
   d. organic

ANSWER a

7. In the future, maybe more revenue will be __________ from organic foods.
   a. tested
   b. administered
   c. generated
   d. inclined

ANSWER c

8. Most cookies, crackers, snacks, and seasoning mixes on today’s supermarket shelves are examples of __________ food.
   a. generated
   b. banned
   c. processed
   d. expanded

ANSWER c

9. I’m not so interested in being an __________ of GM foods as I am in being a supporter of local, organic, family-operated farms.
   a. organizer
   b. opponent
   c. agent
   d. educator

ANSWER b
10. Our marketing department is working hard to get some big ____________ of our product.
   a. information
   b. accelerations
   c. adoptions
   d. engagements
   ANSWER c

Chapter 3
Reading 1
Comprehension
Select the correct answer to each question.

1. Which of the following statements is true?
   a. Specialty GE crops are generally not eaten in the United States.
   b. Americans eat a lot of specialty GE crops.
   c. Many specialty GE crops have been approved by regulatory agencies.
   ANSWER a

2. How do most Americans feel about GE foods?
   a. They are reluctant to eat them, but they don’t feel strongly about GE foods.
   b. They are glad they are available because they keep food prices low.
   c. They are reluctant to eat them and they are active in their opposition to GE foods.
   ANSWER a

3. Which of the following statements is true?
   a. All GE foods have to be labeled in the United States.
   b. GE foods do not have to be labeled in the United States.
   c. Some GE foods have to be labeled in the United States, but some don’t.
   ANSWER b

4. Which of the following statements is NOT true?
   a. GM foods go into the processed foods Americans eat.
   b. GM foods are fed to the animals that are raised for meat.
   c. Organic foods are sometimes genetically engineered.
   ANSWER c
Chapter 3
Reading 1
Writing

Select the purpose (function) of the sentence within the specified paragraph.

1. (Paragraph 1) A “Monsanto + antichrist” Google search turns up 53,000 hits.
   a. The sentence states the main idea of the paragraph.
   b. The sentence gives support for the main idea of the paragraph.
   c. The sentence is a transition, linking one idea to the next.

   ANSWER b

2. (Paragraph 4) There are two parts to the explanation of this seeming paradox.
   a. The sentence states the main idea of the paragraph.
   b. The sentence gives support for the main idea of the paragraph.
   c. The sentence is a transition, linking the paragraph to the one before and the one following it.

   ANSWER c

3. (Paragraph 4) One is that American public opinion is not nearly as hard-edged as the CFS statement suggests.
   a. The sentence states the main idea of the paragraph.
   b. The sentence gives support for the main idea of the paragraph.
   c. The sentence gives a detail or example to illustrate a supporting idea.

   ANSWER a

4. (Paragraph 5) Monsanto is more like Oracle than Apple.
   a. The sentence states the main idea of the paragraph.
   b. The sentence gives support for the main idea of the paragraph.
   c. The sentence gives a detail or example to illustrate a supporting idea.

   ANSWER c

5. (Paragraph 6) A big chunk of all that genetically modified corn and soy goes right into our processed foods and into the feed for the animals we eat.
   a. The sentence states the main idea of the paragraph.
   b. The sentence gives support for the main idea of the paragraph.
   c. The sentence gives a detail or example to illustrate a supporting idea.

   ANSWER a
Reading 2 (pages 117–122)

Introduce the next reading and point out that this passage is from the *Scientific American* website. Find out if students are familiar with *Scientific American*. Review the box on credible sources and ask students their opinion about this source.

**CULTURAL SPRINGBOARD**

Reuters is an international news agency that is located in London, England. News agencies are composed of hundreds and even thousands of journalists that write news stories that are nearly ready to print with little to no editing. The news agencies then sell the stories to other news organizations. Ask students to make a list of well-known news agencies and discuss their credibility. To get students started, begin the list with BBC, Associated Press, or United Press International.

**Focus In (page 117)**

Review skimming and the importance of noticing acronyms and proper names before beginning a reading. Give students time to complete Parts A and B and remind them that exact answers or details are not required to prepare them for a new reading.

**ANSWERS**

A. Monsanto, Judge Charles Breyer, Roundup Ready, 220,000 acres, Center for Food Safety, USDA, Animal and Plant Health Inspection Service, Forage Genetics, 76 farmers, Canada, Japan, 87 cents, 1.48 percent, $59.50, New York Stock Exchange. It seems to be about government regulations of Roundup Ready and the status of the biotech company Monsanto.

B. Possible answers:
   1. against Monsanto
   2. Overturned means reversed. Upheld means supported.
   3. Federal

**Read (pages 118–119)**

Decide if students will read the reading in class or if they will read it as homework. Assign a due date. Include the Think about It question as part of the assignment.
SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

Citing other policies and practices that have been successful and safe in other countries lends support to those in favor of this technology by indicating that the same regulations would make Roundup Ready alfalfa safe here.

ACADEMIC SPRINGBOARD

Draw attention to the Think about It question and explain that policies and court cases are good to cite in academic work. Challenge students to find a court case or policy about genetically modified food. Ask them to bring their source information to class and be prepared to discuss the case or policy.

Source Citation (page 119)

Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).

ANSWERS

Refer students to Appendixes B and C to check their APA and/or MLA citations.

Zoom In (page 120)

Give students time to answer the questions individually. Then promote the benefits of discussing answers with others. Divide the students into small groups to share their answers. Provide sample answers, but remind students there will be some variation.
ANSWERS

A. Possible answers:

1. They claimed there was low risk of contamination or “genetic flow” from the biotech alfalfa to traditional crops; the two types can coexist. Some farmers want genetically engineered seeds and to grow Roundup Ready alfalfa. It is accepted in other countries such as Japan and Canada.

2. Breyer wrote that the potential harm to farmers and consumers who do not want genetically engineered alfalfa was of more importance than lost business for Monsanto or Forage Genetics.

3. About 220,000 acres have already been planted and can still be sold. Its genetic trait was developed by Monsanto and licensed to Forage Genetics International, which produces and markets the seeds.

4. It is an interesting fact to consumers/readers. The ban was not lifted so Monsanto has lost the case, but the company still seems healthy. This information seems similar since shares are up.

5. biotech companies

B. 2, 4, 3, 1, 5

Connect (page 121)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

Chapter 3
Reading 2
Vocabulary

Select the word or phrase that is closest in meaning to the underlined word or phrase.

1. Consider the maintenance requirements, the environmental effects, and the potential for danger before putting a pool on your property.
   a. solution for
   b. precaution for
   c. possibility of
   d. likelihood of

   ANSWER c
2. We changed our initial plans for our new house in order to cut costs.
   a. expensive
   b. first
   c. last
   d. signed

   ANSWER b

3. Since this last economic crash, there has been a lot of talk about changing the way banks are regulated.
   a. controlled
   b. financed
   c. staffed
   d. updated

   ANSWER a

4. Are you going to any of the preliminary workshops or are you just attending the main conference?
   a. workshops before
   b. workshops after
   c. workshops at night
   d. workshops offsite

   ANSWER a

5. They wouldn’t let him in the restaurant because he was improperly dressed.
   a. obscenely
   b. inappropriately
   c. unfashionably
   d. inexpensively

   ANSWER b

6. The farmers were unable to harvest their crop due to flooding.
   a. plant
   b. gather
   c. store
   d. save

   ANSWER b
7. Some of the U.S. farmers who lost their land due to the development of large-scale agribusiness are now contracted to work and live on the land they used to own.
   a. paid to work for a set amount
   b. paid to work illegally
   c. required
   d. underpaid

   ANSWER a

8. Meditation exercises have been shown to minimize pain for some patients.
   a. eliminate
   b. increase
   c. reduce
   d. balance

   ANSWER c

9. Without a college degree, your employment options are limited.
   a. funds
   b. chances
   c. contacts
   d. choices

   ANSWER d

10. The public has access to a large number of government websites.
    a. can get into
    b. is forbidden entrance to
    c. has control of
    d. needs permission to use

    ANSWER a
Chapter 3
Reading 2
Comprehension

Select true or false.

1. Roundup Ready alfalfa is a genetically engineered crop.
   a. true
   b. false

   ANSWER a

2. The Center for Food Safety has been a strong supporter of GE crops.
   a. true
   b. false

   ANSWER b

3. The USDA has no regulatory control over companies like Monsanto.
   a. true
   b. false

   ANSWER b

   a. true
   b. false

   ANSWER a

5. “Superweeds” are weeds that have special nutritional value.
   a. true
   b. false

   ANSWER b

6. A federal judge ruled that Roundup Ready alfalfa was released without sufficient studies conducted.
   a. true
   b. false

   ANSWER a
Chapter 3
Reading 2
Writing

Choose the best paraphrase for the specified paragraph.

1. (Paragraph 1)
   a. A federal judge upheld a previous ban on Monsanto’s genetically modified alfalfa because of the possibility of genetic contamination of non-GM crops.
   b. A U.S. judge cited the potential for genetic contamination on Thursday when he let stand a precedent-setting ban on the planting of a genetically modified alfalfa crop developed by Monsanto Co.

   ANSWER a

2. (Paragraph 7)
   a. Many people have opposed Roundup Ready alfalfa because they worry about its effect on traditional and organic crops and about its tendency to cause “superweeds” to develop. Application to alfalfa is a major concern because alfalfa is such a big crop in the United States.
   b. Alfalfa is an important plant in the United States because it is one of the most widely grown crops and it is perennial. The commercialization of the Roundup Ready variety is making some environmentalists and organic farmers very angry.

   ANSWER a

3. (Paragraph 9)
   a. The judge rejected a request to lift the ban because he didn’t agree with the argument that there was little risk of contamination.
   b. Forage Genetics produces and markets the Roundup Ready seeds engineered by Monsanto. The two companies had asked that an existing ban be lifted. Judge Breyer disagreed with their claims of low risk of contamination and rejected their request.

   ANSWER b
4. (Paragraph 11)
   a. About 76 farmers had already planted Roundup Ready alfalfa and had contracts to sell it back to Forage Genetics for seed. These farmers would not be affected by the ruling.
   b. Some farmers had illegally planted seed before the ruling. They are going to be able to sell it back to Forage Genetics. About 76 farmers have such contracts, the court ruling states.

ANSWER a

5. (Paragraph 12)
   a. Judge Breyer ordered that the locations of the fields containing the GE alfalfa be provided, and that the GE crops be isolated right away after harvest in order to avoid contamination of non-GE crops.
   b. Judge Breyer wasn’t happy about the GE fields, but he let the existing crops stay in the ground as long as the companies disclosed the location of their alfalfa fields and as long as they took precautions against danger to organic crops.

ANSWER a

**Vocabulary Check: Prefixes and Suffixes (page 121)**

Present the information in the text and review the prefixes and suffixes on pages 67 and 68. Encourage students to add these new prefixes to their list (if they kept one). Focus attention on the prefixes listed and ask students to insert the prefix to create new words in Columns 2 and 3. Then challenge the students to determine the meaning of the prefix and write it to the left of Column 1. Challenge them to try it without a dictionary first. Go over the answers.

