

# ACADEMIC CONNECTIONS 4 ANSWER KEY

## UNIT 1

### Urban Planning: Safe Cities

#### 1 Preview

##### Previewing the Academic Content

###### Exercise 1, page 2

suburban, urban, rural

###### Exercise 2, page 2

Victimization rates are going down in all areas; urban, suburban, and rural. The exception is violent crime rates in rural and suburban areas of the U.S., which show a slight increase.

Property crimes are highest in suburban areas and lowest in rural areas; violent crime rates are highest in urban areas and lowest in rural areas.

###### Exercise 3, page 3

1. Crime rates are higher in urban areas because there are more people in urban areas; there is more crowding and poverty.
2. Typical answers for not feeling safe in certain areas of a city may include the following: the areas are too crowded, too empty, too open, too enclosed, too narrow, too dark, etc.
3. To help lower crime rates, urban planners might: create spaces that can handle the number of people who will use them so that crowds of people don't get too tightly packed together (from housing to stadiums to parks); provide enough lighting; provide a mix of uses so that there are "eyes on the street."

##### Previewing the Academic Skills Focus

###### Exercise 1, page 3

1. The main point in this paragraph is that if a city is unsafe, it will fail. If a city is safe, it will be successful. Another important idea in the paragraph is that a city is composed of strangers.
2. Answers will vary.
3. People won't want to do business, socialize, go out, or participate in any cultural activities.

Strategies for finding the main idea in this paragraph are a) finding the topic sentence of the paragraph, b) reading the first and last sentences, and c) looking for repeated words and synonyms.

## **2 Building Academic Reading Skills**

### **Before You Read**

#### **Exercise 3, page 5**

1. provide public housing
2. public housing project
3. suburban area
4. rural area
5. busy / thriving metropolis
6. urban area
7. prevailing idea
8. internship program

### **Global Reading**

#### **Exercise 2, page 7**

b

#### **Exercise 4, page 8**

b

### **Focused Reading**

#### **Exercise 1, page 9**

1. Jane Jacobs wrote *The Death and Life of Great American Cities*.

Strategy: B—Look for capitalized letters to answer a “who” question.

2. According to Jacobs, the key to a successful city was that people must feel personally safe and secure on the street among strangers. Fear of crime makes people stay off the streets, which makes the streets even more unsafe.

Strategy: C—Read Quotes.

3. Jacobs recommended that stores, bars and restaurants be spread along the street so that people would be on the streets at all times. She also recommended bright lighting. She thought that parks should encourage a range of activities and users. In public housing, she recommended

bringing stores and workshops into buildings, encouraging people to invest in their communities, hiring women tenants to be elevator attendants.

Strategy: E—Look for the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph.

4. Jacobs felt that public housing could be very dangerous.

Strategy: A—Look for synonyms of key words used in questions.

5. In the 1970s.

Strategy: B (Look for capitalized letters and acronyms) or D (look for numbers).

6. The CPTED movement relied on “experts” who didn’t consider crimes against women and minorities. The movement used fences, buzzers, gates, and barriers to create territories, reduce vandalism, and keep people out. This did not foster diversity of activities or people.

Strategy: B (Look for capital letters and acronyms) or E (look at the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph).

7. Dufferin Mall in Toronto is an example of Jacobs’s urban design ideals. It has a youth theater, sports organizations, youth internships, teen services, a teen drop-in center, and a clothing exchange. The diversity of activities has reduced crime rates.

Strategy: F—Look for key words *shopping mall* and transition words *in contrast*.

8. Jacobs’s views are respected. She is considered an expert. She was a visionary and her viewpoint is still valuable today.

Strategy: E—Look at the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph.

### **3 Building Academic Listening Skills**

#### **Before You Listen**

##### **Exercise 1, page 10**

1. The main idea of the paragraph is that from 1820-1940, cities were overcrowded, unhealthy places to live.

2. Urban critics were concerned about:

- Overcrowding
- Short life expectancy
- Poor health of city residents
- Lack of sanitation
- Substandard housing
- Access to alcohol
- High death rates
- Low birth rates

- Lack of religious or moral center
- Vice, crime, and revolt
- Ugliness

3. Students may come up with answers that include these possible solutions:

- Reduce number of people who live so closely together (reduce population density)
- Move people into suburbs
- Improve health conditions by improving waste systems and water quality
- Improve housing quality (possibly through regulation)
- Make cities more attractive (beautification)

### Exercise 2, page 11

1. *Answers will vary.* One possible topic is life in modern cities.
2. *Answers will vary.* One possible answer is that early cities (1820-1940) were dirty and dangerous.
3. *Answers will vary.* Hopefully students will be motivated to know what solutions urban planners used to combat these problems.

## Global Listening

### Exercise 1, page 11

1. Urban planners developed new visions for cities because cities were very dirty, and the people who lived in cities were very sick and impoverished. Urban planners wanted to change this situation.
2. The professor will probably talk about visions of the modern city in the rest of the lecture.

### Exercise 2, page 11

Urban Planner	Name of Modern City Vision	Main Point
Ebenezer Howard	Garden City	Move the city into the country.
Le Corbusier	Radiant City	Bring the country into the city
Daniel Burnham	The City Beautiful	Have all the main buildings—the cultural center—on a central street.

**Exercise 3, page 12**

<b>Characteristics</b>	<b>Plan A Assume: Garden City</b>	<b>Plan B Assume: City Beautiful</b>	<b>Plan C Assume: Radiant City</b>
How are the streets organized? (In a grid, in a wavy pattern, or in a curved pattern?) Could people walk along the streets?	Not sure— probably curving Yes, people could walk along the streets.	Straight and wide to create a grand impression People could probably walk along the streets.	Straight and wide for cars People could not walk along the streets.
What is the size and shape of the buildings?	Buildings appear small.	Buildings appear small or medium- sized.	Tall skyscrapers
Are the places where people live, work, and play close together or far apart?	They appear far apart.	They appear far apart.	Far apart
What is the correct name of each modern city vision?	Garden City	The City Beautiful	Radiant City

**Focused Listening****Exercise 1, page 13**Slide Two**Details about the Garden City:**

- A solution to big city problems
- Spread city residents around the countryside
- Population limited to 32,000 people
- e.g. Stockholm, Vancouver

**Problem:**

- Not easily adaptable to changes in population or industry
- Suburban areas are empty during the day, which is ideal for property crime

Slide Three**Details about the Radiant City:**

- Composed of skyscrapers set in “parks”
- High density population: crowded buildings in wide open parks
- Wide highways for cars and underground streets for heavy vehicles
- e.g. Toronto, Hong Kong, Sao Paulo

**Problem:**

- Streets are not pedestrian friendly
- Gave rise to a “car culture”

Separated the functions of the city, creating unsafe zones

#### Slide Four

#### **Details about the City Beautiful:**

- Clear away city slums and rebuild
- Central boulevard creates a grand impression
- Streets are gently curved, not built on a grid pattern
- e.g. Brasilia, Paris, Lisbon
- **Problem:**
- People weren’t drawn into the downtown core
- Central boulevards did not become busy city centers

#### Slide Five

#### **More details:**

- These visions all separated housing from business, industry from cultural activities, etc.
- Certain city areas are empty at certain times of the day, creating opportunities for crime

## **4 Building Academic Writing Skills**

### **Before You Write**

#### **Exercise 1, page 15**

#### **Introduction**

As crime statistics clearly show, crime rates in urban areas are decreasing. However, concern about crime is still a major public issue. Every day, newspapers print stories about personal violations, property damage, and school invasions. There are regular calls for increased police presence on the streets and longer prison sentences for convicted criminals. But rarely does the public stop to consider what design features might reduce neighborhood crime. In fact, urban planners can significantly reduce neighborhood crime through the use of target hardening, access control, and offender deflection.

#### **Body**

Target hardening is a term that describes measures taken to make a “target” (for example, a home) more difficult to break into. Research indicates, not surprisingly, that criminals planning to break into a house, consider how likely they are to be seen breaking in. If homeowners have made some effort to make their homes look like “hard targets,” criminals may decide to pass them by. Some methods of target hardening include making the front door visible to neighbors and drivers, fencing backyards and locking the gates, and installing a burglar alarm that is police-

monitored. Even the presence of a dog can make burglars think twice about breaking in. Target hardening is a practical method to reduce the chances that criminals will be active in your neighborhood.

Some neighborhoods use access control to keep criminals out. These communities are often called “gated communities,” and the people who live there are generally wealthy. Gated communities can be identified by pillars or gates at the entryway to the neighborhood. Even though the gates are not closed or locked, they still provide a visible separation, discouraging non-owners from entering. These communities may also have a security guard patrolling the neighborhood, as well as fenced exteriors. People who choose to live in gated communities rely on these measures of access control to prevent criminals from entering.

Other neighborhoods may try to reduce crime by planning land use that deflects, or turns away, potential offenders. For example, bus stops may be moved away from the main entry into a neighborhood. While this makes accessing public transit more difficult for people living in the community, it means that potential criminals who might linger at a bus stop to identify possible targets will be further away from the neighborhood. Similarly, some communities will fight the establishment of a bar or restaurant that may bring more traffic or encourage strangers to enter their neighborhoods late at night. Criminal deflection reduces crime by discouraging possible burglars from entering the neighborhood.

### **Conclusion**

Despite crime statistics that indicate urban crime is falling, fear of crime is as prevalent as ever. When neighbors come together to discuss what they can do to help reduce crime, there are certain measures they can take. The “hardening” of targets, controlling access, and offender deflection are a few approaches homeowners and communities can use to reduce criminal activity. Hopefully, urban planners will keep these methods in mind as they plan the communities of the future.

### **Exercise 2, page 15**

1. Main point of body paragraph 1: “Target hardening” is anything you do to make your home more difficult to break into.

Main point body of paragraph 2: “Access control” is any kind of barrier that is used to keep criminals out of your neighborhood.

Main point of body paragraph 3: “Offender deflection” is planning land use that moves criminals away from your neighborhood.

2. The main point of each paragraph is contained in the topic sentence. The rest of the paragraph contains the details.

## Focused Writing

### Exercise 1, page 17

Essay topic: reduce neighborhood crime

Author's opinion: urban planners can significantly reduce neighborhood crime

Main points: target hardening, access control, offender deflection

### Exercise 2, page 17

These sentences all list items. At this point, students may or may not know the items are listed in parallel form.

### Exercise 3, page 18

1. Personal safety depends on lifestyle, location, wealth, and awareness. (Listed items are all one-word nouns.)
2. Parking barriers, fenced yards, and entry phones are used to discourage modern criminals. (Listed items are all adjective-noun combinations.)
3. Airport security planners use metal detector equipment, X-ray baggage screening, and explosive trace detection to control crime on airplanes. (Listed items are all adjective + adjective + noun combinations.)
- 4.

