Unit 1 Lesson 1

Vocabulary Review

1. b
2. b
3. c
4. c
5. a
6. a
7. c
8. a

Skills Practice

Q1: Answers will vary. (b.)

Q2: Answers will vary. (I believe the author is trying to inform people about a common misconception about attraction.)

Q3: Individuals with high levels of testosterone tend to be competitive and analytical.

Q4: Answers will vary. (a. To explain how genetics affect attraction)

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. d
2. b
3. f
4. a

Vocabulary Review

1. Compile
2. analytical
3. exclusively
4. outgoing
5. perceive
6. conventional
7. interactions
8. retain

Critical-Thinking Skill

1. b. Tristan and Hannah are as different as two people could be.
Answers will vary. (The author is writing to compare and contrast a couple and show how different they are from one another.)

2. d. A study at Rutgers University revealed a physiological reason for attraction between some opposites.
Answers will vary. (The author's purpose is to teach readers about the scientific evidence that supports hormones affecting attraction.)

Unit 1 Lesson 2

Vocabulary Preview

1. c
2. c
3. c
4. b
5. b
6. a
7. b
8. a

Skills Practice

Q1: Answers will vary. (c)
Q2: For instance, it's not unusual for people to ignore "likes" and messages or lose interest and cut off communication. (Other examples include being angry for slow replies, calling or messaging late at night or too early in the morning, etc.)
Q3: Answers will vary. (Some other activities that are similarly addictive include: online gaming, social media, online shopping, etc.)
Q4: Answers will vary. (b. To persuade)

Focus on Content

Part 1

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

Part 2

1. b
2. c
3. c
4. d
5. b

Mapping Ideas

1. d
2. b
3. f
4. e

Vocabulary Review

1. approaches
2. factor
3. disposable
4. mental
5. rejection
6. couples
7. process
8. committed

Critical-Thinking Skill

1. d. Perhaps one reason has to do with their addictive qualities.
Answers will vary. (The author is trying to inform the reader that online dating apps are addictive in a manner that is similar to gambling.)

2. c. So, swipe at your own risk, and know that there are no shortcuts to happiness.
Answers will vary. (The author is trying to persuade the reader that there are no guarantees when using dating apps.)

Unit 2 Lesson 1

Vocabulary Review

1. a
2. b
3. c
4. c
5. a
6. b
7. c
8. a

Skills Practice

Q1. b
Q2. Passengers using an app like Lyft can rate their drivers--and drivers can rate passengers as well.
Q3. a. If they need more money during a particular period of time, they can choose to work more hours.
b. They can drop their kids off at school and pick them up as needed.
c. They can go shopping when it's ideal for them.

Focus on Content

Part 1

1. a
2. d
3. c
4. d
5. a

Part 2

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

Mapping Ideas

1. d
2. c
3. a
4. b

Vocabulary Review

1. participants
2. coincidence
3. transaction
4. stability
5. compensation
6. ambiguous
7. rigid
8. leverage

Critical-Thinking Skill

1. a
Answers will vary.
((1) One defining characteristic of the sharing economy is the use of an IT platform to give all participants information to access, distribute, share, and use extra resources, goods, and services.
(2) In the past with other business models, and without the platform, these resources would otherwise be wasted without the use of the platform.
(3) Sharing economy models use resources more efficiently than traditional business models.)

Unit 2 Lesson 2

Vocabulary Preview

1. c
2. a
3. b
4. a
5. c
6. a
7. b
8. b

Skills Practice

Q1. b
Q2. rental economy, "disownership" economy, gig economy
Q3. workers and employees
Q4. Legal protection, guarantees of work, and worker's compensation
Q5. a

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. c
2. d
3. b
4. a

Vocabulary Review

1. distinctions
2. labor
3. corporate
4. representation
5. indicative
6. mutually
7. subtle
8. scenario

Critical-Thinking Skill

1. a
Answers will vary.
((1) Current safety precautions are not doing enough to protect participants.
(2) Customers who rent a property or use a service have been known to do so for illegal reasons and sometimes even abuse and physically attack the workers, and vice-versa.
(3) Many sharing-economy services have strangers interacting together closely without oversight.)