Focus on suffixes for Part B. Explain that while prefixes have meaning, suffixes reveal the part of speech of the word. Give students time to complete Part B. Ask them to determine the part of speech the suffix represents and write it to the left of Column 1. Then ask students to circle the suffix in Column 2 and add the same suffix to the word in Column 3. Lastly, challenge them to think of a new word with the same suffix and write it in Column 4.
ANSWERS

A.
mal—bad
bio—life
non—not
micro—very small
agri—related to agriculture
un—not, the opposite
bene—good
trans—across, beyond

B.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 3</th>
<th>Column 4 (Answers will vary.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>physicist</td>
<td>activist</td>
</tr>
<tr>
<td>noun</td>
<td>pesticide</td>
<td>insecticide</td>
</tr>
<tr>
<td>adverb</td>
<td>generally</td>
<td>naturally</td>
</tr>
<tr>
<td>noun</td>
<td>nepotism</td>
<td>cynicism</td>
</tr>
<tr>
<td>noun</td>
<td>medium</td>
<td>stadium</td>
</tr>
<tr>
<td>adjective</td>
<td>energized</td>
<td>socialized</td>
</tr>
<tr>
<td>verb</td>
<td>justify</td>
<td>mystify</td>
</tr>
<tr>
<td>noun</td>
<td>announcers</td>
<td>reporters</td>
</tr>
<tr>
<td>adjective</td>
<td>chronic</td>
<td>metallic</td>
</tr>
</tbody>
</table>

ACADEMIC SPRINGBOARD

Explain that prefixes and suffixes are an ideal way to expand vocabulary. Challenge students to think of other prefixes and suffixes and brainstorm a list of words for each.

Reading 3 (pages 123–138)

Present the introductory paragraph. Warn students that this is an especially long reading and that the content is dense.

Focus In (page 123)

Review the concept of critical reading and active reading. Tell students that active readers are not passive; they perform tasks as they read. Make sure students have two different colored highlighters to use. Go over the directions. Require students to complete the tasks as they read.
ANSWERS

Possible answers:

a. Evidence in favor of GMF (+)
   From Paragraph 8: increased yields, lower prices for food, reduced need for pesticides and herbicides

b. Points against GMF (–)
   From Paragraph 10: poor farmers won’t be able to afford the GM seeds, big corporations seeking to control the world’s food supply

Read (pages 124–130)

This reading is ideally assigned as homework due to its length and complexity. Remind students to consider the Think about It questions as they read. Assign a due date so students will be finished by the same class period and will be able to participate in the next activities.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 124
The verbs in the first paragraph are in the present tense to arouse the audience’s interest. Introductory anecdotes are often written in the present tense to draw the reader into the story and capture his/her attention.

page 127
Farmers who produce GM crops and the companies investing in research and development of GM crops would be critics. They are the ones who will be most negatively affected by the moratorium.

page 129
Appell is relatively objective. He explores both sides of the debate. However, he gives some indication that he is in favor of continuing GMF research. For example, in Paragraph 18 he states, “The larger world can’t afford to turn its back on the vast potential GM foods offer.”

page 130
There are several clues that indicate he generally disagrees with Jessica Hayes. Appell feels that we should be cautious, but that overall the potential benefits of GM foods should not be ignored.
**Source Citation (page 130)**

Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).

**ANSWERS**

Refer students to Appendixes B and C to check their answers.

**Reading Critically: Inferences (page 131)**

Define *inference* if necessary. Explain that making inferences is often a challenging skill to master, but it is necessary in academic reading. Present the information in the box and answer any questions.

**Zoom In (pages 131–132)**

Consider assigning this activity as part of the reading homework and then students will have more time in class to discuss their answers. Remind them that these questions can be challenging in that they require making inferences.

**ANSWERS**

Possible answers:

1. The audience consists of consumers and the general public. The article gives an overview of the debate by comparing and contrasting arguments both in favor and against GMF. The article doesn’t use complicated scientific language or data.

2. Although there are still many questions and possible risks, research and discussion about GM foods should continue due to the potential health and environmental benefits.

3. The writer is probably biased towards GMF for these two reasons. The story used as a hook in the introduction catches the reader’s attention and emotions. The thought of starving people will most likely make the reader at least consider the benefits of genetically modified foods. In the conclusion, the author indicates that more research and caution is needed; however, he states that the “debate should only be beginning, not ending” due to the potential of this technology.

4. Farmers and biotech companies will benefit financially.

5. Answers will vary.

6. Answers will vary.
Synthesizing (page 132)

Repeat the role synthesizing plays in academic reading. Explain that this activity will allow them more practice identifying arguments and main points from an academic passage.

**ANSWERS**

A. Possible answers:
   1. GM foods could help alleviate world hunger.
   2. According to supporters, there is no evidence that GM foods are dangerous.
   3. Farmers could save money on pesticides and avoid exposure to dangerous chemicals.

B. Possible answers:
   1. According to opponents, the results of using GM foods are unpredictable and not enough research has been done.
   2. There are concerns about allergies and other potential health risks.
   3. Pollen drift can cause gene transfer between crops.

**ACADEMIC SPRINGBOARD**

Stage a debate about genetically modified food or another topic with arguments for and against. Let teams prepare their arguments. Record the debate for analysis, peer evaluation, and/or formal evaluation.

Outlining (page 133)

Review outlining and its benefits to reading and writing. Give students time to complete the outline for Reading 3.
Summary (page 134)
Review the characteristics of a summary and ask students to read the summary of Reading 3. Lead a discussion about why this is a good summary.

Reporting Verbs in Summary Writing (page 135)
Continue the discussion about summaries by explaining that summaries use a variety of reporting verbs to credit the author. Also point out that summaries are generally written in the present tense. Give students time to underline the reporting verbs. Use the lines to list any other reporting verbs students can think of.

ANSWERS
- presents, begins, explains, indicates, reports, points out, says, contrasts, concludes

Paraphrasing and Summarizing Practice (pages 135–136)
Review paraphrasing by presenting the information in the book, studying the original quote, and sample paraphrase and summary. Discuss quotation marks and when to use them.

ACADEMIC SPRINGBOARD
Be prepared to review punctuation of direct quotations using lessons from the Online Writing Lab by Purdue University or a grammar textbook.
Practice (page 136)

Challenge students to practice paraphrasing the two quotations provided before assigning them to write a summary of either Reading 1 or Reading 2. The summary might be best assigned as homework.

<table>
<thead>
<tr>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>Answers will vary.</td>
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</tbody>
</table>

Zoom In (pages 137–138)

Discuss how critical readers synthesize information and often use graphic organizers to collect information from the reading. Remind students that this is especially useful for long readings so that they don’t have to reread as often. Give them time in class to complete the chart (or assign it as homework). Go over the example in the book and then let students complete the chart. Consider time in class for students to share and discuss their notes since there is more than one possible answer.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

Allow time to discuss the citation information on page 138. Discuss that academic readers and writers often need to quote without being able to find the original source. Show the samples of citing a secondary source.

Connect (page 138)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 3
Reading 3
Vocabulary

Select the correct word to complete each sentence.

1. Many people believe we can eliminate ____________ and feed all the world’s people, but many also disagree about how this should be accomplished.
   a. starve
   b. starved
   c. starvation
   ANSWER c

2. The Haiti earthquake left many people ____________ for food, water, and shelter.
   a. desperate
   b. desperately
   c. desperation
   ANSWER a

3. Some people give food or money to beggars on the street, but most people ____________ them.
   a. ignorance
   b. ignore
   c. ignoring
   ANSWER b

4. Much of the food in food banks for the homeless and unemployed has been ____________ by ordinary families and individuals.
   a. donate
   b. donation
   c. donated
   ANSWER c

5. When people don’t get enough vitamins and calories, they suffer from ____________.
   a. malnourish
   b. malnourished
   c. malnutrition
   ANSWER c
6. People in the area are enraged and heartbroken, but they are still hopeful that the environment will _______________ recover from the oil spill.
   a. eventually
   b. eventual
   c. eventuality
   ANSWER a

7. To use the cash machine, _______________ your ATM or debit card into the slot.
   a. insertion
   b. insert
   c. inserted
   ANSWER b

8. Marijuana and opium can be legally used for medical purposes, but they are examples of controlled _______________.
   a. substances
   b. substantially
   c. substantive
   ANSWER a

9. Many wonder whether Washington _______________ the interests of big business over the health of the people.
   a. favors
   b. favorites
   c. favoring
   ANSWER a

10. Animals in bad or dangerous situations cannot speak or fight for themselves, so they need others to _______________ for them.
    a. advocate
    b. advocating
    c. advocates
    ANSWER a
Chapter 3
Reading 3
Comprehension

Select true or false.

1. Zambian president Levy Mwanawasa was angry because GM food was not made available for starving people in his country.
   a. true
   b. false
   ANSWER b

2. GE corn was available but the Zambian people did not receive it.
   a. true
   b. false
   ANSWER a

3. GE corn has been altered to kill the insects that would eat it.
   a. true
   b. false
   ANSWER a

4. Andrew Natsios worked for a non-profit organization concerned with hunger in the world.
   a. true
   b. false
   ANSWER b

5. Americans eat food that people in India consider dangerous to human health.
   a. true
   b. false
   ANSWER a

6. Up to 75% of food in supermarkets in the United States contains ingredients that come from genetically altered plants.
   a. true
   b. false
   ANSWER a
7. People in Europe are reluctant to eat many GE foods.
   a. true
   b. false
   ANSWER a

8. Martha Crouch is a scientist who is concerned that the increase in certain serious diseases in the United States might be proven to be linked to GE crops in the future.
   a. true
   b. false
   ANSWER a

Chapter 3
Reading 3
Writing
Select the best answer to each question.

1. What is the writer’s purpose in Paragraph 1?
   a. To briefly set out the main idea of the article.
   b. To engage the reader with an emotionally gripping description of a problem.
   ANSWER b

2. Why does the author use a quote from Andrew Natsios rather than an original argument in Paragraph 3?
   a. The author wants to be completely objective and to avoid taking sides in the argument, so he uses quotes from people who represent both sides.
   b. The author uses Natsios because Natsios is an expert who is deeply involved in the issue addressed in the article.
   ANSWER b

3. What do the first two lines of Paragraph 5 seem to indicate about the author’s stance or viewpoint?
   a. That he supports feeding hungry people GM foods.
   b. That he doesn’t believe hungry people should be given foods that are not agreed to be safe to eat.
   ANSWER a
4. What is the main purpose of Paragraphs 8 and 9?
   a. They describe many benefits offered or soon to be offered by new GE foods.
   b. They describe all of the people who will benefit from the availability of GE foods.

   ANSWER a

5. How does Paragraph 16 relate to the author’s position?
   a. Here the author finally states and supports his position clearly.
   b. Here, the author offers counter-arguments to his own position in order to lend a sense of non-bias or fairness to the article.