### Exercise 4, page 18

1. All public buildings—art galleries, museums and hospitals—should be built with safety in mind. (Delete “art” so that all items are one-word nouns.)
2. City features that people enjoy, such as walking paths, public parks and businesses may encourage crime. (Add “thriving” before “businesses” so that all items are adjective + noun combinations.)
3. Improved street lighting, front doors that have high visibility, and increased traffic flow are factors that can decrease crime in neighborhoods. (Change to “visible front doors” so that all items are adjective + adjective + noun combinations.)

### Exercise 6, page 19

1.
  - Problem: A thesis is a statement, not a question
  - Improved thesis: The growth in automobile use, the car industry, and the road network all contributed to the development of the modern suburb in the United States.
2.
  - Main points in a thesis should be written in parallel structure so they are to understand.



- Improved thesis: Automobile use, the car industry, the road network, and suburban housing all developed together.
- 3.
- Problem: There is no need to state “I think.”
  - Improved thesis: Urban planners do not have much influence on the crime rate simply through urban planning.
- 4.
- Problem: This thesis is a statement of fact. A thesis should express an opinion.
  - Improved thesis: The building of “Levittowns” in the late 1940s and early 1950s created ideal suburban areas for people to live in.
- 5.
- Problem: The statement is too general; there is no clear topic.
  - Improved thesis: Most countries maintain good highways to encourage the growth of business and the movement of people.
- 6.
- Problem: Most effective thesis statement
  - Improved thesis: n/a

## Integrated Writing Task

### Exercise for Step 1, page 20

Words for large cities	Words for people who live in large cities	Words to express poverty	Words for different areas within a city	Words to describe urban safety
metropolis	residents	impoverished	residential areas	eyes on the street
urban area	inhabitants	public housing	industrial areas	motion sensors / buzzers
urban setting	citizens	slum	cultural areas (civic centers)	security forces
	urbanites			police patrols

**Exercise for Step 2, page 20**

<b>Urban Planners</b>	<b>Vision</b>	<b>Details</b>
Jane Jacobs	"eyes on the street"	<ul style="list-style-type: none"> <li>• Mixed use urban planning is best: business, housing, and parks should be integrated.</li> <li>• Street lighting should be bright.</li> <li>• Open spaces can be dangerous if they are empty.</li> </ul>
Oscar Newman	Crime Prevention through Environmental Design (CPTED)	<p>"Hardware solutions" such as</p> <ul style="list-style-type: none"> <li>• traffic barriers</li> <li>• fences</li> <li>• buzzer gates</li> <li>• police patrols</li> </ul>
Ebenezer Howard	The Garden City	<ul style="list-style-type: none"> <li>• Move the city into the country</li> <li>• Limited population</li> <li>• City functions separated, not integrated</li> </ul>
Le Corbusier	The Radiant City	<ul style="list-style-type: none"> <li>• Bring the country into the city</li> <li>• Skyscrapers surrounded by parks</li> <li>• Wide highways created a "car culture"</li> <li>• City functions separated, not integrated</li> </ul>
Daniel Burnham	The City Beautiful	<ul style="list-style-type: none"> <li>• Destroy city slums</li> <li>• Locate all important buildings along a single boulevard</li> <li>• Creates a "grand" impression</li> <li>• City functions separated, not integrated</li> </ul>
No specific planner	Urban design that reduces neighborhood crime	<ul style="list-style-type: none"> <li>• Target hardening</li> <li>• Access control</li> <li>• Offender deflection</li> </ul>

## UNIT 2

### Business: Leadership Behavior

#### 1 Preview

##### Previewing the Academic Content

###### Exercise 1, page 24

Ranking of characteristics will vary.

###### Exercise 3, page 25

1. c. faltering assets
2. f. sound business judgment
3. d. offloading
4. e. a rising star
5. a. delivery against targets
6. b. extracting value

##### Previewing the Academic Skills Focus

###### Exercise 1, page 26

- A. Description text
- B. Problem-Solution text
- C. Compare and/or contrast texts
- D. Definition text
- E. Process text
- F. Advantages-disadvantages text
- G. Cause-effect text

###### Question, page 28 (top)

The organizational pattern of the text about Linda Cook is descriptive. There is lots of description of her personality/characteristics in the text.

###### Exercise 2, page 28

1. The author is trying to show the reader why the company was failing (the problem), and what the company did to solve the problem (solution). This is a problem-solution text.
2. The first two paragraphs look like a short cause and effect text.
3. Paragraph 1: situation

Paragraph 2: problem

Paragraph 3: solution

Paragraph 4: results

4. Students might mention these characteristics:

Motivational: He convinced his employees to focus on customer service

Directive: He told employees what they must do

Ruthless: He told employees the results of their poor customer service

Communicative: He communicated his vision to his employees and customers. He asked for their opinions

Team builder + intelligent + organized, etc.

## **2 Building Academic Reading Skills**

### **Global Reading**

#### **Exercise 1, page 31**

Paragraphs 1 & 2: cause-effect organization

Paragraph 3: definition organization

Paragraph 4, 5, & 6: Advantages-disadvantages organization. This section finishes with a lead-in to the next topic.

## Exercise 2, page 33

### Paragraphs 1 and 2

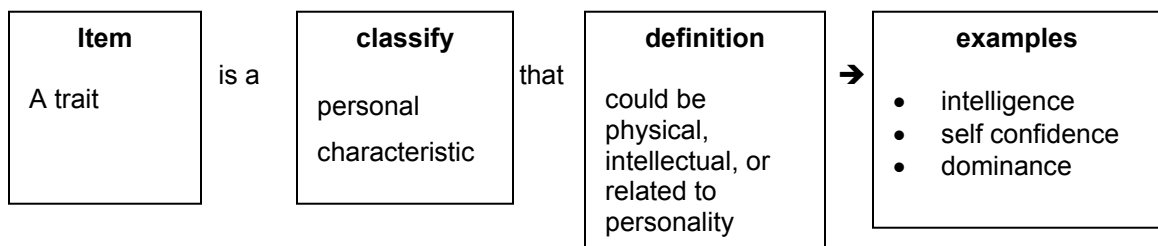
What *caused* the interest in trait theory?

- People have always been fascinated by leaders
- World War I created a demand for military leaders

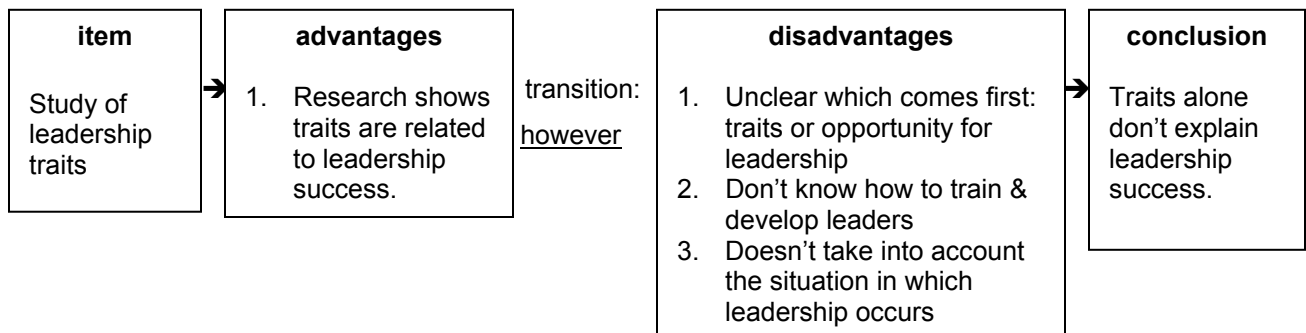
What was the *effect* of this interest?

- Militaries began searching for traits to identify leaders
- Researchers began searching for leadership traits in many diverse populations, e.g. schoolchildren, business leaders, etc.

### Paragraph 3



### Paragraphs 4, 5, and 6



## Exercise 3, page 34

1. Leaders have a distinct set of traits
2. Researchers began to study leadership traits in order to identify potential successful military leaders. It was important to be able to do this during World War I.
3. A trait is a personal characteristic of an individual, including physical characteristics, intellectual ability, and personality. Some traits are associated with leadership, some are not.
4. Traits associated with successful leaders include: emotional intelligence, high energy, stable personality, agreeableness, extroversion, openness to experience, etc.

5. *Students should answer:*

trait theory doesn't explain which comes first, the leadership traits, or the leadership position

trait theory doesn't explain how leaders behave or what they do

trait theory doesn't explain how leaders behave in different situations

## Focused Reading

### Exercise 1, page 35

1. such as
2. While
3. Thus
4. However
5. although
6. In addition
7. As a result
8. In summary

## 3 Building Academic Listening Skills

### Before You Listen

#### Exercise 1, page 37

Leader's behavior	Consideration behaviors build trust, respect and good relationships with employees	Initiation behaviors make employees work efficiently
1. assigning an employee a task to complete		√
2. celebrating the birthdays of employees	√	
3. complimenting an employee who has performed well	√	
4. setting short-term productivity goals for a team		√
5. calculating the number of unhappy customers to show employees where customer service needs to improve		√
6. giving a lunch for employees and their families	√	
7. spending a few minutes each day to find out how employees are doing	√	
8. setting long-term goals for company productivity		√
9. asking employees for their opinions before beginning a new project	√	
10. making a controversial decision without asking employees for their opinion		√

## Global Listening

### Exercise 1, page 39

#### Introduction:

1. Review of trait theory
2. Weakness of trait theory

#### Body:

3. Introduction to behavioral theory
4. Research on behavioral theory
5. Two main orientations of behavioral theory: consideration and initiation behaviors—definitions
6. An example of consideration versus initiation behavior
7. Weakness of behavioral theory
8. Research on the influence of work situations
9. Work situations and their impact on leadership behavior

#### Conclusion:

10. Homework: to read about situational theories of leadership

### Exercise 3, page 40

1. The two orientations of the behavioral theory of leadership are consideration behaviors and initiation behaviors. An example of consideration behavior is thanking an employee who has done good work. An example of initiation behavior is assigning an employee work to be done.
2. It didn't take into account the influence of the situation on how effective a leader's behavior might be.
- 3.