Unit 3 Lesson 1

Vocabulary Preview

1. c
2. c
3. a
4. b
5. a
6. b
7. b
8. c

Skills Practice

Q1. Answers will vary. (are expected to take responsibility, work extremely hard, struggling to support their families, destroy many people's ability to make a living)
Q2. If too many people are left destitute, the result may lead to other socioeconomic problems. These problems range from rising crime to deflation and increasing class tension.
Q3. b
Q4. This rule was added because bigger companies can weather economic challenges more easily.

Focus on Content

Part 1

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

Part 2

1. c
2. a
3. d
4. d
5. a

Mapping Ideas

1. b
2. e
3. a
4. f

Vocabulary Review

1. automated
2. administration
3. regulations
4. destitution
5. fund
6. inspection
7. welfare
8. implementing

Critical-Thinking Skill

1. Answers will vary
(massive, complicated, enduring, dull, miserable, free)
To make the reader feel sympathy for people who could benefit from UBI

2. Answers will vary.
(prosperous, seems clear, life, liberty, and the pursuit of happiness, basic human needs, millions, continued growth)
To make the reader feel that UBI is morally right and necessary

Unit 3 Lesson 2

Vocabulary Preview

1. a
2. b
3. b
4. a
5. c
6. a
7. b
8. c

Skills Practice

Q1. c

Q2. And $10,000 does not even equal the average individual poverty line in most states, which is closer to $12,000 and can go as high as $16,000.

A UBI costs too much to fund without raising taxes or defunding other assistance programs.

Q3. The bigger problem with UBI systems is not that individuals misuse it, but rather that the funds move from the government's hands into the hands of companies who may be more interested in making profits than solving poverty.

Q4. After all, why should people with comfortable incomes get the same benefits as those who are actually struggling?

These conditions alone make the possibility for change far more likely since politicians tend to support less risky changes.

Focus on Content

Part 1

1. c
2. b
3. a
4. c
5. b

Part 2

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

Mapping Ideas

1. a
2. d
3. c
4. f

Vocabulary Review

1. assistance
2. sustainable
3. equivalent
4. healthcare
5. obstacle
6. theories
7. radical
8. restrictions

Critical-Thinking Skill

1. Answers will vary.
(radical, lovely, poorly, believe)
To persuade the reader to think that UBI is seemingly good but fundamentally flawed

2. Answers will vary.
(At a glance, seems like gold, take a moment to think, not all that glitters is gold)
To emphasize that not everything that seems good is actually good

Unit 4 Lesson 1

Vocabulary Preview

1. a
2. c
3. b
4. c
5. a
6. b
7. b
8. c

Skills Practice

Q1. Answers will vary.
(I believe the author assumes that most people who use social media use it without problems. This statement isn't supported by factual information.)
Q2. A neurotransmitter which helps create feelings of pleasure and motivation
Q3. economic problems; fear of not fitting in; fear of school shootings; worries over the high cost of college
Q4. We use devices at school and work and for entertainment, communication, and more.
Q5. Answers will vary. (Breaking point means when something loses control and can't go back to how things were. It assumes that life for young kids will be unable to go back to one without social media, so this problem needs to be addressed soon.)

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. a
2. f
3. c
4. e
5. d
6. b

Vocabulary Review

1. concentrating
2. disorders
3. validation
4. criteria
5. pursuing
6. exhibit
7. preceding
8. reliant

Critical-Thinking Skill

1.
a. X
b. √
c. X

2.
a. X
b. X
c. √

Unit 4 Lesson 2

Vocabulary Preview

1. c
2. a
3. b
4. a
5. c
6. b
7. a
8. c

Skills Practice

Q1. Answers will vary. (Yes. Not all school systems used remote learning, and parents found alternatives that didn't rely on technology)
Q2. sleep problems, lower grades, weight problems, mood problems
Q3. However, not all experts are so pessimistic.
Q4. Adults, particularly parents, are their role models.