   ANSWER b

6. In Paragraph 21, what technique does the author use to add coherence to the article and to emphasize his own views?
   a. He ties the paragraph back to the emotional description in the first paragraph.
   b. He quotes an expert.

   ANSWER a

**Reading 4 (pages 139–147)**

Review bias (page 18). Ask students to read the introduction about Andy Coghlan and Readings 4 and 5.

**Focus In (page 139)**

Begin this section by letting students write and discuss notes for the first two questions. Then ask them to be active readers and to complete the tasks in Part B as they read.
**Read (pages 140–145)**

It is ideal to assign this reading and its questions as homework. Schedule a due date so students are prepared to discuss the reading and their answers in class.

**ANSWERS**

1. Herbicides are weedkillers; they can be harmful to other plants and are not generally good for wildlife.
2. No, they do not seem happy. They may have conducted the experiments to prove that GM crops do not harm surrounding wildlife, but found otherwise.
3. GMF critics are happy because the findings of this study add to research showing negative environmental impacts of GM crops.
4. No, opponents of GMF say the findings are invalid since the herbicide used on the conventional maize is known to be harmful and is going to be banned.
5. Crop yields refer to how much is produced by plants that are cultivated.
6. The present study only looked at the environmental impact of GM versus conventional crops; the researchers in this case were not interested in the amount of productivity from each type of plant.

7. No, Chris Pollack says the results of this study should “feed into the wider debate” over GM crops and food in Britain, meaning nothing is certain.

8. They consider this study a success because the trials were done before the government made a decision to adopt a technology (whereas often these studies are done after the fact).

9. They examined the number of weeds, weed seeds left in the soil, beetles, and other insects collected in traps.

10. Weeds are seen as good; when they are plentiful it shows less harm to the environment.

11. Seeds in the ground are good for wildlife; birds eat them. Comparing seeds left in the ground by GM crops and conventional crops is one way to show the environmental impact of each type of plant.

12. This implies that there were 40 percent fewer butterflies recorded around the GM crops.

13. While the results for the oilseed rape and sugar beet plants showed more weeds and seeds in the conventional plots, for maize, more weeds and seeds were observed in the GM plots.

14. He is referring to GM crops, since they have not been grown for the past ten years.

15. Their reaction is positive because they are against genetically modified crops and food production.

16. They feel the study was not designed well, that researchers tried to “fix” the experiment so that results would favor GM crops.

17. The GM herbicides are engineered within the plants, but atrazine needs to be sprayed on/added to plants and soil; it has already been known to cause environmental harm.

18. No, Monsanto announced it would close its “European cereal seed business” but remains committed to research and development (R&D). It is implied that this R&D takes place elsewhere (such as in North America, as learned in previous readings).

19. Answers will vary.
Source Citation (page 146)
Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).

ANSWERS
Refer students to Appendixes B and C to check their answers.

Zoom In (page 146)
Give students time to answer the questions about the reading (or assign these as part of the reading homework). Schedule time for students to share answers in class and then present the answers.

ANSWERS
1. the first sentence
2. four (Firbank, Pollock, Squire, Kronick)
3. United Kingdom, 2003
4. Possible answer: Par. 10—“A quarter fewer butterflies . . .”
5. Possible answer: Par. 12—“[the Maize situation] was totally reversed.”

Vocabulary Check: Academic Word List and Topic-Related Vocabulary (page 147)
Students often say that academic vocabulary is challenging. Some explain that they know the words in their native language but not in English. Others say the words are topic-specific and are new to them. Introduce the Academic Word List to students and explain that this is composed of some of the most common academic words. Give students time to complete the short practice activity in the book.

ANSWERS
1. challenge (verb)
2. vaccine (noun)
3. processed (verb—past participle)
4. infectious (adjective)
5. initiatives (plural noun)
6. previously (adverb)
7. potentially (adverb)
Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

**Chapter 3**
**Reading 4**
**Vocabulary**

Select the word or phrase closest in meaning to the underlined word.

1. We don’t know the full **impact** of new GM crops on human and animal health.
   a. crash
   b. effect
   c. danger
   d. benefit

   **ANSWER b**

2. New energy-based weapons are being developed by major world powers while **conventional** weapons are still in use.
   a. traditional
   b. strategic
   c. effective
   d. domestic

   **ANSWER a**

3. We felt that the **appraisal** of our property was low.
   a. estimate of age
   b. estimate of value
   c. improvement
   d. damage

   **ANSWER b**
4. Serious mental illness is considered grounds for divorce.
   a. reason
   b. predictor
   c. enough
   d. legality

   ANSWER a

5. Drugs have to be trialed before they are approved for market.
   a. tested
   b. taken to court
   c. labeled
   d. mass-produced

   ANSWER a

6. Scientists are trying to gauge the effects of global warming on food production.
   a. change
   b. measure
   c. publicize
   d. minimize

   ANSWER b

7. Interaction with parents is vital to a child’s development.
   a. traditional
   b. normal
   c. necessary
   d. factual

   ANSWER c

8. The bee population has declined dramatically in the past ten years.
   a. significantly
   b. gradually
   c. slightly
   d. interestingly

   ANSWER a
9. Most people in the area took shelter when they heard about the **impending** tornado.
   a. coming
   b. large
   c. possible
   d. speeding

   **ANSWER** a

10. Too many people tried to direct our group before we had a **coordinator**.
   a. compass
   b. GPS
   c. leader
   d. bookkeeper

   **ANSWER** c

**Chapter 3**
**Reading 4**
**Comprehension**

Select true or false.

1. Two GM crops were shown to be worse for the environment than conventional crops because of the herbicides used with them.
   a. true
   b. false

   **ANSWER** a

2. In Britain 280 fields were monitored for four years.
   a. true
   b. false

   **ANSWER** a

3. The results for corn were similar to the results for sugar beets.
   a. true
   b. false

   **ANSWER** b

4. The results for oilseed rape were similar to the results for sugar beets.
   a. true
   b. false

   **ANSWER** a
5. Monsanto closed its cereal seed business in Europe after the trials.
   a. true
   b. false
ANSWER a

Reading 5 (pages 148–152)
Remind students that this reading is related to Reading 4. Take time to review
the introductory information on page 139.

Focus In (page 148)
Repeat the process of having students become familiar with the topic by answering
the questions. Reinforce the idea that they don’t need to answer the questions
in-depth or even correctly; the activity is designed to help them focus and preview the topic. Point out that the fourth question requires them to actively read and they will need their highlighters.

ANSWERS
A. Possible answers:
   1. The title suggests Coghlan is in favor of genetically modified tomatoes
      that can attack human disease.
   2. Coghlan writes for a scientific journal and does tend to be objective
      and neutral when reporting.
   3. Actually, in Coghlan’s 2003 article, his report is very neutral and
      objective. His view hasn’t really changed. He seems objective yet inter-
      ested in genetic modification from the standpoint of a scientist who is
      curious about both the pros and cons.
   4. a. Possible answer: “You wouldn’t have to refrigerate the vaccine . . . ”
      says Hammond.
   b. 1. challenge two of the world’s most lethal viruses
      2. affordable vaccines
      3. easily grown and processed

Reading (pages 149–150)
This reading is shorter than others, but just as dense. Decide if it is best to give
students time in class to read or if the reading is best assigned as homework.

Source Citation (page 150)
Challenge students to write a citation in APA and/or MLA (or in the style pre-
ferred by their field).
Zoom In (page 151)

After students complete the true/false activity, including correcting the false statements, go over the answers. Pay special attention to Part B, in which students determine the thesis statement. Allow time to discuss if the thesis is stated directly or if it is implied.

<table>
<thead>
<tr>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>Refer students to Appendixes B and C to check their answers.</td>
</tr>
</tbody>
</table>

A. 1. F (The scientist is awaiting permission to continue research.)
   2. F (Oral vaccines would be inexpensive.)
   3. T
   4. F (Potatoes have also been used.)
   5. F (The USDA Agricultural Research Service is collaborating with Russian researchers.)
   6. T
   7. T
   8. T

B. Possible answers:
   Genetically modified foods can be used to create edible vaccines which could combat serious viruses.
   The thesis is stated directly.

Connect (page 152)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 3
Reading 5
Vocabulary

Three of the words are similar. Select the word that has a different meaning.

1. a. virus  
   b. vaccine  
   c. medicine  
   d. antibiotic  
   ANSWER a

2. a. synthetic  
   b. artificial  
   c. manmade  
   d. genetic  
   ANSWER d

3. a. parts  
   b. fragments  
   c. connections  
   d. pieces  
   ANSWER c

4. a. prompt  
   b. quick  
   c. trigger  
   d. cause  
   ANSWER b

5. a. tablet  
   b. capsule  
   c. injection  
   d. protection  
   ANSWER d

6. a. trigger  
   b. stimulate  
   c. mobilize  
   d. create  
   ANSWER c

7. a. donors  
   b. recipients  
   c. receivers  
   d. beneficiaries  
   ANSWER a

8. a. approval  
   b. permission  
   c. allowance  
   d. restriction  
   ANSWER d
Chapter 3  
Reading 5  
Comprehension

Select true or false.

1. The United States and Germany worked together to try to engineer tomatoes that could deliver vaccines.
   a. true
   b. false

   ANSWER b

2. The vaccine that the scientists tried to deliver within the tomatoes was for TB.
   a. true
   b. false

   ANSWER b

3. Tests conducted on mice showed encouraging results.
   a. true
   b. false

   ANSWER a

4. Tomatoes are considered the best vehicle of delivery of edible vaccine to humans.
   a. true
   b. false

   ANSWER b

5. The ideal vaccine would cause the body to produce both T-cells and antibodies.
   a. true
   b. false

   ANSWER a

6. Tomatoes are the first vegetables that people have used to make vaccines.
   a. true
   b. false

   ANSWER b
Chapter 3
Reading 5
Writing

Put the items into the order in which they occur in the article.

_____ HIV and HBV DNA fragments have been put into tomato plants by Russian scientists.
_____ The idea is to create inexpensive vaccines that can be grown and processed in poor countries.
_____ Tomatoes are being used to try to cure viruses that are major threats throughout the world.
_____ The proteins that are in the tomatoes prompt the body to create antibodies.

ANSWER 3, 2, 1, 4

Put the items into the order in which they occur in the article.

_____ Russian scientist Sergei Shchelkunov presented findings in Portugal.
_____ Expert says vaccine would be cheap to make and administer.
_____ Experiments on mice showed promise.
_____ There have also been experiments with vaccines made using potatoes, and this research may continue.
_____ The vaccines manufactured in tomatoes could be given in tablet form.

ANSWER 2, 3, 1, 5, 4

The Big Picture (page 152)

Students have enough information from the readings to be able to write effectively without any additional research. For more of a challenge, require students to conduct additional outside research. Collect the writing for a formal evaluation.

Refer students to Appendix E to read a sample essay about the genetically modified food debate.
End of Chapter Test

Evaluate students as desired. An interactive test is available on the textbook’s companion website at www.press.umich.edu/elt/composite/choicecons/. Students can print their results sheet to submit, but note that their wrong answers are given and students can retake the section until they obtain a perfect score. If preferred, a printed version can be created from the content.