<b>Characteristics of Work Situations that Create Stress</b>	<b>Characteristics of Work Situations that Don't Create Stress</b>
Tight deadlines	Long lead time
Inexperienced employees	Experienced employees
Unclear task	Clearly defined task
<b>Most effective leader behavior for these situations:</b>  Initiation behavior	<b>Most effective leader behavior for these situations:</b>  Consideration behavior

## Focused Listening

### Exercise 1, page 41

To introduce points, examples, reasons	To add a point	To show a result	To show a contrast	To show a similarity	To conclude
first second next finally for example such as	in addition furthermore moreover	so as a result therefore consequently thus	while although even though whereas however but on the other hand in contrast	similarly likewise	in conclusion in summary in closing

### Exercise 2, page 41

Words that show relationships among ideas	Content	Pattern of organization
To start,	Review of trait theory	Stage one: situation
While	Trait theory was useful to describe leaders, but which came first, the traits or the leader?	Stage two: problem
Consequently,	Behavioral theory	Stage three: solution
Let me give you definitions of	Consideration and initiation behaviors	Short definition text
I have a real life example	Example of David Pottruck	Stage one: situation
As a result,	Employees didn't like working with Pottruck	Stage two: problem
As it turned out,	Pottruck changed his leadership style	Stage three: solution
Now	Employees began to like working with Pottruck and now cooperate with him.	Stage four: results
But	Behavior theory weakness—the situation often affects the behavior of the leader.	Stage two: problem
Therefore	Researchers began to consider the impact of the work situation.	Stage three: solution
So, in conclusion	The work situation is important, too.	Stage four: not revealed



## 4 Building Academic Speaking Skills

### Before You Speak

#### Exercise 1, page 42

Students are likely to predict that this will be a compare/contrast organizational pattern.

#### Exercise 2, page 42

Management Style	Details
Autocratic	<ul style="list-style-type: none"> <li>Managers give orders and are obeyed</li> <li>e.g. military leaders</li> <li>Good style of management for fast decision making in wartime or in business</li> </ul>
Democratic	<ul style="list-style-type: none"> <li>Managers ask subordinates for input / feedback on decisions—then make the final decision</li> <li>e.g. employees may help interview a new employee and express opinions about the new employee, but the manager makes the final hiring decision</li> </ul>
Free-reign	<ul style="list-style-type: none"> <li>Managers advise subordinates, and subordinates are allowed to make their own decisions</li> <li>Useful style of management when managing volunteers</li> </ul>

### Focused Speaking

#### Exercise 1, page 43

<b>Trait Theory Vocabulary</b>
<b>Leadership traits:</b> charismatic, directive, ruthless, sensitive, communicative, cunning, team builder, intelligent, organized, self-monitoring, persevering, etc.
<b>Synonyms for <i>trait</i>:</b> Characteristic; quality
<b>Expressions that mean:</b> <ol style="list-style-type: none"> <li>to change the fortune of a company: orchestrate a turnaround</li> <li>a company that is not doing well: an ailing company</li> <li>a company that is well-known: a prominent firm</li> </ol>

<b>Behavioral Theory Vocabulary</b>
<b>The two behavioral orientations covered in the lecture:</b> initiation behavior consideration behavior

<b>Management Style Vocabulary</b>
The management style that is reflected in these decisions: a. An industry leader asks for opinions about product pricing and then sets a price: democratic

- |   |
|---|
| b. An industry leader gives his employees total control over a new project:<br>free-reign<br>c. An industry leader tells her employees to write a report by tomorrow morning:<br>autocratic |
| Synonyms for <i>employees</i> :<br>subordinates, workers  |

## Integrated Speaking Task

### Exercise 1, page 44

#### 1. Advantages of Translate IT

- Lots of business
- Skilled employees
- Employees who are willing to work hard
- Employees who can work independently

#### 2. Challenges of Translate IT

- Inexperienced employees
- Rapid growth with no internal structure
- Negative atmosphere—a few good employees have left
- Managers who don't have time to lead their employees

#### 3. *Answers will vary.*

4. Consideration behaviors would be best because the employees feel that the managers don't have enough time for them, don't treat them equitably, and don't listen to their ideas.

5. Previously a free-reign style, now you need a democratic style

#### 6. *Answers will vary. Possible answers might include:*

- Ask for employees opinions
- Listen to their answers
- Recognize hard work
- Provide incentives
- Set up a structured organization
- Spend more time with employees

## UNIT 3

### Environmental Science: Forest Fires

## 1 Preview

### Previewing the Academic Content

#### Exercise 1, page 48

Answers will vary. Suggested answers.

Beneficial (positive) effects	Detrimental (negative) effects
<ul style="list-style-type: none"><li>• Cleans dead wood out of the forest</li><li>• Crops grow better after a fire</li></ul>	<ul style="list-style-type: none"><li>• Destroys forests</li><li>• Kills animals</li><li>• Destroys homes in forested areas</li><li>• Expensive to fight fires</li><li>• Can kill people</li></ul>

#### Exercise 3, page 49

- |              |           |          |
|--------------|-----------|----------|
| 1. crown     | 4. twig   | 7. shrub |
| 2. overstory | 5. cone   | 8. herb  |
| 3. leaves    | 6. branch | 9. soil  |

### Previewing the Academic Skills Focus

#### Exercise 1, page 50

Thesis: Foresters saw that forest fires were beneficial for trees, soil, and animals.

Concluding statement: It is now recognized that forest fires are a natural part of forest ecosystems and are beneficial to the trees, soil, and animals.

#### Exercise 2, page 51

1. Yes, the main points are in parallel structure.
2. Each point in the thesis statement introduces a main point found in the topic sentence of each paragraph. Students should be able to mark up their essays with arrows that provide visual evidence that the topic sentences are linked to the thesis statement.
3. Each paragraph is about one main point—as stated in the thesis and repeated in the concluding sentences.
4. Statement about the past: words highlighted in yellow  
Statement about the present: other words (not highlighted in yellow)

5. Yes. Each topic sentence starts with an expression that refers to the past, and either finishes with a clause that refers to the present time or is followed by a sentence that refers to the present time. This parallel structure creates a link, or coherence, amongst these paragraphs.

### Exercise 3, page 52

1. All the words highlighted in pink are words to identify fires or the results of fires: *forest fires*, *forest burns*, *wildfires*. They all refer to the main topic of the paragraph. The author used this variety of words to avoid repetition.
2. The first *they* refers to *forest fires* and creates cohesion by linking the two sentences together. The second *they* also refers to *forest fires* and creates cohesion by linking the clauses together.
3. *This/These* + *summary word* is used to summarize a previous idea.  
*These fires* refers to “all forest burns in the mid-1990s.”  
*This approach* refers to the 100% response of firefighters to all forest fires.
4. *However*, the word highlighted in gray, is a connecting word. It shows the relationship between the ideas in the paragraphs. It makes a connection by showing a contrast between the ideas in the beginning and end of the paragraph.

## 2 Building Academic Listening Skills

### Before You Listen

#### Exercise 1, page 54

Greatest loss of life: Fire in Kursha-2, Soviet Union

Burned largest area of land: Fire in Yellowstone National Park, U.S.

### Global Listening

#### Exercise 1, page 54

Order of points	Points – benefits of forest fires
4	encourage seed growth
5	increase animal and plant diversity
1	reduce the risk of big forest fires
2	improve soil quality
3	reduce disease and pests

#### Exercise 2, page 54

Each main point is preceded by a number or sequence word: first, second, third, next, and finally. These words build coherence because they reveal the progression of the lecture to the listeners. Students may also be able to hear these phrases, which also build coherence. (The focused listening section will look at these speech markers as well.)

Today we will talk about . . .

For example,

Let's discuss . . .

We must also consider...

To conclude,

### Exercise 3, page 54

1. F This lecture is about the positive effects of forest fires.
2. T
3. T
4. F Small forest fires decrease the chances of a large forest fire occurring later.
5. F Burning the litter on the forest floor releases phosphorus and potassium, which are beneficial to plants.
6. T
7. F Heat from forest fires can release seeds from pine cones and allow more trees to grow.
8. T
9. F Foresters try to prevent forest fires from burning if they are close to human habitation; otherwise, foresters let many fires burn.

### Focused Listening

#### Exercise 1, page 55

Speech markers to build coherence in the lecture <b>Introduction</b>	Speech markers to build coherence in the lecture <b>Body</b>	Speech markers to build coherence in the lecture <b>Conclusion</b>	Speech markers to build coherence by showing <b>Examples</b>	Speech markers to build coherence by signaling a <b>Change in Topic</b>
Today we'll talk about...	First...	To conclude...	For example	we must also consider...
Let's discuss...	Second...			
	Third...			

	Next...			
	Finally...			

### 3 Building Academic Reading Skills

#### Before You Read

##### Exercise 1, page 57

The numbers should be placed in the sentence as follows:

According to the graph, over the last 300 years, the number of sites recording forest fires has decreased from a high of 40 in 1750 to a low of 0 in 2000.

##### Exercise 2, page 57

*Answers may vary.* The key answer is that foresters practice fire exclusion because there are more people living in forested areas.

##### Exercise 3, page 57

If foresters practice fire exclusion, forests don't have the benefits of forest fires, and bigger forest fires may result.

#### Global Reading

##### Exercise 1, page 58

- |             |                     |              |             |                            |
|-------------|---------------------|--------------|-------------|----------------------------|
| 1. stunning | 3. on the fringe of | 5. naively   | 7. riveting | 9. Waging a battle against |
| 2. ominous  | 4. benign           | 6. spared by | 8. sobering | 10. mitigated              |

##### Exercise 2, page 59

- |                            |              |             |            |             |
|----------------------------|--------------|-------------|------------|-------------|
| 1. waging a battle against | 3. mitigated | 5. riveting | 7. benign  | 9. sobering |
| 2. spared by               | 4. fringe    | 6. stunning | 8. ominous | 10. naive   |

##### Exercise 3, page 59

*Answers will vary. Possible prediction:* We will probably read about a couple who moved to a forested area to enjoy the stunning view of the forest and then were forced to evacuate their home during a forest fire. They were naïve about the danger. Fortunately, their home was

spared by the fire. Three pilots have died and firefighters are waging a battle against the fire. Perhaps the government could have mitigated the risk.