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. c
2. a
3. e
4. b
5. d

Vocabulary Review

1. redefined
2. ensure
3. binary
4. aware
5. Creativity
6. context
7. linked
8. Bonding

Critical-Thinking Skill

1.
a. X
b. √
c. X

2.
a. √
b. X
c. X

Unit 5 Lesson 1

Vocabulary Preview

1. c
2. a
3. b
4. a
5. a
6. c
7. a
8. b

Skills Practice

Q1. Researchers have found that our choice of friends is largely affected by a combination of proximity, similarity, and self-interest.
Q2. People who lived on the same floor developed closer friendships than those who lived on different floors.
Q3. Our preference for those with whom we have things in common, such as age, sex, race, class, physical characteristics, and interests.
Q4. Answers will vary. (I believe so. I think animals have just as many feelings as humans and so by learning about how they deal with their feelings we can gain insight into how humans behave.
Q5. Meeting by accident, having a few things in common, and having someone who will back you up in a fight isn't enough to make a friendship last for a lifetime.

Focus on Content

Part 1

1. d
2. d
3. b
4. c
5. b

Part 2

1. d
2. a
3. a
4. c
5. a

Mapping Ideas

1. d
2. e
3. b
4. c
5. a

Vocabulary Review

1. residents
2. genuine
3. complex
4. hypothesis
5. empathize
6. obvious
7. inclined
8. randomly

Critical-Thinking Skill

1. neighborhood
2. interests
3. fight
4. DNA

2. c

Unit 5 Lesson 2

Vocabulary Preview

1. b
2. a
3. c
4. b
5. a
6. b
7. b
8. b

Skills Practice

Q1. Sometimes a person we thought was a good individual turns out to be not so wonderful after all. Additionally, people change with time. Friends gradually grow apart.

Q2. friends we spend our free time with; classmates or coworkers

Q3. The 60/40 rule says that you should put sixty percent of the effort into a relationship and expect to receive forty percent in return from your friend, partner, or whoever is on the other end of the relationship

Q4. S1. This rule is even applied in some legal systems around the world.

S2. Sir Anthony Weldon wrote in a book called *The Court and Character of King James,* published in 1651, “The Italians have a proverb: ‘he that deceives me once, it’s his fault; but if twice, it’s my fault.”

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. c
2. e
3. a
4. d

e. b

Vocabulary Review

1. boundary
2. explicitly
3. determine
4. formula
5. inflexible
6. fundamental
7. guidelines
8. implies

Critical-Thinking Skill

1.

1. physical
2. consequences
3. age-old
4. emotionally

2. c.

Unit 6 Lesson 1

Vocabulary Preview

1. c
2. b
3. b
4. c
5. a
6. c
7. a
8. b

Skills Practice

Q1. Answers will vary. (Yes. I believe companies capable of engaging in CSR are likely to be more able to care for customers)
Q2. Answers will vary. (Tesla is often mentioned in the news for helping environmental causes.)
Q3. A poll in New Zealand found that four out of five people believed climate change to be an important issue. Yet an international study of 20,000 customers by consumer-goods supplier Unilever found that only one in three people actually chose to buy eco-friendly brands.
Q4. the only appropriate agents of social causes are individuals.
Q5. Answers will vary. (synergy, game changer, empower, at the end of the day, think outside the box)

Focus on Content

Part 1

1. c
2. c
3. a
4. b
5. b

Part 2

1. a
2. a
3. d
4. b
5. d

Mapping Ideas

1. b
2. d
3. a
4. e

Vocabulary Review

1. Investors
2. recovered
3. attitude
4. strategy
5. emissions
6. jargon
7. initiative
8. consumers

Critical-Thinking Skill

1. P, P, C

2. C, P, P

Unit 6 Lesson 2

Vocabulary Preview

1. b
2. c
3. a
4. c
5. a
6. a
7. b
8. c

Skills Practice

Q1. Answers will vary. (The author describes businesses in the 80s that focused entirely on creating profits.)
Q2. Recently a growing number of investors want both profits and positive societal impact.
Q3. CSR aims to make businesses accountable for their actions; ESG criteria try to make those actions measurable.
Q4. Answers will vary. (energy consumption, employee health, work-life balance)
Q5. Answers will vary. (Investors are no longer solely concerned about profitability and want companies to also be innovative and environmentally friendly.