Chapter 3
End of Chapter Test

Select the best answer to each question.

1. Which statement is true?
   a. Genetically modified foods are required to be labeled by federal law.
   b. There is no federal law requiring genetically modified foods to be labeled, but many states require such labeling.
   c. Genetically modified foods are generally not labeled as such.

   ANSWER c

2. During the time span in which the articles in this chapter were written, what was happening with Monsanto’s stock price?
   a. It was rising.
   b. It was declining
   c. It remained steady.

   ANSWER a

3. According to the information in the chapter, what is one reason Americans eat genetically modified foods although they say they don’t approve of them?
   a. Americans often don’t know they’re eating GM foods.
   b. Non-GM foods are not available in most places.
   c. Americans are addicted to the salts, sweeteners, and fats contained in GM foods.

   ANSWER a

4. According to the first article, whose opinions are most important to Monsanto?
   a. the average consumer’s
   b. those of large agribusiness and corporate seed buyers and farmers
   c. those of independent research scientists

   ANSWER b
5. What two modified foods go into most of our processed foods?
   a. wheat and corn
   b. sugar beets and corn
   c. corn and soybeans

   ANSWER c

6. What crop was involved in the case decided by U.S. District Judge Charles Breyer?
   a. soybeans
   b. alfalfa
   c. corn

   ANSWER b

7. What are “superweeds”?
   a. weeds that do not respond to the pesticide called Roundup
   b. stronger-than-normal weeds that develop when GM crops are planted and sprayed with herbicides
   c. weeds whose DNA has been added to food crops to make them stronger

   ANSWER b

8. In what other countries have regulatory agencies approved Roundup Ready alfalfa?
   a. Japan and Canada
   b. Canada and Mexico
   c. India and Mexico

   ANSWER a

9. In what country were starving people denied GM food?
   a. Ethiopia
   b. Sudan
   c. Zambia

   ANSWER c

10. What other country rejected U.S. food aid because it was genetically engineered?
    a. India
    b. Pakistan
    c. North Korea

    ANSWER a
11. When were GM foods first made available to American consumers?
   a. in the 1960s
   b. in the 1980s
   c. in the 1990s
   ANSWER c

12. What is Roundup?
   a. a combination of DNA from different plants
   b. a herbicide
   c. a weed
   ANSWER b

13. About what fraction of the world’s GM crops are grown in the United States?
   a. one half
   b. two thirds
   c. three quarters
   ANSWER b

14. What is “golden rice” an example of?
   a. an organic crop
   b. a nutraceutical
   c. rice that has been contaminated by a nearby GM crop
   ANSWER b

15. Which statement is true?
   a. The approach to adopting GM foods has been more cautious in the EU than in the U.S.A.
   b. There have been similar levels of official acceptance of GM foods in the EU and in the U.S.A.
   c. The approach to adopting GM foods has been more cautious in the U.S.A. than in the EU.
   ANSWER a

16. What is “biofarming”?
   a. farming that respects the environment and biodiversity
   b. organic farming
   c. using GM plants to produce drugs and chemicals
   ANSWER c
17. Which of the following best describes “a paraphrase” and “a summary”?
   a. A paraphrase is a restating of a section or piece of writing that includes all of the main ideas from the original section. A summary gives the main idea of a whole article or other piece of writing, and it may be much shorter than the original.
   b. A paraphrase is restating an original piece or writing using your own words and adding your own opinions, as long as you make it clear which opinions are yours and which are the original author’s. A summary is a longer paraphrase, but it can include quotations, as long as they are cited.
   c. A summary restates information paragraph by paragraph, restating all of the main ideas. In a paraphrase, you just give the most important idea, in your own words.

ANSWER a

18. In Coghlan’s article, which two GM crops were shown to have a negative effect on the environment?
   a. oilseed rape and corn
   b. oilseed rape and sugar beet
   c. sugar beet and corn

ANSWER b

19. Which GE crop tested better for wildlife than the crop in its traditional form?
   a. sugar beet
   b. corn
   c. cotton

ANSWER b

20. What have scientists monitored in order to determine the effects of GE crops on wildlife?
   a. weeds, weed seeds, and insects
   b. birds, fish, and weed seeds
   c. weeds, mice, and weed seeds

ANSWER a
21. Why is the amount of seed left in the ground important? 
   a. It shows waste and helps scientists determine which crops need to be 
      better engineered. 
   b. Seeds are a food source for many birds and insects. 
   c. It shows the health of the crop. 

   ANSWER b

22. What are Greenpeace and Friends of the Earth? 
   a. environmental organizations 
   b. aid organizations 
   c. peace organizations 

   ANSWER a

23. What did Monsanto close in Europe? 
   a. its largest research facility 
   b. its cereal seed business 
   c. its headquarters 

   ANSWER b
Chapter 4

Alternative Energy

Students will be able to

• improve reading comprehension
• make connections (between texts, between texts and themselves, and between texts and the world)
• use higher-order skills such as evaluating, analyzing, and synthesizing
• preview the topic
• grow their vocabulary
• participate in academic discussions
• sort sources
• complete academic writing assignments
• expand knowledge of citing sources
• consider benefits and drawbacks to issues
• identify and evaluate arguments in readings
• practice outlining
• notice word choice
• improve paraphrasing and summarizing
• integrate sources
• support their thesis

Alternative Energy (page 155)

Ask students to read the brief introduction to the unit. Hold a short discussion about student opinions. Use the question posed in the textbook. Be aware that students might not have enough information to answer in-depth. Remind them this is just an initial opinion and it might change as they complete the readings and learn more about the topic.

Canvas the Topic (pages 156–157)

Allow time for students to write answers to the questions. Assure them it is okay if they don’t have detailed or correct information as this is designed to focus on the topic. Schedule discussion time for students to share answers. Explain that
discussion is good so they can learn new ideas and continue to expand their knowledge about the topic.

Give students time to become familiar with the key vocabulary in Part B. If time allows, discussion with classmates can be valuable for vocabulary as well.

### ANSWERS

A. Answers will vary.

B. Possible answers:

1. a bill (in Congress)—a statute in draft before it becomes law
2. biofuel—fuel coming from a renewable biological source
3. photovoltaics—technology which converts sunlight into energy
4. wind farm—a power plant that uses wind turbines to generate electricity
5. hydrogen cell—an energy conversion device that can capture and use hydrogen to generate power
6. R & D—research and development

### Reading 1 (pages 158–161)

Point out that this reading is another blog post about an MIT study. Ask students to share their guesses as to what “alternative fuels suffer from a Catch-22 situation” means. Let students know they’ll learn the answer when they read.

### CULTURAL SPRINGBOARD

Massachusetts Institute of Technology (MIT) is a private institution located in Cambridge, Massachusetts. It is best known for its science and engineering programs and is often ranked among the nation’s top universities in these fields. Ask students to research a well-known university or one they are interested in attending in the future (or for graduate studies). Request that students bring a few details about what programs are strongest at the school and what kinds of classes are available.

### Focus In (page 158)

Deliver the usual reminders about answering the questions, not worrying about detail or correctness, and focusing on the topic. Let students discuss their answers if time allows.
Zoom In (page 159)

This activity allows for a brief review of key reading strategies that are likely already familiar with: predicting, identifying main ideas, scanning, noticing details. Review if necessary before students complete the questions.

<table>
<thead>
<tr>
<th>ANSWERS</th>
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</thead>
<tbody>
<tr>
<td>Possible answers:</td>
</tr>
<tr>
<td>1. electricity and hydrogen</td>
</tr>
<tr>
<td>2. A tough sell means that it will be difficult to get consumers to adopt alternative fuels.</td>
</tr>
<tr>
<td>3. research and development is costly, consumers are dissatisfied, gas prices are high</td>
</tr>
</tbody>
</table>

Read (page 160)

Assign students to read the blog. This reading is short enough that it might be ideal to schedule class time for it. If done in class, circulate to help students with vocabulary or content questions.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is not likely to happen; will only occur</td>
</tr>
<tr>
<td>2. Possible answer: Alternative fuels will not be widely used in cars in the future according to an MIT study.</td>
</tr>
<tr>
<td>3. This is an opinion because it is the researcher’s conclusion.</td>
</tr>
<tr>
<td>4. Money from the government to promote alternative fuel infrastructure.</td>
</tr>
</tbody>
</table>

Source Citation (page 161)

Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Refer students to Appendixes B and C to check their answers.</td>
</tr>
</tbody>
</table>
Zoom In (page 161)

Give students time to read the questions and write answers. Allow time for discussion.

<table>
<thead>
<tr>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You can’t get a job without experience, but you can’t get experience unless you have a job.</td>
</tr>
<tr>
<td>2. Policies such as tax subsidies will need to be in place to allow corporations to build the infrastructure (e.g., fuel stations).</td>
</tr>
<tr>
<td>3. a</td>
</tr>
</tbody>
</table>

CULTURAL SPRINGBOARD

*Catch-22* is a well-known American novel that originally published in 1961. The term *catch-22* stems from the situations in this novel. Consider requiring students to read an excerpt or watch a clip from the movie for discussion or additional reading practice.

Connect (page 161)

Present the information in the book and discuss how frequently academic study requires the organization and analysis of outside sources. A Sorting Sources Chart is provided and can be copied for students. Students can also download it on their own from the companion website for this text at [www.press.umich.edu/elt/compsite/choicecons/](http://www.press.umich.edu/elt/compsite/choicecons/). Encourage or require students to log information about each reading in the chapter.
<table>
<thead>
<tr>
<th>Reading 1</th>
<th>Author(s), title, source</th>
<th>Main purpose of article</th>
<th>Main ideas, claims of authors</th>
<th>Supporting details, examples</th>
<th>Quotes maybe to use in my essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2</td>
<td></td>
<td></td>
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<tr>
<td>Reading 3</td>
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<tr>
<td>Reading 4</td>
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<tr>
<td>Reading 5</td>
<td></td>
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</tbody>
</table>
The companion website at www.press.umich.edu/elt/compsite/choicecons/ has interactive quizzes to accompany the readings: vocabulary, comprehension, and writing (outlining). Encourage or require the students to practice online. Students can be required to print the results page after each section, but it should be noted that students can continue to retake the section until they get a perfect score. If a more formal score is required, create a printed version using the content.

Chapter 4
Reading 1
Vocabulary
Select the correct word to complete each sentence.