#### **Exercise 4, page 61**

1. Magazine articles are often characterized by these features:
  - Use of direct quotes
  - Mention of the specific days the event took place—in this case, Thursday and Friday
  - More of a story-telling tone to the information. For example, the article begins with a story about a specific person involved in the event.
  - Not organized in the same way as textbook information. Textbooks present a larger concept and break it down. This story looks first at the human side of forest fires in a specific town, then at the impact of the forest fires in the region, then at the danger for firefighters, and finally at what the government has done in response.
2. The Kotlers were attracted by the stunning natural setting, which is now a danger to them. They were not prepared for that danger. We know this because Mel Kotler is quoted as saying he was naïve about the danger.
3. The detrimental effects were
  - 825 fires burning in the area
  - More than 170,000 hectares (420,000 acres) burned
  - \$156.7 million spent on fire suppression
  - 10,000 citizens evacuated
  - 3 pilots killed
4. Interface fires are fires that occur where human development is close to the natural forest. They are a threat in forested areas because the presence of human communities leads to practices that suppress the natural cycle of fires and a dangerous buildup of forest fuels.
5. When the author writes that the woods are being “killed by kindness,” he means that the prevention of logging of dead and diseased trees is harmful to the forests. Also, the clearing of brush through prescribed burns has also been prevented, so there is a buildup of litter that is a fire hazard.
6. The provincial government has considered reinstating controlled burns, and has created a special fire department that can be ready to fight interface fires quickly.
7. We hear more about forest fires now than in the past because there are more homes in the forest now, so their detrimental effects are more obvious.

#### **Focused Reading**

#### **Exercise 1, page 62**

1. The words *fire*, *wildfire*, and *flames* appear in each paragraph the number of times shown below:

¶ 1: 2                  ¶ 3: 4                  ¶ 5: 3                  ¶ 7: 4 (includes *flammable*)  
 ¶ 2: 2                  ¶ 4: 0                  ¶ 6: 3                  ¶ 8: 4

The author is using repetition and synonyms to focus the reader's attention on the topic.

### Student A

2. The expression *the very thing* (¶ 1, line 5) refers to the stunning natural setting.
3. *It* (¶ 1, line 8) refers to the treed view of canyon, lake and city. *It* is a pronoun.
4. *It* (¶ 1, line 14) in line 6 refers to nature. *It* is a pronoun.
5. *Who* (¶ 2, line 11) refers to "his wife and her father." *Who* is a pronoun.

### Student B

6. The words *these fires* (¶ 3, line 8) refer to the 825 fires burning across the province. The author is using *these* + summary word as a tool of cohesion.
7. *Consequently* (¶ 3, line 10) is a connecting word. It shows how the two sentences (the one before *consequently* and the one after) in that paragraph are related.
8. *Where* (¶ 4, line 3) refers to the Okanagan region. *Where* is a relative pronoun.
9. *Some* (¶ 4, line 9) and *others* (¶ 4, line 11) refer to "our citizens." Both words are pronouns.

### Student C

10. The words *these people* (¶ 5, line 7) refer to pilots. The author is using *these* + summary word as a tool of cohesion.
11. The words *the latter fire* (¶ 6, line 12) refer to the Okanagan Mountain park fire. The author is using *the former/the latter* to create cohesion.
12. The word *they* (¶ 7, line 12) refers to British Columbians. *They* is a pronoun.
13. The author wrote *as a result* (¶ 8, lines 4-5) to show how the first and the second sentences in that paragraph are related. *As a result* is a connecting expression.

### Exercise 2, page 63

- |             |                |           |             |
|-------------|----------------|-----------|-------------|
| 1. wildfire | 4. Therefore   | 7. meters | 10. former  |
| 2. your     | 5. In addition | 8. trees  | 11. latter  |
| 3. you      | 6. home        | 9. Third  | 12. methods |

### Exercise 3, page 64

These sentences all have verb-subject order, and they all start with a negative word or expression: *never before*, *nowhere*, and *not only*.



## 4 Building Academic Writing Skills

### Before You Write

#### Exercise 5, page 67

1. The essay question was probably “Do forest fires have any beneficial effects?” The author wrote the title by answering the question “Yes, forest fires have beneficial effects” and then shortening the answer to create the title “The beneficial effects of forest fires.”

2.

Paragraph 1: state the opposing view and then contradict

Paragraph 2: logical argument

Paragraph 3: logical argument

Paragraph 4: facts and statistics

Paragraph 5: logical argument

3. *Answers will vary.*

### Focused Writing

#### Exercise 1, page 68

1. They                      2. it                      3. He, he                      4. She                      5. These

#### Exercise 2, page 69

1. their                      2. his or her                      3. his or her                      4. their                      5. their                      6. his or her

## UNIT 4

### Art History: Defining Cubism

#### 1 Preview

### Previewing the Academic Content

#### Exercise 1, page 74

1. Order of paintings from most representational to most abstract:

*Portrait of Eleanora of Toledo and Her Son* (top, right)

*Portrait of Pere Tanguy* (bottom, left)

*Portrait of Ambroise Vollard* (top left)

*The Scream* (bottom right)

Note: Some students may find *The Scream* more representational than *Portrait of Ambroise Vollard*

2. *The Portrait of Ambroise Vollard* is the cubist painting. It looks like it was painted in cubes or blocks.

3. *Answers will vary.* Usually students tend to think that the most representational painting demonstrates the most skill. With this point of view, students may say that painting skill is demonstrated by the ability to draw something that looks like real life--accurate perspective, shapes, and colors. Or they may not take this perspective.

4. *Portrait of Eleanora of Toledo and Her Son* by Bronzino

*Portrait of Pere Tanguy* by van Gogh

*Portrait of Ambroise Vollard* by Picasso

*The Scream* by Munch

## Previewing the Academic Skills Focus

### Exercise on pages 76-77

1. Paraphrases 1 and 2 are good. Paraphrase 1 is useful because it uses a variety of paraphrase techniques used. Paraphrase 2 is short, but it does reflect all the main ideas. Paraphrase 3 is not good because the writer changed only a few words, and it is too similar to the original piece of writing.

2. In paraphrase 1, the writer used synonyms, change of sentence structure, and voice change from active to passive. In paraphrase 2, the writer used synonyms and changed the sentence structure.

3. The beginning of each sentence are similar. "Picasso felt that" and "Picasso believed that." These are good ways to start a paraphrase because they show whose idea the paraphrase expresses.

## 2 Building Academic Reading Skills

### Before You Read

#### Exercise 1, page 76

Definition	Synonyms
Something created by an artist	artwork (n), work of art (exp), painting (n)
Someone who creates art	artist (n), painter (n), creator (n)
Something larger that has been reduced to smaller parts	fragmented (adj), dissected (adj), broken down (adj)

Not easy to see unless you pay careful attention	small details (exp), subtle clues (exp)
Painted in just one color, usually mixed with grey	monochromatic (adj), single color/tone (exp)
A person or a thing in a painting	subject (n), figure (n), object (n)
To stay in one place in the air	hover (v) float (v)
The effect or consequence of something	repercussion (n), impact (n), lingering influence (exp), far-reaching implications (exp), (the) legacy of (n)

### Exercise 2, page 77

1. In abstract art, the subjects / figures / objects don't look like those in real life. They may hover / float / be dissected / be fragmented / be broken down. They may be monochromatic.
2. Creators / artists might give subtle clues or small details about their subjects / objects / figures.
3. *Answers will vary.* Cezanne is one example of an artist who had a lingering influence / an impact / far-reaching influence on other artists.

### Exercise 4, page 77

*Answers will vary. Possible answers:*

1. Cubism had a lingering influence on modern art. (Technique: used synonyms)  
Cubism's legacy had an inestimable impact on the art that followed. (Technique: changed the sentence structure)
2. Art by cubist painters displays figures that give subtle clues to the subject's identity. The figures appear to hover in the painting. (Technique: used synonyms; changed from passive to active)  
The figures in cubist paintings are often fragmented, but subtle clues in the painting reveal their identity. The figures appear to hover in the painting. (Technique: used synonyms; changed sentence structure)  
Viewers can identify the figures in cubist art by the subtle clues left by the artists. The figures appear to hover in the painting. (Technique: changed sentence structure; used synonyms)
3. Cubist paintings are monochromatic yet shimmer with light. (Technique: used synonyms)
4. As early as 1911, Braque had used words in his artworks, something that is now commonplace. As one might expect, his written words are as broken down as his central figures. (Technique: changed sentence structure; used synonyms)

### Global Reading, page 79

1. Cubism influenced other art by treating objects and space as things that had no fixed or absolute form. Cubist artists dissected and analyzed objects. They used words in their paintings. They displayed multiple viewpoints of their objects at one time on a flat surface. They eliminated realistic drawing and one-point perspective. Other kinds of art that cubism influenced include Italian futurism, Dutch neo-plasticism, Russian constructivism, the paintings of Willem de Kooning, the sculpture of David Smith, the multimedia constructions of Robert Rauschenberg, the photographs of David Hockney, and the architecture of Frank Gehry.
2. In cubist paintings, figures are merged with the background. Figures are broken down into planes that are angled. The planes hover near the surface of the painting. There is no realistic drawing or one-point perspective. The planes shift and fluctuate and solid forms dissolve. The artists use subtle clues that enable the viewer to perceive the subject of the painting despite the almost indecipherable images and obscure subject matter. The color range is narrow, but the paintings “shimmer.” The artists often use words in their paintings.
3. The placement of the X will vary from student to student.

### Focused Reading

#### Exercise 1, page 82

The whole final paragraph is the conclusion of this text. It starts with “In conclusion.”

#### Exercise 2, page 82

*Answers will vary. One possible paraphrase is:*

To summarize, the early 20<sup>th</sup> century art movement that had the most significant impact on the art that followed it was cubism.

#### Exercise 3, page 83

*Answers will vary.* The example above used synonyms and a change from active to passive voice.

#### Exercise 4, page 83

*Answers may vary. Students should support their answers.*

- |            |              |              |               |             |
|------------|--------------|--------------|---------------|-------------|
| 1. include | 4. eliminate | 7. include   | 10. include   | 13. include |
| 2. include | 5. include   | 8. include   | 11. include   | 14. include |
| 3. include | 6. include   | 9. eliminate | 12. eliminate | 15. include |

#### Exercise 5, page 83

*Answers will vary. Possible summary:*

Cubism was developed by Picasso and Braque between 1908 and 1914. Cubism influenced many different forms of art. Cubist artists rejected the idea that art had to be representational. Instead of showing an object as it appears in reality, analytic cubist paintings broke down an object into planes and angles. Characteristics of cubist paintings are the merging of the background and the subject and a minimal use of color. However, cubist artists always provided some small details that revealed the reality of the subject. Braque was one of the first painters to use letters in his cubist paintings, and now letters are often used in abstract art. Cubism, while not abstract itself, ushered in many kinds of abstract art.