1. Google is only one of many powerful search _____________.
   a. machines
   b. procedures
   c. applications
   d. engines
   ANSWER d

2. You all want an A in your class, but if you don’t study a lot, you’re not _______________ to get one.
   a. probably
   b. chancing
   c. likely
   d. happening
   ANSWER c

3. Scientists agree that another large comet will hit the earth someday, but no one has predicted exactly when this event will _____________.
   a. occur
   b. emerge
   c. trigger
   d. fulfill
   ANSWER a
4. Today, it’s not uncommon for people to live eight _______________.
   a. lifestyles
   b. decades
   c. cycles
   d. situations

   ANSWER b

5. A lot of small business owners create websites to _______________ their businesses.
   a. prioritize
   b. promote
   c. monitor
   d. select

   ANSWER b

6. TV and print sources are good for mainstream news coverage, but for _______________ viewpoints, I recommend the Internet.
   a. common
   b. alternative
   c. happening
   d. prior

   ANSWER b

7. Does it trouble you that so many of the computer games on the market _______________ war?
   a. simulate
   b. pronounce
   c. situate
   d. export

   ANSWER a

8. Most major religions encourage sensitivity to the _______________ of others.
   a. tolerance
   b. suffering
   c. priorities
   d. cooperation

   ANSWER b
9. The mining company is emphasizing the number of jobs it will bring to the area in hopes of gaining community acceptance of the new gold mine.
   a. demand
   b. support
   c. acceptance
   d. ignorance

   ANSWER c

10. My phone’s camera is OK, but it doesn’t have video capability.
   a. maximizing
   b. capability
   c. reception
   d. analysis

   ANSWER b

Chapter 4
Reading 1
Comprehension
Read the statements and select true or false.

1. According to an MIT study, the use of the internal combustion engine is rapidly declining.
   a. true
   b. false

   ANSWER b

2. People won’t buy cars that use alternative fuels because they are worried that the fuels will not be easily available.
   a. true
   b. false

   ANSWER a

3. The demand for alternative fuels is not sufficient for distributors to provide it on a large scale.
   a. true
   b. false

   ANSWER a
4. MIT recommended a carbon tax as the single best option for funding the development of alternative fuels and the infrastructures to deliver them.
   a. true
   b. false

ANSWER b

5. The MIT study indicates that a switch to alternative fuels could take place within two or three years.
   a. true
   b. false

ANSWER b

Chapter 1
Reading 1
Writing

Refer to the paragraph in parentheses. Select the best paraphrase of the paragraph.

1. (Paragraph 1)
   a. An economic analysis performed by the Massachusetts Institute of Technology indicates that we will need decades of policies promoting alternative fuels before we are ready to give up the internal combustion engine, which is powered by gasoline.
   b. According to an MIT analysis, dethroning the internal combustion engine will take decades of policies to promote alternative fuels.

ANSWER a

2. (Paragraph 2)
   a. The research done by MIT used economic models to demonstrate the ways in which alternative fuels could be brought to market. A summary of the research was published on Wednesday.
   b. On Wednesday, MIT published a paper about the research that used economic models to study how alternative fuels might come to market.

ANSWER a
3. (Paragraph 5)
   a. People will not buy cars that run on alternative fuels, even if they are more fuel-efficient because there are concerns over the availability of fuel. Furthermore, distributors won’t build the infrastructure unless there is sufficient demand.
   b. Even if cars powered by alternative fuels are much more fuel-efficient than current vehicles, people won’t buy them due to concerns over the availability of fuel. At the same time, without sufficient demand, distributors are not going to build the infrastructure that would reliably deliver the fuel.

   ANSWER b

4. (Paragraph 7)
   a. According to MIT, we need many decades of policies to encourage the use of alternative fuels—even during periods when gasoline prices are in decline. Such policies might encourage subsidies for the building of filling stations, or the implementation of a carbon tax. MIT did not recommend any particular policy, but pointed out that environmental and energy security aims will make alternative fuels necessary.
   b. According to MIT, alternative fuels are needed to address environmental and energy security goals. MIT did not make a specific recommendation, but said any policies to encourage alternative fuels, such as a carbon tax or subsidies for the building of filling stations, would need to be implemented for many decades, even during times of declining gasoline prices.

   ANSWER a

**Reading 2 (pages 162–167)**

Review bias and credibility. Present the information in the book and hold a class discussion after the reading is completed to talk about the questions posed in the introductory paragraph.

**Focus In (page 162)**

Reiterate the importance of critical reading, paraphrasing, and skimming, and give students time to complete the activities.
Choice and Consequence

ANSWERS

1. To be a world leader, America must develop renewable energy.
2. President Carter wore sweaters in the White House . . . only to be followed by Former Pres. Reagan . . .; Obama argued that kicking our foreign oil “addiction,” as ex-Pres. Bush called it . . . Louisiana Gov. Bobby Jindal, delivering the Republican response . . .; efforts that former vice president Dick Cheney had derided as merely “political virtues.”

ACADEMIC SPRINGBOARD

Discuss the difference between factual reporting and opinionated commentary in more depth. Emphasize the importance of being able to distinguish between the two when reading and writing academic works. Bring a variety of newspaper articles from different sections of the newspaper. Ask students to discuss whether they are factual or opinionated (or a combination).

Read (pages 163–165)

Consider making this reading, along with the Think about It questions and the Zoom In questions, a homework assignment. Allow class time to go over answers and for participation in more in-depth discussion.

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 163
The author’s reference to Carter and Reagan suggests that Democratic President Carter was more concerned about energy conservation than Republican President Reagan.

page 164
Jindal and Obama agree that we need to pursue alternative and renewable fuels; however, Jindal is against using stimulus money for fuel-efficient government cars.

Source Citation (page 165)
Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).
**ANSWERS**

Refer students to Appendixes B and C to check their answers.

---

**Zoom In (page 166)**

If not assigned as homework, give students ample time to complete the questions. The difference between objective and subjective can sometimes be challenging.

**ANSWERS**

1. The author seems positive about Obama’s plans. For example, the author discusses the positive impact the stimulus package will have on alternative energy.
2. Carter, who was also a Democrat, was concerned about energy conservation.
3. a. objective  
   b. subjective  
   c. subjective
4. to persuade them to agree
5. Answers will vary.

---

**Connect (page 167)**

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

**Chapter 4**
**Reading 2**
**Vocabulary**

Select the correct word to complete each sentence.

1. The President is scheduled to _____________ the nation this evening at 8:00.
   a. institute  
   b. attribute  
   c. address  
   d. utilize

   ANSWER c
2. Hank and Susan say their marriage has lasted 50 years because they made spending time together a _______________.
   a. factor
   b. priority
   c. benefit
   d. trend
   ANSWER b

3. Recycling is great, but many households have _______________ a lot of waste and helped the environment by simply buying less.
   a. eliminated
   b. eliminate
   c. elimination
   d. eliminating
   ANSWER a

4. New York and other states have car inspections every year that test to make sure carbon _______________ are at or under an acceptable level.
   a. situations
   b. resources
   c. restrictions
   d. emissions
   ANSWER d

5. A lot of people who live in northern states in the U.S. hope to retire in a warmer _______________.
   a. infrastructure
   b. facility
   c. climate
   d. transition
   ANSWER c

6. In some schools, free breakfast programs _______________ that all students start the day with a nutritious meal, and that no students start the day hungry.
   a. govern
   b. ensure
   c. assure
   d. pressure
   ANSWER b
7. I have a computer at home, but sometimes I like to __________ the computer lab and its resources.
   a. demonstrate  
b. recommend  
c. utilize  
d. alternate
ANSWER c

8. The town lost many jobs when the auto ___________ plant closed.
   a. promoting  
b. assembling  
c. manufacturing  
d. installing
ANSWER c

9. My brother opened a small restaurant, and he believes it will be successful although it’s not very ___________ yet.
   a. dynamic  
b. profitable  
c. available  
d. expansive
ANSWER b

10. Both of the presidential candidates ___________ the corruption in the capital.
    a. utilized  
b. eliminated  
c. denounced  
d. instituted
ANSWER c
Chapter 4
Reading 2
Comprehension

Select the best answer to each question.

1. What did President Obama indicate was his top priority?
   a. the economy and providing good jobs for all Americans
   b. improvements in education and financial aid for students who want to go to college
   c. renewable power and decreased dependence on oil from other countries

   ANSWER c

2. What did President Reagan do?
   a. He had solar panels put on the roof of the White House.
   b. He had solar panels removed from the roof of the White House.
   c. He invested in a company that manufactured solar panels while he was in the White House.

   ANSWER b

3. Who first referred to our “foreign oil addiction”?
   a. President Obama
   b. President Bush
   c. President Reagan

   ANSWER b

4. What does President Obama say causes climate change?
   a. weather modification programs
   b. atmospheric research
   c. greenhouse gas emissions

   ANSWER c

5. Which countries rank ahead of the United States in manufacturing and using solar panels?
   a. Canada and Japan
   b. Japan and Germany
   c. Canada and Germany

   ANSWER b
6. How much stimulus money will go into alternative energy development?
   a. $787 billion
   b. $350 billion
   c. $15 billion
   ANSWER c

7. Where will wind energy increasingly be developed?
   a. in the South
   b. in the Great Plains
   c. in the Northeast
   ANSWER b

8. What did the governor of Louisiana NOT support?
   a. new drilling for oil and gas
   b. new nuclear plans
   c. new, fuel-efficient government cars
   ANSWER c

9. What is $8 billion dollars to be used for?
   a. repairing and improving railroads
   b. improving mass transit and connecting major cities
   c. assisting airlines to make them more energy efficient
   ANSWER b

10. Which country has developed the “maglev” train?
    a. Japan
    b. Brazil
    c. China
    ANSWER c
Chapter 4
Reading 2
Writing

Select the best answer to each question.

1. (Paragraph 1) In the second line, what is the purpose of the dashes (—) before and after the words “and the nation”?
   a. They indicate a definition.
   b. They separate out extra or special information from the rest of the sentence.
   c. They indicate that the enclosed information is not important.
   ANSWER b

2. (Paragraph 2) Whose words are quoted within the quotation marks?
   a. the author’s
   b. President Obama’s
   c. President Carter’s
   ANSWER b

3. (Paragraph 3) Who first referred to “our foreign oil addiction”?
   a. President Obama
   b. President Bush
   c. the author
   ANSWER b

4. (Paragraph 5) In Line 6, what is contained between the dashes?
   a. an example
   b. a definition or explanation
   c. a quotation
   ANSWER b

5. (Paragraph 7) In Line 8, what is contained between the dashes?
   a. an example
   b. a definition
   c. extra or additional information
   ANSWER c
Reading 3 (page 168–184)
Warn students that the next reading is rather long and comprehensive. Encourage them to continue participating in the pre-reading activities to best manage long readings. Remind them that long readings are the norm in academic studies. Present the introduction to the reading and address any student questions.

Focus In (pages 168–169)
Review graphic organizers and draw attention to the chart in this activity. Stress the importance of recognizing both sides of an issue and that organizing notes in a chart will help comprehension and likely be useful for studying and researching later. Give students time to answer the questions. Because these questions are opinions, it is often interesting to have students share their answers.

ANSWERS
1. Possible answers:

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar</td>
<td>1. easy to use</td>
<td>cost of photovoltaics is high</td>
</tr>
<tr>
<td></td>
<td>2. sunshine is free</td>
<td>sun does not always shine</td>
</tr>
<tr>
<td>Wind</td>
<td>1. inexpensive</td>
<td>require a lot of space</td>
</tr>
<tr>
<td></td>
<td>2. environmentally friendly</td>
<td>noise, appearance</td>
</tr>
<tr>
<td>Biofuels</td>
<td>1. can be grown by farmers</td>
<td>could impact the food market</td>
</tr>
<tr>
<td></td>
<td>2. many alternatives</td>
<td>could affect food prices</td>
</tr>
</tbody>
</table>

2. Answers will vary.
3. Answers will vary.
4. Possible answers: affordability, accessibility

Zoom In (page 169)
Ask students to complete the tasks as they read. Note that this reading requires they underline material, answer questions, and choose vocabulary definitions. Due to its length and the amount of work necessary to complete as they read, it might be best to let students complete this as a homework assignment. Remind them that there are also Think about It questions. Assign a due date so everyone will be done on the same day. Prepare to discuss their answers and their reading experience.
ANSWERS

A. Possible answers:

Paragraphs 1–3 (page 170)
1. to reduce reliance on fossil fuels from other nations
2. Improvements in performance and availability have made alternatives more attractive for both producers and consumers.
3. Kammen argues that we need a “long-term investment of scientific, economic and political resources” to make the transition to alternative energy sources.

Paragraphs 4–11 (page 171)
1. semiconductor materials (such as multicrystalline silicon wafers)
2. Photovoltaics are expensive to manufacture.
   They can also produce electricity without solar cells by using a turbine.

Paragraphs 12–15 (page 175)
1. Germany, Spain, and Denmark
2. the Great Plain states, such as North Dakota
3. Kammen contends that arguments about the view have to be compared to the social costs of the alternatives.

Paragraphs 16–19 (page 177)
1. The government is providing some funding for research and development of ethanol in an effort to improve the product and promote it to consumers as a cost-efficient alternative to gasoline.
2. It takes energy to harvest the corn and refine the ethanol; the process produces greenhouse gases. Also, farmers who traditionally plant other needed crops may opt to grow only corn instead.
3. This type of ethanol is made from burning lignin to heat the natural sugar in the plants. It is a different form of sugar from corn and the process does not add greenhouse gases to the atmosphere since the green plants also absorb carbon dioxide.

Paragraphs 20–28 (page 179)
1. Private and government funding for research and development has decreased significantly; it is much less than that of pharmaceuticals and biotech companies, for example.
2. Innovations decrease as a result of inadequate funding, such as patents for new inventions and alternatives to fossil fuels.
3. Kammen suggests charging fees for carbon emissions and letting clean companies sell some of their allowed amount of emissions to other companies that produce too much. He calls for a whole new, clean-technology revolution to combat global warming.

B.

fluctuating 1. changing
endeavor 1. attempt
to hasten 1. to speed up
resurgence 2. revival
rivaling 1. similar to
accelerated 2. progressed rapidly
spurred 2. stimulated
derail 2. put a stop to
reluctant 1. hesitant
relentlessly 2. persistently
ambiguous 1. unclear
bolster 1. support
withered 2. decreased
plummeted 2. drastically decreased
dwindles 2. decreases
boost 1. increase
curb 2. reduce
foster 2. promote
alleviate 2. lessen

SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 174

Stirling Energy Systems has developed many large-scale projects and patented “the SunCatcher,” but it is difficult to ascertain whether the particular plants in the Mojave Desert that Kammen mention have been completed. According to one article, construction only began in 2009.
Source Citation (page 182)

Review the citation styles in Chapter 1 if necessary. If students are studying in a different discipline, challenge them to write the citation for this reading in the style for their field.

ANSWERS

Refer students to Appendixes B and C to check their answers.

Zoom In (page 183)

Go over the information before the box. Tell students they will study the information in the box and then complete a related task.

Reading Critically: Argument (page 183)

Present the information in the box and emphasize that support can be both facts and opinions. Warn them that their task as readers is to decide which statements are strong and which are weak. Go over the list of questions and let students know they should bear these in mind whenever they read persuasive writing.

Present the task at the bottom of page 183. Give students time to identify at least five of the techniques in the box and to underline them in the article. Since there are a variety of possible answers, give students time to share. Circulate to confirm their answers.

ANSWERS

Answers will vary.

Connect (page 184)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.
Chapter 4
Reading 3
Vocabulary

Select the correct word to complete each sentence.

1. Our sales team has drawn up a plan that should _______________
   increase our profits over the next three years.
   a. substantially
   b. internally
   c. economically
   d. consequently

   ANSWER a

2. Many consumers are concerned about the energy _______________ of
   their major household appliances.
   a. sustainability
   b. efficiency
   c. renewability
   d. security

   ANSWER b

3. The high school volleyball team came up with several ways to
   _______________ cash for their team trip.
   a. deliver
   b. distribute
   c. simulate
   d. generate

   ANSWER d

4. Some people find it relatively easy to lose weight but difficult to
   _______________ their ideal weight.
   a. conduct
   b. sustain
   c. occur
   d. evolve

   ANSWER b
5. Most consumers want high ____________ in a new vehicle.
   a. performance
   b. subsidies
   c. infrastructure
   d. facilities

   ANSWER a

6. Salary is important when considering a job, but so are ____________.
   a. benefits
   b. subsidies
   c. attributes
   d. factors

   ANSWER a

7. Library books are usually ____________ unless other patrons are waiting for them.
   a. renew
   b. renewable
   c. renewal
   d. renewability

   ANSWER b

8. The flooding called for ____________ emergency actions.
   a. unprecedented
   b. simulated
   c. available
   d. conclusive

   ANSWER a

9. With the ____________ in surgical procedures come corresponding costs.
   a. participation
   b. goals
   c. policies
   d. advances

   ANSWER d
10. If you don’t have money to give to charities or causes you support, you can always make an _______________ of time.
   a. energy  
   b. investment  
   c. availability  
   d. alternative

   ANSWER b

Chapter 4
Reading 3
Comprehension

Select the correct answer to each question.

1. What is the current worldwide capacity of solar cells to generate energy? (Paragraph 4)
   a. 5,000 times more than is actually needed  
   b. 5,000 megawatts of electricity  
   c. 25% more electricity than in 2005

   ANSWER b

2. What factors have contributed to the rise of manufacturing of photovoltaics? (Paragraph 4)
   a. advances in technology, decreases in production costs, and altered policies  
   b. the availability of solar cells, semiconductor materials, and sunlight  
   c. corporate investment, charitable contributions, and intense marketing

   ANSWER a

3. What is the main advantage of multicrystalline silicon wafers over thin-film photovoltaics? (Paragraph 5)
   a. They are more efficient at turning light into power.  
   b. They are much cheaper to produce.  
   c. They perform as well commercially as they do in laboratory tests.

   ANSWER a
4. Where will the “Million Solar Roof” initiative generate the greatest impact? (Paragraph 6)
   a. in Japan
   b. in Germany
   c. in the U.S.A.

   ANSWER c

5. What conclusion can be drawn from the information on Japan in Paragraph 7?
   a. Japan has reached its national solar generating capacity of 290 megawatts.
   b. Japan has sold its technological designs for solar power to other nations.
   c. Japan has invested heavily in research and development of solar energy.

   ANSWER c

6. Why does Kammen report the number of solar panels installed in Kenya rather than the amount of solar energy generated in megawatts (MW)? (Paragraph 8)
   a. Kenya has not released data on its overall production of solar power in MW.
   b. Kenya’s volume of small solar systems for personal use is a notable success.
   c. Kenya’s solar cells of amorphous silicon produce only 12–13 watts each.

   ANSWER b

7. How are traditional solar-thermal systems being repurposed? (Paragraph 9)
   a. They are being altered from producing hot water to producing electricity.
   b. They are being altered from producing dry heat to producing hot water.
   c. They are being altered from using solar cells to using reflective mirrors.

   ANSWER a
8. Where are the Mojave Desert and the Imperial Valley located? (Paragraph 10)
   a. in Arizona
   b. in Utah
   c. in California

   ANSWER c

9. What was a criticism of the production and use of ethanol by some experts? (Paragraph 16)
   a. Producing ethanol is not very energy-efficient friendly.
   b. Ethanol is not pure; it is a corn-based substance that is blended with gasoline.
   c. The manufacturers of ethanol have an unfair advantage due to a tax credit.

   ANSWER a

10. Amgen is most likely what type of company? (Paragraph 22)
    a. an energy company
    b. a drug company
    c. a biotech company

    ANSWER c

Chapter 4
Reading 3
Writing

Select the correct answer to each question.

1. (Paragraph 1) What is the purpose of the dashes in the second sentence (Lines 3 and 5)?
   a. They set apart a definition.
   b. They set apart examples.
   c. They set apart the author’s personal thoughts.

   ANSWER b

2. (Paragraph 2) What is the purpose of the dashes in the second sentence (Line 5)?
   a. They set apart a definition.
   b. They set apart examples.
   c. They set apart the author’s personal thoughts.

   ANSWER b
3. (Paragraph 11) What is the purpose of the dash in the last sentence (Line 8)?
   a. It sets apart an example.
   b. It sets apart further explanation.
   c. It sets apart a transition to the next paragraph.

   ANSWER b

4. Why are parentheses used in Paragraph 13 (Lines 6 and 7)?
   a. They enclose text that is not essential to understanding the paragraph, but rather provides an extra example or extra information.
   b. They indicate that the text within makes a very important point that should be noted and remembered.
   c. They indicate that the information enclosed is slightly out of order within the paragraph.

   ANSWER a

5. (Paragraph 21) Why are the words “addicted to oil” (Line 2) within quotation marks?
   a. to show that the words are a unique phrase or expression first used by George Bush
   b. to show that the author doesn’t necessarily agree with what George Bush said
   c. to show that the words have a special, unusual, or unique meaning within the paragraph

   ANSWER a

6. (Paragraph 27) How does the colon (:) function in the last sentence of the article?
   a. It indicates a following list of items to follow.
   b. It indicates several choices.
   c. It indicates that what follows provides further definition of something in the first part of the sentence.

   ANSWER c

**Reading 4 (pages 184–196)**

Present the brief introduction to the reading and solicit opinions as to whether Pearce’s assertion has come true.
Focus In (page 184)

Some students may be concerned that they don’t know enough about the topic to answer the questions or understand the reading. Reassure them that this topic is often challenging, even for native speakers, but that the idea behind the questions is to help them focus.

**ANSWERS**

1. Biofuels are fuels made from relatively recently living biological materials. Bioethanol is a biofuel generally made from corn or sugar.
2. Answers will vary.
3. Advocates and opponents of biofuels look at studies and statistics differently. Proponents contend that biofuels are more economical and environmentally friendly than fossil fuels. They use Brazil as a prime example. However, opponents doubt whether the high hopes for worldwide production and use of biofuels can be realized; they cite various geographical and lifestyle differences that would prevent the successes in Brazil being scaled to global proportions.
4. This is a yellow/brass-colored mineral with a metallic look that is sometimes mistaken for gold. It can “fool” people, but only fools would truly mistake a worthless mineral for gold. The play on words in the title suggests that perhaps biofuels are not the greatest discovery after all; they may have looked like “gold” initially but pose problems as well so are not as good as they seem.