### 3 Building Academic Listening Skills

#### Global Listening

##### Exercise 1, page 85

<i>include</i> = major points and important details <i>eliminate</i> = minor points and non-essential information	Points	Predicted Order	Actual Order
Include	Is cubism skillful?		1
Include	<i>Still Life with Chair Caning</i> is an example of synthetic cubism.		7
Include	Fashion art displays too much novelty and not enough skill.		4
Eliminate	Picasso's constructed guitar was used to advertise music groups in the 1920s.		9
Include	Great art is a combination of novelty and skill.		3
Include	<i>Portrait of Daniel-Henry Kahnweiler</i> is an example of analytical cubism.		6
Eliminate	There is an exhibition of Picasso's sketches coming to town soon.		2
Include	Is cubism—especially the later forms of cubism—fashion art?		5
Include	The <i>Guitar</i> is an example of constructed cubism.		8
Include	The <i>Man with a Hat</i> is an example of cubist collage.		10
Include	Be ready to discuss whether you think the later forms of cubist art are fashion art.		11

Emphasize that students should include the following points **in a summary**: the major points (1, 3, 4, 5 and 11) and the important details (points 6, 7, 8 and 10). They should eliminate the non-essential information (points 8 and 9).

### Exercise 3, page 87

Actual order 1, 7, 4, 9, 3, 6, 2, 5, 8, 10, 11

The major points are located at the beginning of each section of the lecture. Important details usually directly followed the major points. One nonessential point (about the new exhibit of cubist art) came very close to the beginning of the lecture. Another nonessential point (about the guitar image being used to advertise music groups in the 1920s) came at the end of the section in which the professor discussed *Guitar*, a painting that used the guitar image.

### Exercise 4, page 87

Answers will vary. Possible summary:

Great art is a combination of novelty, or new ideas, and technical skill. According to the lecturer, fashion art displays too much novelty and not enough skill. In his lecture he attempts to show that cubism—especially the later forms of cubism—is fashion art. He describes the features of the following forms of cubism, using one major work as an example of each form: analytical cubism (*Portrait of Daniel-Henry Kahnweiler*); cubist sculpture (*Woman's Head*); synthetic cubism (*Still Life with Chair Caning*); cubist construction (*Guitar*); and cubist collage (*Man with a Hat*). He suggests that the earlier forms of cubism reflect both novelty and skill but that the later forms, while displaying novelty, show less and less skill.

## Focused Listening

### Exercise 1, page 87

1. By the way, I should mention that there will be an exhibit in the spring of more recent Picasso sketches that have not been displayed before. Students should attend.
2. Incidentally, you may have seen this image of a guitar around town—even today it is used occasionally. It was used to promote a number of popular music bands in the 1920s, so it certainly caught the popular imagination.

### Exercise 1, page 88

These digressions are not essential information because they don't help you understand the main points of the lecture.

## 4 Building Academic Speaking Skills

### Before You Speak

#### Exercise 1, page 88

*Answers will vary. Possible summary:*

We get into pairs and join with another pair. One pair argues for the debate statement and the other pair argues against it. The pair that agrees with the debate statement speaks first, for four minutes, followed by the pair that opposes the debate statement, also for four minutes. Then each pair speaks again, this time for two minutes, responding to any statements the other pair has made. Everyone should speak. At the end, everyone decides which pair was most persuasive.

### Focused Speaking

#### Exercise 1, page 89

*Paraphrases will vary. Possible paraphrases:*

Quote 1. Picasso was not concerned about whether people liked his art. He felt that artists who worried too much about people's opinions would not be free to express themselves.

Quote 2. Picasso felt that cubism was similar in its principles and elements to other art movements. He did not care that many people rejected cubism; just because something is rejected by many people doesn't mean that it isn't important.

Quote 3. Picasso didn't care about the opinions of other people. He didn't seek the approval of other people and didn't care about what was in style.

Quote 4. Picasso felt that his art was not abstract. He felt that all art is in some way representational because even abstract art is based on an idea that is real.

Quote 5. Picasso always tried to represent his understanding of reality.

Quote 6. Picasso felt his art was linked to reality and reflected the same oppositions found in life.

Quote 7. Many people have tried to explain cubism and failed. Cubism was the expression in art of the ideas of the artists who invented it; it was not a planned art movement.

#### Exercise 2, page 91

*Answers will vary. Possible answers:*

1. Picasso did not care about what people—in the present or in the future—said about his work.
2. When Picasso considered whether his work was either representational or abstract, he clearly felt that his work was connected to reality, and was not abstract art.
3. To develop cubism, Picasso simply painted what he felt; he did not deliberately set out to develop an art movement.

## UNIT 5

### Sociology: Innovation

#### 1 Preview

##### Previewing the Academic Content

###### Exercise 2, page 94

1. Students should notice that there are more innovations in the present day than there were in the past. They might also notice that the nature of the innovations has changed.
2. *Answers will vary. Some possible answers:*
  - There are more smart people today than before.
  - One major innovation stimulates others.
  - Scientists share their ideas more today than previously.
  - Today there is more mixing of people and cultures and this mix of different ideas encourages invention.
  - Necessity is the mother of invention: when people perceive a need, they develop something to fill the gap.
3. *Answers will vary.*

##### Previewing the Academic Skills Focus

###### Exercise 1, page 96

1. Two is an example of one.
2. Four is an example of three.
3. They contrast.
4. They are all reasons that explain how innovation begins.



## 2 Building Academic Reading Skills

### Before You Read

#### Exercise 1, page 97

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

#### Exercise 2, page 97

1. inconsistency
2. integrated
3. cascade
4. norm
5. latitude
6. conventional
7. elite
8. peripheral

### Global Reading

#### Exercise 1, page 98

1. internal social inconsistencies that create stress
2. problems adapting to the physical environment
3. broadly defined social norms, rules, and role expectations
4. high rates of replacement and succession of people
5. close contact among different cultures
6. growth in population size and density
7. social catastrophe or natural disaster

### Focused Reading

#### Exercise 1, page 100

1. The seven conditions for innovation are abstract concepts

2.

Abstract Concept	Concrete Information
1. Internal social inconsistencies create stress	Social welfare in Canada was a result of the Great Depression in North America
2. problems adapting to the physical environment	Energy crises have led to the development of new energy sources. For example, after whales were hunted to near extinction, kerosene fuel was developed to replace whale oil. Coal was developed after most of the trees in Europe were cut down. Today, the accumulation of greenhouse gases has stimulated a search for alternative energy sources
3. broadly defined social norms, rules, and role expectations	Western societies, which emphasize individual success, individual achievement, and working for higher status encourage innovation. Societies that are much more tightly structured like that of the Masai, where cattle are the main food source and indicator of economic status, tend not to favor innovation.
4. high rates of replacement and succession of people	Many companies replace their CEOs when business is down; many sports teams replace their coaches after too many losses.
5. close contact between/among different cultures	No concrete information
6. growth in population size and density	Small businesses must innovate as they grow larger.
7. social catastrophe or natural disaster	The catastrophic Asian tsunami of 2004 prompted the development of new early warning systems. The United Nations was created in response to WW II.

3. Point #5 is not supported with concrete information.

4. The concrete information in the reading support the abstract concepts.

5. The following expressions in the reading are used to introduce concrete information: *A good example of this, for instance, is an example of, to illustrate, another example of this.*

### 3 Building Academic Listening Skills

#### Global Listening

##### Exercise 1, page 103

b. The influence of mass media has some limitations and is not as powerful as we might think.

##### Exercise 2, page 103

1. Research suggests that the mass media have limited direct effects for producing change.
2. The influence of the mass media is dependent upon mass education and literacy. If people can't read or aren't educated, they can't be influenced by the written word, either on paper or in electronic format.
3. Radio and television can diffuse innovation easily because they do not require the recipients to be literate. However, lack of money or sufficient resources can limit access.
4. We need human interaction to "shape" the ideas that the mass media presents us with. Human interaction persuades us to adopt change; the mass media alone is usually not sufficient to persuade people. On the Internet, people can learn about innovations AND discuss them with others, all while using the same "channel."
5. People pay attention to things they see/hear via the mass media only if they are already interested in them. People don't pay attention to things they are not interested in. This is another limitation of the influence of the mass media. Thus the mass media are less successful at creating new attitudes and opinions or converting people to new attitudes or opinions than they are at reinforcing attitudes and opinions that people already have.
- 6.

The mass media is effective at . . .	The mass media is not successful at
Intensifying existing attitudes	Creating new attitudes
Reducing the intensity of existing attitudes	Converting people to new opinions

7. The mass media can be an agent of long-term social change, it can help socialize people, and it can shape the ideas people bring to the media.

## Focused Listening

### Exercises 1, 2, and 3, pages 104-105

#### Lecture's main points:

The mass media is an influential channel of diffusion, but each media has some limitations. Lack of literacy and resources limit the effectiveness of the mass media at diffusing innovation. Also, the mass media (the Internet excepted), does not provide opportunities for personal interaction, which is required to change people's attitudes towards innovation. Finally, research shows that people pay attention to mass media messages only if they are interested in the messages to begin with. If people are not interested, then the impact of the mass media is reduced. The mass media can intensify or reduce the intensity of existing attitudes, but cannot convert people to new attitudes.

Student Opinions	Relationship to the main lecture
<u>First student:</u> The mass media don't have any limitations. They are very powerful.	Contrasting
<u>Second student:</u> People don't pay attention to what they don't want to hear. I don't pay attention to political messages.	Similar or concrete example
<u>Third student:</u> I'm going out. Not thinking about channels of innovation diffusion.	Unrelated
<u>Your own opinion:</u> Answers will vary.	Answers will vary

## 4 Building Academic Writing Skills

### Before You Write

#### Exercise 1, page 106

Students might say that there are cosmopolitan leaders and local opinion leaders, and these leaders play a role in diffusing information about new innovations to the rest of the population.

#### Exercise 2, page 106

1. *Answers will vary.*
2. *See completed chart below.*

Cosmopolitan Leaders	Local Opinion Leaders
<ul style="list-style-type: none"><li>• have large numbers of friends and acquaintances</li><li>• have a wide variety of interests</li><li>• are members of many groups that have different goals</li><li>• have a wide reach into many communities</li></ul>	<ul style="list-style-type: none"><li>• have large numbers of friends and acquaintances</li><li>• are members of many groups with similar goals</li><li>• have a deep reach into a single community</li></ul>

3. The lecture contains mostly abstract concepts, but the professor gives concrete information when he describes the Facebook example.

#### Exercise 3, page 107

1. Local opinion leaders are members of groups that have similar goals. These connections allow them to have a deep reach into a single community. They can diffuse information about innovations throughout a single community quickly because they know so many people.
2. Together these kinds of leaders have a significant impact on the opinions of the rest of the population, and they are not limited by the kinds of limitations that the mass media experiences, because they have some advantages that the mass media does not. These advantages include the fact that they are not dependent on the literacy or education of their contacts. They can spread information through conversation, which does not require print literacy. Individual leaders can also provide interpersonal contact; they can respond directly to the questions of the rest of the population. In this way, they have the power to persuade people, or convert them to new opinions, which the mass media cannot do.

## Focused Writing

### Exercise 2, page 108

Yes, the author succeeded in synthesizing information from all of the sources.

<b>Information about car sharing</b> (from reliable Internet sources) <i>Advantages:</i> environmentally friendly; increases use of public transit; cheaper than owning a car <i>Diffusion:</i> world wide—in Asia, Australia, Europe, North America, and the United Kingdom <i>Mass media as a channel:</i> on the Internet; presence not strong in other forms of mass media <i>Individuals as channels:</i> group of people involved, no key cosmopolitan or local opinion leader; need for individual leader to champion the cause			
Information Source	Piece of information	Relationship to car sharing	Included in the report? (✓ or X)
<b>Textbook Reading:</b> The Social Conditions that Encourage Innovation	1. internal social inconsistencies that create stress	not related	X
	2. problems adapting to the physical environment	support	✓
	3. broadly defined social norms	not related	X
	4. high rates of succession or replacement	not related	X
	5. close contact between/among cultures	support	✓
	6. growth in population size and density	support	✓
	7. social catastrophe or natural disaster	not related	X
<b>Lecture:</b> Mass Media and Diffusion of Innovation	mass media has limits <ul style="list-style-type: none"> <li>▪ dependant on literacy</li> <li>▪ no human interaction</li> <li>▪ can't convert people to new opinions</li> </ul>	support	✓
<b>Lecture:</b> Individuals as Channels of Innovation Diffusion	Individuals can have direct effects <ul style="list-style-type: none"> <li>▪ cosmopolitan leaders</li> <li>▪ local opinion leaders</li> </ul>	support	✓

## UNIT 6

### Physical Science: Nanotechnology

#### 1 Preview

##### Previewing the Academic Content

###### Exercise 2, page 115

1. *Answers will vary.*
2. Students might mention the following long-term risks and negative consequences, some of which are hinted at in the paragraph on page 114:
  - possibility that nanoparticles may affect human health
  - possibility of danger in the production of nanoparticles
  - difficulty of recognizing negative consequences connected to the use of new technologies soon enough to prevent damage
  - lack of knowledge about how nanoparticles “decompose”; how they will affect the environment, e.g., what will they do in land-fill sites?
  - lack of knowledge about how nanoparticles might be recycled
3. *Answers will vary.*

##### Previewing the Academic Skills Focus

###### Exercise 2, page 117

Facts: a, b, e

Opinions: c, d, f

###### Exercise 3, page 117

The Science and Environmental Health Network’s website states (July 2008) that the precautionary principle is the idea that when health and/or the environment may be endangered by an event or technology, it is important to eliminate any possibility of danger, even if a causal relationship between the event and a possible danger has not yet been proven.

###### Exercise 4, page 117

1. a, c, e, g, i
2. Example 1
3. *Answers will vary. Students should use some of the following expressions:*

I believe that . . . , I think that . . . , It seems to me that . . . , In my view . . . , As far as I'm concerned...

## **2 Building Academic Listening Skills**

### **Global Listening**

#### **Exercise 2, page 119**

1. False. The more divisions of the cube, the more surface area.
2. False. A red blood cell is 7,000 nanometers.
3. True
4. True

#### **Exercise 3, page 120**

#### **Scientific nouns**

molecule: The smallest unit into which any substance can be divided without losing its own chemical nature

atom: The smallest part of an element that can exist alone or that can combine with other substances to form a molecule

particle: A small piece of something

ion: An atom that has been given a positive or negative force by adding or subtracting an electron

#### **Adjectives that mean small**

tiny: Extremely small

minuscule: So small it is hard to see; minute

#### **Noun that is a metal**

mercury: A heavy, silver-white poisonous metal that is liquid at ordinary temperatures and is used in thermometers (chemical symbol: Hg)

#### **Nouns related to electrical systems**



circuit: The complete circle that an electric current travels

### **Word related to winning a prize**

Nobel Laureate: Someone who has won a Nobel Prize (a prize given each year to people who have done significant work in various fields such as physics, chemistry, literature, etc.)

## **Global Listening**

### **Exercise 1, page 122**

1. A nanometer is one billionth of a meter.
2. Nanotechnology and nanoscience are about how molecules do things.
3. Small machines would work more efficiently because they use less power and are cheaper to manufacture.
4. It allowed scientists to manipulate atoms and molecules, allowing them to work on the nanoscale.

### **Exercise 2, page 122**

#### **Characteristics of Nanoparticles**

- strong
- light
- flexible
- heat tolerant
- can conduct electricity

#### **Uses of Nanotechnology**

- Car parts (such as dashboards and tires) and sporting equipment (such as tennis racquets, skis, bike frames) that contain nanoparticles are stronger and lighter.
- Lotions, and creams that contain nanoparticles penetrate more quickly and more deeply. Makeup that contains nanoparticles lasts longer.
- Clothes that contain nanoparticles do not need ironing and do not stain.
- Washing machines use silver ions to kill bacteria, viruses, algae, and fungi

- Electronics products will one day use nanoparticles to create tiny computer chips that won't melt.
- Fullerenes, or ball-shaped nanoparticles, will one day be used to deliver medication to bacteria, defective genes, or a cancer tumor inside a patient, thereby eliminating unpleasant side effects of medication.

### Focused Listening

#### Exercise 1, page 123

1. 100%
2. >50%
3. >50%
4. <50%
5. >50

#### Exercise 2, page 124

- |               |   |
|---------------|---|
| 1. reliable   | This sounds reliable as there are examples to support the statement that we are already using nanotechnology.   |
| 2. reliable   | The student quotes Richard Feynman. The student supports his point with a reference to a famous physicist.  |
| 3. unreliable | This is unreliable information as it does not match with what we have learned in the lecture, and the speaker gives no information to support this statement. It is opinion only. |
| 4. unreliable | This information was not in the lecture. It is not supported by examples or any other kind of information.  |

## 3 Building Academic Reading Skills

### Before You Read

#### Exercise 2, page 125

- Cigarettes
- Thalidamide – the anti-nausea drug given to pregnant women that caused birth defects

- Nuclear energy – uranium
- Lead paint in children’s toys, on cribs, and walls
- Melamine in children’s formula and candy (China)
- Antifreeze in toothpaste (China)

Students may know other products. Note that these are good examples of how government regulation is now making life safer for most people.

#### Exercise 4, page 125

- |                            |                           |                |                              |                       |
|----------------------------|---------------------------|----------------|------------------------------|-----------------------|
| 1. table                   | 3. current<br>information | 5. thinker     | 7. once bitten,<br>twice shy | 9. permit             |
| 2. signal the all<br>clear | 4. uncover                | 6. deconstruct | 8. concerned<br>audience     | 10. prevent<br>damage |

### Global Reading

#### Exercise 1, page 126

1. The panel’s report warns that nanomaterials may be able to penetrate cells and interfere with biological processes.
2. The panel consists of sixteen experts, including some of Canada’s leading scientists and top international experts on nanomaterials. It seems to be a reliable source. We should trust this information.
3. Because PCBs and Agent Orange were once “new technologies” that were thought to be safe for use and are now known to be highly dangerous to humans. The report writers are drawing a parallel between the unknown risks of nanomaterials and the once unknown risks of PCBs and Agent Orange. We didn’t use caution with PCBs or Agent Orange when we should have—perhaps we should be more cautious with nanomaterials.

#### Exercise 2, page 126

- |      |      |      |      |
|------|------|------|------|
| 1. F | 3. T | 5. F | 7. T |
| 2. T | 4. F | 6. F | 8. F |

#### Exercise 3, page 126

1. It is apparently safe for humans, but we still don't know the long-term impact of these nanoparticles on the environment. What is the effect on algae, amphibians, and fish in water of the nanoparticles in sunscreen when they get into the water? The use of this example shows that we don't really know the long-term impact of the nanoparticles on the environment.

2. Use of nanoparticles, administered at the same time as chemotherapy, might reduce the dose of required chemotherapy drugs by about 95 percent without any reduction in therapeutic effect. This would be a huge advantage for cancer patients. Answers will vary about whether this advantage is worth the unknown risk.

### Focused Reading

#### Exercise 1, page 129

Posts 1 through 4 include facts and opinions. Post 5 is only opinion.

**First Post: Fact** The text states that at one time, polychlorinated biphenyls (PCBs) and Agent Orange were both thought to be safe for human use; however, now everyone knows that they are dangerous to human health and the environment.

**First Post: Opinion** I think these are both good examples of what can happen when people, governments and companies proceed too quickly with technological development. From my perspective, nanoparticles are a new technology with potential for dangerous results, and we should err on the side of caution as we develop them for the market.

**Second Post: Fact** The reading begins with the following sentence: "A scientific panel has waved a yellow flag in front of a rapidly expanding number of products containing nanomaterials, cautioning that the tiny substances might be able to penetrate cells and interfere with biological processes."

**Second Post: Opinion** As far as I'm concerned, the word *might* is the key word in this sentence. *Might* indicates that the panel is not sure whether nanomaterials will cause problems or not. Are we going to deny cancer victims the benefits of lower doses of chemotherapy drugs just because some people think there *might* be problems with nanoparticles? I don't agree with that. I believe that we should proceed as quickly as possible to exploit the benefits of nanotechnology.

**Third Post: Fact** We've been using titanium dioxide in sunscreens for years, and there haven't been cancer cases resulting from sunscreen use, or even any proof that sunscreen is damaging the environment – for example the beaches or fish in the water.

**Third Post: Opinion** How bad could the risks of these tiny particles be? You can't see them, so how much damage could they cause? It seems to me that these particles are completely safe. If we delay further development of nanotechnology, we are depriving people of the advantages that nanoparticles could provide. Why wait any longer?

**Fourth Post: Fact** Dr. Sinervo, the dean of the University of Toronto's faculty of arts and science, and the head of this scientific panel, is quoted as saying, "One can argue fairly strongly that some of those products probably should be looked at on a going-forward basis. It's a new technology. We are concerned."

**Fourth Post: Opinion** I am of the opinion that a person in his position knows what he's talking about. If he thinks there may be risks associated with nanoparticles, then there probably are. It just seems reasonable to look before we leap.

**Fifth Post: Fact** This post is all opinion. It is unsupported by fact.

**Fifth Post: Opinion** In my opinion, nanoparticles are the best thing to ever happen. They will provide us with solutions to problems we already have, and to new problems—ones we haven't even discovered yet. So if nanoparticles are going to cause problems of some kind, we don't need to worry about the problems now. Even *if* nanomaterials cause damage somehow, they also offer the potential to solve those problems later. So we shouldn't worry. Nanoparticles are as safe as we need them to be.