Read (pages 185–191)

Consider the length of the reading and plan according to the course schedule and student needs. If desired, assign the reading as homework. Remind students there is a Think about It question in the reading that they should include as part of the assignment. Decide if the Zoom In activities should also be assigned as homework.
SAMPLE ANSWERS TO THINK ABOUT IT QUESTIONS

page 190

The same arguments that are made for and against genetic modification for food could be made for and against the production of GM crops for fuel. For example, those in favor would argue that using GM crops for fuel will be beneficial to the environment whereas those against GM might argue that the unknown effects of GM plant modification could prove harmful to the environment.

Source Citation (page 191)

Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field).

ANSWERS

Refer students to Appendixes B and C to check their answers.

Zoom In (pages 192–193)

Unlike some earlier Zoom In activities, this one has several parts and a variety of question types (true/false, short answer, and a chart). Give students ample time to complete the activities if they weren’t assigned as homework. Allow time for students to share answers.

ANSWERS

A. 1. T
   2. F (Supporters claim greenhouse gas inputs will decrease.)
   3. F (The U.S is not able to match Brazil’s numbers.)
   4. F (People who don’t own automobiles will not benefit as much.)
   5. T
   6. F (Sugar requires a lot of water and is not a better option.)
   7. T

B. Possible answers:
   1. The land in Brazil is more fertile, and the climate is favorable for bio-fuel crops. The population density is also lower than that of the United States. Also, Brazilians drive less.
2. Farrell assumes the leftover biomass would be used rather than discarded.
3. The land that is being used to produce bioethanol is land that is normally used to supply food for the world. This is causing a rise in grain prices, which could impact people living on very little money.
4. The author discusses ways to produce ethanol from non-food crops such as switchgrass.

C. Possible answers:

<table>
<thead>
<tr>
<th>Corn-Based Ethanol</th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
<td></td>
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<tr>
<td>could reduce greenhouse gas</td>
<td></td>
</tr>
<tr>
<td>would reduce dependency on fossil fuel imports</td>
<td></td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td></td>
</tr>
<tr>
<td>uses land normally for food supply</td>
<td></td>
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<tr>
<td>requires pesticides and fertilizers</td>
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</table>

<table>
<thead>
<tr>
<th>Sugar-Based Ethanol</th>
<th></th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
<td></td>
</tr>
<tr>
<td>more fuel per hectare</td>
<td></td>
</tr>
<tr>
<td>process for sugar based is better for the environment than corn-based</td>
<td></td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td></td>
</tr>
<tr>
<td>often results in cutting down rain forests</td>
<td></td>
</tr>
<tr>
<td>could deplete water supplies</td>
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</table>

**Outlining (page 194)**

Review the concept of outlining and then give students time to write a thesis and complete the outline. Let them share answers before providing the suggested answers.
Vocabulary Check: Word Choice (pages 195–196)

Discuss the importance of choosing words carefully and compare how writing allows time for consideration whereas spoken English doesn’t offer the same opportunity. Talk about the challenges with word choice. Elicit answers such as *don’t know enough words, can’t tell if the words have the right tone, worry about changing the meaning.* Give students time to complete the activity.

**ANSWERS**

Par. 1: hyped
Par. 2: economically viable; PR coup
Par 3: dramatically slash
Par 4: particularly excruciating quandary; green community; slam on the brakes
Par 5: trash
Par 7: add up
Par 8: stack up
Par 9: revitalize; moribund
Par 10: ramp up; clear-cut
Par 13: precipitate a rise in prices
Par 14: sharp decline; commensurate rise
Par 16: slender climate benefits
Par 21: markedly worse
Par 22: usher in an era
Connect (page 196)

Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

Chapter 4
Reading 4
Vocabulary

1. If a number of people disagree about an issue, you could say that the issue is a subject of __________________.
   a. academics
   b. controversy
   c. demonstration
   d. approaches

ANSWER b

2. If a home improvement store advertises a free event to show people how to install a sink, you could say that there will be a ________________.
   a. fee
   b. demonstration
   c. proceeding
   d. constituent

ANSWER b

3. If political leaders and economists tell people to buy more goods in order to help the economy, you could say they are encouraging ________________.
   a. consumption
   b. process
   c. technology
   d. finance

ANSWER a

4. When we eat carbohydrates and our bodies change them into sugar, you could say that our bodies _____________ the carbohydrates.
   a. layer
   b. process
   c. convert
   d. maintain

ANSWER c
5. Before a person’s insurance will pay for damage to a vehicle, usually an expert has to __________ the damage.
   a. approach
   b. convert
   c. cite
   d. assess

   ANSWER d

6. If you say that several things, put together, make up a bigger thing, you are saying that they __________ it.
   a. comprise
   b. cycle
   c. modify
   d. create

   ANSWER a

7. If you say that two things have the same value, you are saying that they are __________.
   a. equivalent
   b. economical
   c. estimated
   d. worthy

   ANSWER a

8. If you want to find out how much money from another country is worth in the United States, you can look online for a __________ calculator.
   a. demonstration
   b. financial
   c. customs
   d. conversion

   ANSWER d

9. If you think of many different ways that a situation will end, you are thinking of different __________.
   a. scenarios
   b. benefits
   c. approaches
   d. conversions

   ANSWER a
10. When you put an object into a container that is completely full of water, the water that flows out of the container is the water that is ______________.
   a. recovered
   b. transported
   c. converted
   d. displaced

   ANSWER d

Chapter 4
Reading 4
Comprehension

Select the best answer to each question.

1. (Paragraph 1) What does the author claim is “being hyped”?
   a. gold
   b. corn
   c. oil

   ANSWER b

2. (Paragraph 2) What has helped to make biofuels economically viable?
   a. rapidly rising oil prices
   b. a surplus of corn
   c. decreased farming costs

   ANSWER a

3. (Paragraph 3) Why do supporters claim biofuels will reduce greenhouse gas inputs?
   a. Cars require less biofuel than traditional oil-based fuel.
   b. The crops that are used to produce them take in carbon dioxide.
   c. It requires less energy to produce biofuel than to refine oil.

   ANSWER b

4. (Paragraph 4) What is the stance of the environmental community in regard to biofuels?
   a. one of support
   b. one of opposition
   c. a mixed stance

   ANSWER c
5. (Paragraph 13) Which of the following is NOT one of Lester Brown’s concerns?
   a. Eventually, as more land is used for crops for fuel, Americans will grow hungry.
   b. Using land for fuel crops results in food price increases.
   c. The land used for fuel crops could be used for food to feed the hungry people in the world.

   ANSWER a

6. (Paragraph 15) How much of the current gasoline demand could biofuels meet if all of the U.S. corn harvest were available for the fuel?
   a. 9%
   b. 10%
   c. 11%

   ANSWER c

7. (Paragraphs 20 and 21) What is one problem associated with sugar cane as a crop for biofuels?
   a. It requires a lot of energy to produce.
   b. There is a shortage of sugar for consumption as food.
   c. It is a crop that requires a lot of water.

   ANSWER c

8. (Paragraph 26) How much fuel did the U.S. Department of Energy estimate could be made from cellulose by 2030?
   a. one fourth
   b. one third
   c. one half

   ANSWER b

9. (Paragraph 27) What has the Department of Energy designated 250 million dollars for?
   a. two research centers to address the challenges involved in developing and utilizing biofuels
   b. two companies to begin developing methods of making ethanol from cellulose
   c. Department of Agriculture educational grants for programs focusing on methods of delivering biofuels

   ANSWER a
10. (Paragraph 28) What is Iogen?
   a. a Canadian company that processes cellulose
   b. a joint venture between Volkswagen and Shell
   c. a German company funded largely by Goldman Sachs

   ANSWER a

**Chapter 4**

**Reading 4**

**Writing**

Select the best answer to each question.

1. (Paragraph 1) What is the function of the first sentence of the paragraph?
   a. It encourages curiosity and generates interest.
   b. It provides the topic sentence of the paragraph.
   c. It provides the main idea of the article.

   ANSWER a

2. (Paragraph 2) What is the function of the first sentence of the paragraph?
   a. It encourages curiosity and generates interest.
   b. It provides the topic sentence (main idea) of the paragraph.
   c. It provides the main idea of the article.

   ANSWER b

3. (Paragraph 2) What is the function of the last sentence of the paragraph?
   a. It restates the topic sentence.
   b. It gives an example.
   c. It provides a transition to the next paragraph.

   ANSWER c

4. (Paragraph 5) What is the function of the question at the end of the para-
   graph?
   a. It shows the author’s indecision and non-biased approach.
   b. It acknowledges that the reader may be confused.
   c. It engages the reader’s curiosity so that there will be interest in reading
      further.

   ANSWER c
5. (Paragraph 12) What is the function of the first sentence in the paragraph?
   a. It indicates that this paragraph will be in contrast to the one before it.
   b. It indicates that this paragraph will continue the argument of the one before it.
   c. It indicates that the information in this paragraph will be more important than the one before it.

   ANSWER a

6. (Paragraph 25) What is the function of the dashes in the first sentence (Lines 2 and 3)?
   a. They set apart an example.
   b. They set apart a definition.
   c. They set apart an exception.

   ANSWER b

Reading 5 (pages 196–208)
Announce that the final reading is from a popular magazine titled the *Economist*. Go over the brief introductory paragraph. Reassure students that they don’t need to be scientists to participate in the activities.

Focus In (pages 196–197)
Students may panic that they won’t understand all the terminology. Remind them that previewing the topic and the vocabulary is a strategy they should continue to use with all their readings. Give students time to conduct the online searches (as homework if necessary) and give them time to scan the article.

<table>
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<th>ANSWERS</th>
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<tr>
<td>Answers will vary.</td>
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<tr>
<th>ACADEMIC SPRINGBOARD</th>
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<tbody>
<tr>
<td>Assign students to find words specific to their fields and create a vocabulary log that details the word, its translation, and its definition.</td>
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</tbody>
</table>

Zoom In (page 197)
Challenge students to use their highlighters and mark the reading as described.
Read (pages 198–199)

Due to the technical nature of the article, some students may need extra time. Decide if this should be assigned as homework. Assign a due date.

Source Citation (page 199)

Challenge students to write a citation in APA and/or MLA (or in the style preferred by their field). Then require them to write a reference or works cited page for the entire chapter.

ANSWERS

Possible answers:
   a. it can separate hydrogen from oxygen
   b. it combines with aluminum to make alumina
   c. it prevents the formation of an oxide skin

Refer students to Appendixes B and C to check their answers.

Zoom In (pages 200–201)

If not assigned as homework, give students time to answer the questions and complete the chart. Schedule time for students to compare answers.

ANSWERS

A.  1. a
   2. Answers will vary.
   3. Possible answer: The author seems positive about hydrogen. The author seems pleased that hydrogen is “back in the race.”
   4. Hydrogen is a highly flammable gas. The Hindenburg was a hydrogen-filled blimp (airship) that burst into flames in 1937 killing many people.
   5. Energy from power stations is used to convert the alumina back into aluminum, and power stations are a source of greenhouse gasses.