## 4 Building Academic Speaking Skills

### Before You Speak

#### Exercise 1, page 131-132

1. The source of the information in the article is the online version of the journal *Scientific American*. *Scientific American* is itself quite reputable, but online versions of periodicals may not always provide reliably accurate information. There's no right or wrong answer to this question, only students who are more or less wary.
2. Nanotubes and asbestos fibers are similarly shaped, and this study proves that inhalation of nanotubes has the same dangers as inhalation of asbestos fibers.

3. Answers will vary. Students should use one of the collocations that express probability on page 123, e.g., *It is highly probably that* inhaling nanotubes is dangerous, *There is a slight possibility that* inhaling nanotubes is dangerous, etc.

4. It is unlikely that the results of this study will prevent the further development of nanotechnology because the benefits are too great.

5. Further study on the harmful effects of manufacturing and using nanotubes is required in the immediate future.

### Focused Speaking

#### Exercise 1, page 132

In all of these situations, there is a benefit and a risk. Some students will think the benefit outweighs the risk, others will think the risk outweighs the benefit. The goal here is for students to develop their opinions about whether the precautionary principle should be applied to the development of nanotechnology.

## UNIT 7

### Microbiology: Fighting Infectious Diseases

#### 1 Preview

#### Previewing the Academic Content

##### Exercise 1, page 136

- |      |      |      |       |
|------|------|------|-------|
| 1. c | 4. f | 7. e | 10. i |
| 2. d | 5. b | 8. a | 11. j |
| 3. g | 6. h | 9. l | 12. k |

##### Exercise 2, page 137

Adjective + disease	Synonyms for infectious disease (adjective + disease)	Synonyms for <i>get a disease</i> (verb + a disease)	A synonym for <i>a disease is spread by</i> (a disease + passive verb + <i>by</i> or <i>through</i> )
---------------------	---	--	---

rare disease common disease serious disease life-threatening disease heart disease fatal disease deadly disease incurable disease	contagious disease communicable disease	develop a disease contract a disease have a disease suffer from a disease	a disease is transmitted by a disease is transmitted through
			A synonym for <i>eliminate a disease</i> (verb + <i>a disease</i> )
			eradicate a disease

### Exercise 3, page 138

*Answers will vary. Students should use some of the vocabulary from the two tables.*

### Exercise 4, page 138

You will likely find that a disease is treated differently in different countries. In order to avoid catching infectious diseases, people can wash their hands, stay clean, drink clean water, avoid ill people, quarantine ill people, etc.

## Previewing the Academic Skills Focus

### Exercise 1, page 139

Purpose: To inform	Purpose: To persuade	Purpose: To entertain
textbooks Internet articles newspaper articles operating manuals political fliers recipes student essays travel magazines	newspaper editorials advertisements internet articles junk mail political fliers student essays travel magazines	novels student essays travel magazines internet articles

### Exercise 2, page 140

1. This is an informative text because the paragraph contains many facts.

2. The writer does NOT repeat the data from the table in the paragraph, because this would be boring. The writer has brought a new perspective to the data in the table and has pointed out the main points that the reader should notice.

### Exercise 3, page 140

This is a persuasive paragraph, which is evident from the strong statement at the end of the paragraph.

## 2 Building Academic Listening Skills

### Before You Listen

#### Exercise on page 141

1. first line of defense against
2. battle against / combat
3. killed
4. attack
5. vulnerable (or susceptible) to / outbreak
6. waged a war against
7. outbreak / keep the disease under control

### Global Listening

#### Exercises 1, 2, and 3, pages 142-143

*Students may list conditions that aren't mentioned in the lecture.*

Conditions that affect the spread of infectious diseases	Mentioned in lecture √ / X	Order in lecture (1, 2, 3, etc.)
1. General health – if healthy, we are less likely to contract a disease	√	1
2. Whether we have access to clean water	√	2
3. How we prepare our food	√	3
4. How closely we live with others	√	4
5. How much contact we have with waste products	√	5
6. How closely we live to “agents of disease” like mosquitoes and rats	√	6
7. How much we travel	√	7
8. How likely we are to be exposed to a disease we don't have antibodies for	√	8

#### Exercise 4, page 143

*Answers will vary. Suggested answers:*



Conditions that affect the spread of infectious diseases	Notes from the lecture
1. General health	<ul style="list-style-type: none"> <li>If healthy, we resist disease better—opposite is also true</li> </ul>
2. Clean water	<ul style="list-style-type: none"> <li>Need clean H<sub>2</sub>O and H<sub>2</sub>O treatment systems</li> <li>H<sub>2</sub>O can contain parasites; parasites cause schistosomiasis, kill 200,000/yr.</li> </ul>
3. Food preparation	<ul style="list-style-type: none"> <li>Gastroenteritis—caused by bad food: meat, seafood, dairy and baked products</li> </ul>
4. Contact with other people	<ul style="list-style-type: none"> <li>Large groups—more exposure to infectious diseases, so more vulnerability to infectious diseases</li> </ul>
5. Contact with waste products	<ul style="list-style-type: none"> <li>Waste contains parasites and bacteria, so important to minimize contact with waste</li> <li>More contact with waste = more opportunity to contract infectious diseases</li> </ul>
6. Contact with “agents of disease” like mosquitoes and rats	<ul style="list-style-type: none"> <li>Large groups of people attract mosquitoes and rats—carry disease</li> <li>For example, cutting down trees → pools of stagnant water, which brings mosquitoes</li> </ul>
7. Amount of travel	<ul style="list-style-type: none"> <li>SARS, swine flu spread by travelers, across borders</li> <li>Travel increases likelihood of exposure to new bacteria</li> </ul>
8. Exposure to new diseases we don’t have antibodies for	<p>Examples:</p> <ul style="list-style-type: none"> <li>Black Death = bubonic plague (Europe, mid-1300s)</li> <li>Native peoples in North Am. vulnerable to European diseases</li> </ul>

### Focused Listening

#### Exercise 1, page 145

The instructor’s primary purpose was to inform. This is clear because the professor gave a lot of facts and detailed information. Students may also consider that the instructor’s purpose includes a bit of persuasive intent, specifically to modify our behavior to avoid these infectious diseases.

#### Exercise 2, page 145

1. c

2. b

3. a

4. b

### Exercise 3, page 146

1. Deaths from each of the top five infectious diseases have also decreased, / except for deaths from AIDS.
2. Over this time period, / deaths from AIDS have increased / by a factor of four.
3. During this time span, / the relative rankings of the diseases has remained almost constant, / except for AIDS, / which has risen from seventh rank in 1993 / to second rank in 2002.

### Exercise 4, page 146

1. In fact, / with the onset of antibiotic resistance, / it is possible that the decreasing trend will reverse itself in the future.
2. Second, / without greater efforts at intervention, / deaths from AIDS will likely surpass those from all other infectious diseases.
3. It is essential / that governments and public health organizations, / like the World Health Organization, / continue to invest in research on antibiotic resistance and AIDS.

### Exercise 5, page 147

1. Gastroenteritis, / which is a disease of the stomach and intestines, / is caused by improperly prepared foods, / reheated meat and seafood dishes, / and dairy and bakery products.
2. Also, / most of us live in large groups, / very large groups, / and this makes us more vulnerable to infectious disease.
3. Similarly, / large populations of humans tend to attract rats and other rodents / that may also be agents of disease.

### Exercise 6, page 148

1. Speaker's attitude: astonishment / regret
2. Speaker's attitude: astonishment / regret
3. Speaker's attitude: concern
4. Speaker's attitude: astonishment / regret

### **Exercise 7, page 149**

1. Speaker's attitude: doubt / disbelief
2. Speaker's attitude: enthusiasm

### **Question following Exercise 7, page 149**

There is greater stress on content words in thought groups. Intonation rises for positive statements and falls for negative ones.

## **3 Building Academic Reading Skills**

### **Before You Read**

#### **Exercise 2, page 150**

- a. A strain of bacteria contains both antibiotic-sensitive cells and antibiotic-resistant cells. The vast majority of cells is antibiotic-sensitive.
- b. The strain of bacteria is exposed to the antibiotic. The antibiotic inhibits the sensitive cells. It does not inhibit the resistant cells.
- c. The resistant cells remain. Without competition from the sensitive cells, the resistant cells reproduce faster.
- d. The resistant cells have now become the majority in the population; they have become another separate strain of bacteria that is resistant to the original antibiotic.

### **Global Reading**

#### **Exercise 2, page 153**

1. This author's primary purpose is informative. We know this because the reading is full of factual information.
2. The topic is the development of antimicrobial/ antibiotic resistance in populations of bacteria.
3.
  - a. T
  - b. T
  - c. F
  - d. T
  - e. F
  - f. T

4. Multiple resistance to antimicrobials appears most frequently in hospitals and nursing homes because the frequent use of antimicrobial medicines to combat infection in these places eliminates sensitive cells and encourages the development of resistant cells.

5. Cross resistance occurs when a population of bacteria becomes resistant to more than one antibiotic that have similar structures.

6.

Method	How it works
1. Patients must finish all the antibiotic they are prescribed, even if they begin to feel better before they finish.	High concentrations of the antibiotic will kill the sensitive cells and allow the body's natural defenses to kill the resistant cells. This eradicates the entire population of bacteria and helps prevent the development of antibiotic resistance.
2. Use antimicrobial drugs in combination.	If bacteria cells are resistant to one antibiotic, they are likely to be sensitive to a different antibiotic. Combining antibiotics will kill all the bacteria cells (synergistic response). Avoid combining antibiotics that work against each other (antagonistic response).
3. Use antimicrobials only when necessary.	Antibiotics are often prescribed when they are not needed. They don't work on viruses. If they are used too much, they simply encourage the development of resistant strains of bacteria and don't do any good.
4. Develop new antimicrobials.	Medical researchers must continue to develop new antimicrobial drugs to fight the resistant strains of bacteria (second and third generation drugs).

7. Health care professionals are not sure how long we can keep developing new drugs for new resistant strains of bacteria.

### Focused Reading

#### Exercise 2, page 155

Sentence 1: introducing the third point of the section

Sentence 2: contrasting the ideal (limiting use of antimicrobials) with the reality (indiscriminate use of antimicrobials)

Sentence 3: quantifying a general statement; giving examples of inappropriate use of antibiotics

Sentence 4: giving another example of inappropriate antibiotic use

Sentence 5: emphasizing a point that was made previously; explaining why something should not be done (the dangers of using antibiotics inappropriately)

## 4 Building Academic Speaking Skills

### Before You Speak

#### Exercises 1, page 156

Your primary purpose	Your audience	Your presentation
To inform	A group of children	<ul style="list-style-type: none"><li>• don't use technical terms</li><li>• spend more time explaining basic concepts</li><li>• keep it short</li><li>• achieve your primary purpose (to inform) by entertaining—maybe tell a story with a moral</li></ul>
To persuade	A group classmates and instructors who are well-informed about your topic	<ul style="list-style-type: none"><li>• can use technical terms</li><li>• spend less time on explaining concepts</li></ul>
To persuade	Parents with young children who want antibiotic medicine when their children get sick	<ul style="list-style-type: none"><li>• don't use technical terms</li><li>• spend more time on basic concepts</li><li>• use visuals to explain</li><li>• focus on situations where antibiotic use does more harm than good</li></ul>
To inform	Your classmates who have not read as much as you have about your presentation topic	<ul style="list-style-type: none"><li>• assume some knowledge</li><li>• define new words classmates may not know</li><li>• use visuals</li></ul>

### Focused Speaking

#### Exercise 2, page 159

The primary purpose of the text is to persuade people not to use antibiotics when they are not useful.

## UNIT 8

### Children's Literature: Characteristics of the Genre

#### 1 Preview

##### Previewing the Academic Content

##### Exercise 1, page 162

1. *Answers will vary.* Typically the main character is a child whose parents or siblings don't play a large role in the story.
2. *Answers will vary.* Often the character starts at home, leaves to have an adventure, and returns home.
3. *Answers will vary.* Frequently, the main character becomes wiser or learns something about him/herself during the adventure.
4. *Answers will vary.* However, often there are clear oppositions, like good versus evil, or nature versus man, or security versus danger.
5. *Answers will vary.* Often children's stories have vivid detail, and students can remember this detail even if they haven't thought about the story in a long time.
6. *Answers will vary.* The stories may or may not have a moral, or the moral may not be obvious. Often the writer has an instructional purpose for writing.

##### Exercise 3, page 162

*Answers will vary. Suggested answers:*

1. The main characters are Lucy the parrot and Cedric the rabbit. They are both childlike and young. There are no parent figures in this story. Even the children who take care of the animals are not really present in the story.
2. Cedric leaves his cage, which is his home. At the end of the story, he returns to the cage and is happy again.
3. Yes, Cedric's attitude changes. At the beginning he thought getting out of his cage so he could look out the window would be great, but at the end, he realizes that he was happier in his cage.
4. In this story, the rabbit and the parrot embody opposite attitudes toward life. They look at everything from a different perspective. The parrot is open-minded, unafraid, and has a positive attitude toward life; the rabbit is not open to new experiences, worries about every little thing (for example, the children falling off the swings), and has a somewhat negative attitude toward life. The parrot is adventurous; the rabbit likes the security of home.
5. The details create pictures in your mind, for example Cedric's red cage is in a cozy corner of the living room, his cage is nestled in the corner, Lucy's silver cage is suspended high on a stand, the buildings that Lucy sees are described as "a patchwork quilt of rooftops," airplanes are "silver

and white birds that fly without flapping their wings.” You remember these details because they are vivid—they are colorful and appeal to the senses.

## Previewing the Academic Skills Focus

### Exercise 1, page 164

The surface story is about a parrot and a rabbit. However, the story seems to have deeper meanings. Here are some possible lessons the author may want children to learn from the story:

- Home is best
- We can’t change who we are
- Each person has a unique perspective on life
- People can be different and still be friends
- We should learn to be contented with our lot in life
- Being at home, leaving, and then returning helps us to develop self-awareness and to grow up

### Exercise 2, page 164

All of these answers are possible. This question is designed to get students thinking about what making inferences involves.

## 2 Building Academic Reading Skills

### Before You Read

#### Exercise 1, page 165

1. *Answers will vary.* Some other genres are:

Music genres: classic, country, pop, rap, *rock, hip hop, folk, etc.*

Art genres: Renaissance, impressionism, cubism, *expressionism, surrealism, modern, post-modern, etc.*

Literature genres: mystery, romance, biography, *fiction, science fiction, fantasy, etc.*

#### Exercise 2, page 165

- |               |               |               |  |            |
|---------------|---------------|---------------|--|------------|
| 1. fairy tale | 3. suit       | 5. constraint | 7. merely                              | 9. diverge |
| 2. novel      | 4. burdensome | 6. generic    | 8. to have no<br>apparent relationship | 10. schema |

### Exercise 3, page 166

- |                                  |                |               |
|----------------------------------|----------------|---------------|
| 1. bear no apparent relationship | 4. constraints | 7. diverged   |
| 2. fairy tales                   | 5. suit        | 8. generic    |
| 3. schema                        | 6. merely      | 9. burdensome |

## Global Reading

### Exercise 1, page 166

The generic plot pattern is home / away / home.

### Exercise 2, page 168

1. Children's literature can be considered a genre because children's stories have many shared characteristics.
2. Authors assume that children have limited knowledge and ability and most important needs are to be protected and educated.
3. *Answers will vary.*
4. The fact that the generic plot pattern is so prevalent suggests that these characteristics reflect what people think children's literature should be.
5. The stories that don't follow the pattern can be analyzed as variations on the schema or inversions of it
6. Generic Schema

#### *Where the Wild Things Are*

home invaded by a danger → child overcomes danger → home returns to normal

#### *Anne of Green Gables*

Child leaves an abusive home → child finds a secure home

#### *Cinderella*

Child lives in an abusive home → child finds happiness in a secure home

#### *Harry Potter*

Child lives in an abusive home → child finds happiness in a different setting → child returns to abusive home



## Focused Reading

### Exercise 1, page 170

- (Paragraph 1) As children's stories have many shared characteristics, children's literature can be considered as a genre separate from other adult genres of literature.
- (Paragraph 2) Stories for children reflect adult authors' ideas about childhood: that children are limited / vulnerable and must be protected and educated.
- (Paragraphs 3-6) Examples of children's stories that follow the generic schema.
- (Paragraph 7) A description of the generic schema: home / away / home.
- (Paragraph 8) More examples of the generic schema: home / away / home
- (Paragraph 9) These characteristics reflect what people think children's literature should be.
- (Paragraph 10) Not all children's stories follow this pattern. There are inversions (variations) of the pattern; example of a variation.
- (Paragraph 11) Three more variations and examples.

### Exercise 2, page 170

1. The author provides many examples of children's stories to support the main point that many of the stories follow this plot schema. By providing a large number of examples, the author hopes to convince the reader that the plot pattern described really is one of the most important basic features of children's literature.
2. Many of the main characters in children's literature seem to be limited and need to be protected and educated because the stories are written by adults, who have this view of children.
3. No. The author uses examples of an old story (R.L. Stevenson's *Treasure Island*), so this generic schema applies to old stories too. The author doesn't mention other cultures in the article, but we can assume that as the plot pattern described is "generic," it should apply to children's literature in many cultures.

### Exercise 3, page 170

*Answers will vary. Possible answers:*

1. Will NOT be included: examples should be presented in the body of the article
2. Will NOT be included: refers to "all fiction"—a much broader topic than that of the article
3. Will be included: refers to underlying plot patterns (main topic)
4. Will be included: refers to generic patterns (main topic)
5. Will NOT be included: directly contradicts the article
6. Will NOT be included: although likely to be true, not applicable to the focus of the article (children's literature)

### 3 Building Academic Listening Skills

#### Before You Listen

##### Exercise 1, page 171

1. a, b, and c      2. a, and c      3. a, and b      4. a, and d      5. a

#### Global Listening

##### Exercise 1, page 172

Main Point	Details
1. Descriptive detail	<ul style="list-style-type: none"><li>• Not much descriptive detail—kids have limited tolerance for details</li><li>• Details are concrete—shape, sound, color</li><li>• Pictures help to provide visual detail</li></ul>
2. Main characters are limited	<ul style="list-style-type: none"><li>• Are children, or child-like</li><li>• Have limitations</li><li>• Have redeeming qualities</li></ul>
3. Main characters are orphans	<ul style="list-style-type: none"><li>• Lots of orphans as main characters</li><li>• Allows author to explore independence/security issue</li></ul>
4. Clear oppositions	<ul style="list-style-type: none"><li>• Opposition between good vs. evil, obedience vs. disobedience</li><li>• Other examples: civilization vs. nature, restraint vs. wildness, boredom vs. adventure, safety vs. danger etc.</li></ul>
5. Usually have a moral	<ul style="list-style-type: none"><li>• Stories are action oriented but usually have a moral, i.e. instruct about the adult world</li><li>• Although simple, stories have deeper meaning, which may be explicitly stated by one of the characters but often is only implied</li></ul>

#### Focused Listening

##### Exercise 1, page 173

1. b                      3. c, d, and f                      5. c                      7. b  
2. b                      4. c                      6. a

## 4 Building Academic Writing Skills

### Focused Writing

#### Exercise 1, page 177

1. Repetition      2. Repetition      3. Parallelism      4. Alliteration      5. Parallelism

#### Exercise 2, page 178

- |   |                     |                     |
|---|---------------------|---------------------|
| 1. Personification  | 3. Personification  | 5. Imagery/metaphor |
| 2. Simile (teeth as sharp as needles) and personification (grinning mouths) | 4. Imagery/metaphor | 6. Metaphor         |

### Integrated Writing Task

#### Exercise 1, page 182

1. The plot is home / away / home / and probably away again. This is a slight variation on the generic schema.
2. The author uses the following rhetorical devices:
  - Alliteration: *deepest, darkest*
  - Repetition: *All day long, and for days on end ... He swam deeper and deeper. The deeper he went ...*
  - Parallelism: *tired of climbing up and looking down*
  - Personification: *The killer whale winked at Matt.*
  - Imagery: *The water was dark now, but far below him he could see the stars in the night sky.*
  - Metaphor: *One of them jumped high out of the water in front of Matt's kayak, landing with a smack and a lacy spray of white water.*
  - Simile: *The kayak rocked like a crazy rocking chair*
3. The story shares these characteristics typical of children's literature:
  - Detail is minimal but concrete: *trails that wound their way to the peak, stars in the night sky below him, lacy spray of white water, etc.*
  - The main character is a child but seems to have no limitations. Matt is a very likeable character.
  - The main character has parents, but they aren't a part of the story. Matt acts independently.

- There are no obvious oppositions except perhaps for safety and danger. Matt is not scared away by the danger, which is a variation of the generic schema; in fact, Matt is planning on another adventure as soon as he gets home.
5. Possible moral of the story: You need friends (the killer whale) in times of difficulty; OR With your friends you can survive; OR: Children will enjoy adventures and shouldn't be worried about dangers.
  6. The story is representative of children's literature, following a variation on the generic schema and displaying rhetorical devices, minimal but visual detail, a child protagonist who acts independently, and a moral.