B. Possible answers:
   Pros—low impact on environment, little waste
   Cons—storage and transportation can be dangerous
Paraphrasing (page 202)
Discuss some specific paraphrasing strategies to change words and phrases. Then give students time to paraphrase. Allow time for students to share answers so they can see there are several right answers.

ANSWERS
Possible answers:
1. a large number of people remember something
2. repeating something done before
3. aluminum wants to bond with oxygen molecules
4. using aluminum to aid in the release of hydrogen
5. be put back without much trouble
6. well-named new business

Connect (page 202)
Follow the procedure of your choice for the Sorting Sources Chart and quizzes from the companion website.

Chapter 4
Reading 5
Vocabulary
Select the best answer to each question.

1. What is another word for a person whose job is to study financial trends and make forecasts?
   a. an investor
   b. a banker
   c. a consultant
   d. an economist
   ANSWER d

2. What is a word or phrase that can be used to mean generally?
   a. overall
   b. in effect
   c. estimated
   d. in conclusion
   ANSWER a
3. What is another word for the people who are represented by an elected leader?
   a. population
   b. democrats
   c. constituents
   d. residents

   ANSWER c

4. What word can be used to mean *usually*?
   a. normally
   b. similarly
   c. substantially
   d. marginally

   ANSWER a

5. What is a word for a kind of credential or permit that allows someone to do something?
   a. license
   b. permission
   c. credit
   d. academy

   ANSWER a

6. If a patient is not experiencing success with conventional cancer treatment, and now wants to try to fight it from another angle or using other methods, we could say that he wants to try a new ________________.
   a. input
   b. approach
   c. structure
   d. benefit

   ANSWER b

7. If you are painting a room white, but you can still see the old dark color under the new paint, you have to put down a new coat—a new ________________.
   a. layer
   b. alternative
   c. modification
   d. phase

   ANSWER a
8. If you are moving something from one place to another, you are
___________ it.
   a. alternating
   b. transforming
   c. displacing
   d. transporting

ANSWER d

9. What word or phrase means “to free” someone or something?
   a. benefit
   b. revolt
   c. refine
   d. liberate

ANSWER d

10. If you can get germs and catch a cold from shaking someone’s hand, we
can say that a handshake can be a _____________ for the spreading of
   illness.
   a. technology
   b. vehicle
   c. layer
   d. transportation

ANSWER b

Chapter 4
Reading 5
Comprehension

1. (Paragraph 1) What “waste” is produced by hydrogen-powered cars?
   a. aluminum
   b. water
   c. oxygen

ANSWER b
2. (Paragraph 2) Why would it be advantageous to create hydrogen at the point of use?
   a. It is difficult and dangerous to transport.
   b. This would better allow for the creation of hydrogen at the rate of demand, which is important since hydrogen can’t be stored for a long time.
   c. It would spread jobs through a number of communities.
   ANSWER a

3. (Paragraph 2) What do the scientists at Purdue University use to split water into hydrogen and oxygen?
   a. oxidation
   b. aluminum and gallium
   c. magnets
   ANSWER b

4. (Paragraph 3) Which of the following is true of aluminum?
   a. It is attracted to oxygen.
   b. It is attracted to hydrogen.
   c. It is attracted to alumina.
   ANSWER a

5. (Paragraph 5) According to Dr. Woodall, which of the following is true?
   a. Running a car on hydrogen would be significantly cheaper than running it on gasoline.
   b. Running a car on gasoline would be significantly cheaper than running it hydrogen.
   c. Running a car on hydrogen would cost about the same as running it on gasoline.
   ANSWER c
Chapter 4  
Reading 5  
Writing

1. Put the ideas into the order in which they appear in the text.

   _____ Researchers have found a way to split water into hydrogen and oxygen, a first step toward creating hydrogen in the places so people would buy it.

   _____ Aluminum can be used to pull oxygen out of water molecules, leaving hydrogen.

   _____ Hydrogen could be an environmentally-friendly option, but it is dangerous to store and transport.

   ANSWER 3, 2, 1

2. Put the ideas into the order in which they appear in the text.

   _____ Recovering alumina and converting it back to aluminum is a polluting process but less polluting than gasoline.

   _____ One small company is using the hydrogen-liberating technology to provide emergency power and energy.

   _____ Gallium is used to prevent surface oxidation so that loose hydrogen can be produced.

   ANSWER 2, 3, 1

Integrating Sources (pages 203–205)

Discuss the process of integrating sources and emphasize how often this is necessary in academic studies. Read the directions with the students to make sure they understand the assignment. Assign it as homework if best.

<table>
<thead>
<tr>
<th>ANSWERS</th>
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</thead>
<tbody>
<tr>
<td>Refer students to Appendix D for a sample paragraph.</td>
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</tbody>
</table>

Supporting the Thesis (pages 206–208)

Continue stressing the importance of a thesis and how often they will have to write them in academic studies. Give students time to read and discuss the quotes and then choose the ones they feel best support the provided thesis. Challenge them to support their answers and explain and paraphrase the quotations on page 208.
The Big Picture (page 209)

Students have enough information from the readings to be able to write effectively without any additional research. For more of a challenge, require students to conduct additional outside research. Collect the writing for a formal evaluation.

End of Chapter Test

Evaluate students as desired. An interactive test is available on the textbook’s companion website at www.press.umich.edu/elt/compsite/choicecons/. Students can print their results sheet to submit, but note that their wrong answers are given and students can retake the section until they obtain a perfect score. If preferred, a printed version can be created from the content.

Chapter 4
End of Chapter Test

Select the correct answer to each question.

1. Which statement is true?
   a. The switch to alternative fuels will be complete within the next 5–10 years if research and development stay on schedule.
   b. Alternative and traditional fuel sources will meet about equal amounts of America’s energy needs within the next ten years.
   c. The switch to alternative fuels will take several decades, and it will require persuasion of both users and distributors.

   ANSWER c

2. What is MIT?
   a. a higher educational institution
   b. a government agency
   c. a corporation

   ANSWER a

3. Which two types of goals are dependent on alternative fuels?
   a. agricultural and environmental goals
   b. energy security and environmental goals
   c. military and environmental goals

   ANSWER b
4. Which president is associated with the installation of solar panels on the White House?
   a. Carter  
   b. Reagan  
   c. Obama  
   ANSWER a

5. Which U.S. president came up with the phrase “addicted to foreign oil”?
   a. Reagan  
   b. Bush  
   c. Obama  
   ANSWER b

6. In which country were solar photovoltaics invented?
   a. Japan  
   b. Germany  
   c. the United States  
   ANSWER c

7. Which statement is true?
   a. President Obama voiced support for a cap-and-trade program.  
   b. President Obama voiced opposition to a cap-and-trade program.  
   c. President Obama chose to remain neutral on the issue of a cap-and-trade program.  
   ANSWER a

8. Which area of the United States is mentioned in this chapter as being particularly promising in terms of potential to deliver an alternative form of energy?
   a. the South  
   b. the Midwest  
   c. the Great Plains  
   ANSWER c
9. What is Kammen’s stance on the relationship of carbon emissions and global warming?
   a. Kammen believes that the generation of carbon is clearly linked to global warming.
   b. Kammen believes that the relationship of carbon emissions to global warming has not been proven, but he believes alternative energy should be developed for reasons other than addressing global warming.
   c. Kammen believes that global warming is clearly not linked to such sources of carbon emissions as clean coal, and he would like to pursue clean coal mining in the United States while at the same time developing alternative fuel sources.

ANSWER b

10. In what previous decade were renewable energy technologies fashionable for a short time?
   a. in the 1950s
   b. in the 1960s
   c. in the 1970s

ANSWER c

11. What is another name for solar cells?
   a. photovoltaics
   b. semiconductors
   c. silicon wafers

ANSWER a

12. What is a primary reason that solar cells are easy to use?
   a. They don’t require electrical wiring.
   b. They can be installed in many different places.
   c. They don’t require any maintenance.

ANSWER b

13. What is perhaps the biggest drawback to the use of photovoltaics at present?
   a. availability
   b. manufacturing cost, reflected in price
   c. public perception

ANSWER b
14. In what continent is the sale of small solar power systems booming?
   a. Asia
   b. Africa
   c. Europe
   ANSWER b

15. Which of the following statements is true?
   a. An established use of solar-thermal systems is providing hot water for homes and factories.
   b. An established use of solar thermal systems is providing lighting for city streets.
   c. An established use of solar thermal systems is powering electric rail and bus systems.
   ANSWER a

16. What plans for the Mojave Desert were mentioned in the Kammen article?
   a. the establishment of a huge solar plant
   b. the establishment of a wind farm
   c. new drilling to reduce dependence on foreign oil
   ANSWER a

17. What is “NIMBYism”?
   a. It is the reluctance of people in a particular area to accept the construction of something in their community.
   b. It is the reluctance of people in the energy industry to accept new technology.
   c. It is the reluctance of scientists and researchers to make efforts to develop technologies that might not be commercially profitable.
   ANSWER a

18. What is one major benefit that green diesel has to offer?
   a. It runs on waste materials.
   b. It can be used in most cars currently on the market.
   c. It produces almost no greenhouse gases.
   ANSWER c
19. Which country has plans to give up fossil fuels entirely?
   a. Germany  
   b. Sweden  
   c. The United States  
   ANSWER b

20. Which of the following reflects Kammen’s belief about R&D spending for alternative energy?
   a. The government should invest more than private companies.  
   b. Private companies should make the greatest investments.  
   c. Non-profit organizations should make a much larger investment than they do at present.  
   ANSWER a

21. Which of the following statements is true?
   a. George W. Bush supported the development of solar energy and biofuels. 
   b. George W. Bush supported domestic oil drilling and the development of biofuels. 
   c. George W. Bush supported the development of solar energy and domestic oil drilling.  
   ANSWER b

22. Which of the following arguments against biofuels have been raised?
   a. They will ruin rainforests and kill plants and animals, take too much water to produce, and raise food prices.  
   b. They will pollute the atmosphere, ruin rainforests and kill plants and animals, and take too much water to produce.  
   c. They will pollute the atmosphere, ruin rainforests and kill plants and animals, and raise food prices.  
   ANSWER a

23. What fuel was the Model T Ford, considered the earliest mass-produced car, designed to run on?
   a. ethanol  
   b. gasoline  
   c. peanut oil  
   ANSWER a
24. What are two reasons Americans and Europeans don’t simply copy Brazil’s model for biofuel production?
   a. The oil industry in Brazil doesn’t have the power and influence that it does in other countries.
   a. Brazil has fewer people and fewer drivers than Europe and the United States do.
   c. Brazil’s science and government communities are not willing to share the country’s research into the production of biofuels.

   ANSWER b

25. What is one drawback of using sugar cane for biofuel?
   a. It takes more land than corn to raise.
   b. It requires a lot of water, and water is not plentiful in most countries that grow it.
   c. The process of converting sugar cane to fuel is a polluting process.

   ANSWER b