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

1. d
2. b
3. a
4. e

Vocabulary Review

1. transparency
2. mentality
3. impact
4. vary
5. oversimplification
6. innovative
7. greed
8. trace

Critical-Thinking Skill

1. C P P
2. P P C

Unit 7 Lesson 1

Vocabulary Preview

1. a
2. c
3. b
4. c
5. a
6. b
7. b
8. c

Skills Practice

Q1. Answers will vary. (The author is going to support e-learning as a way to improve education.)
Q2. Answers will vary. (To show that they understand the counter argument, but do not accept it.)
Q3. young adult learners who may hold jobs while studying
Q4. Although there are still some problems with e-learning, it's safe to say that it's here to stay.

Focus on Content

Part 1

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

Part 2

1. d
2. d
3. a
4. a
5. c

Mapping Ideas

1. b
2. a
3. d
4. c
5. e

Vocabulary Review

1. retention
2. rollout
3. integrate
4. accessible
5. introverted
6. debates
7. proceed
8. albeit

Critical-Thinking Skill

1. casual explanation / statement of fact
2. value judgment
3. value judgment / statement of fact
4. statement of fact
5. recommendation

Unit 7 Lesson 2

Vocabulary Preview

1. c
2. a
3. b
4. c
5. a
6. c
7. a
8. b

Skills Practice

Q1. Answers will vary. (The author is going to say that e-learning isn't as good as traditional learning.)
Q2. Learning requires focus, which is why schools create structure and supervise students.
Q3. Answers will vary. (spending too much time indoors, frustration with online communication, miscommunications, etc.)
Q4. Answers will vary. (To suggest that they are no replacement for real life experience, particularly for medical students or students that need real life experience.)

Focus on Content

Part 1

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

Part 2

1. a
2. c
3. a
4. b
5. a

Mapping Ideas

1. d
2. c
3. e
4. a
5. b

Vocabulary Review

1. contact
2. analyzed
3. distraction
4. cognitive
5. monitor
6. format
7. isolation
8. attributed

Critical-Thinking Skill

1. Value judgement / Allegation
2. Statement of fact / Causal explanation
3. Causal explanation
4. Statement of fact
5. Value judgement

Unit 8 Lesson 1

Vocabulary Preview

1. c
2. b
3. b
4. b
5. a
6. a
7. c
8. b

Skills Practice

Q1. b
Q2. Then one morning, the police in his hometown of Montreal announced they were going on strike: “By the end of the day, six banks had been robbed, a hundred shops had been looted6, twelve fires had been set, … and three million dollars in property damage had been inflicted.” The city authorities had to bring in the army to restore order.
Q3. Judges and juries consider these statements when deciding a criminal’s sentence. The goal is for the punishment to be appropriate for the amount of harm done.
Q4. Answers will vary. (They stole from one another. They became angry when the other player stole or refused to share.)
Q5. a

Focus on Content

Part 1

1. d
2. b
3. b
4. a
5. b

Part 2

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

Mapping Ideas

Word box
1. fashionable
2. enthusiasm
3. innocent
4. psychological
5. unfairness

Inference
c

Vocabulary Review

1. deter
2. impose
3. removed
4. restrained
5. consistently
6. restore
7. violate
8. authorities

Critical-Thinking Skill

1.
Flaw: A prison sentence is not equal punishment in some cases.

2.
Flaw:
Criminals still fear punishment but still commit bad acts sometimes out of helplessness, impulse, or other uncontrollable reasons.

Unit 8 Lesson 2

Vocabulary Preview

1. b
2. a
3. b
4. c
5. a
6. b
7. c
8. a

Practicing Skills

Q1. a
Q2. b
Q3. rehabilitation, healing harm, and repairing damages
Q4. FGC differs from VOM by including public officials such as police officers and school officials in the process.
Q5. b

Focus on Content

Part 1

1. b
2. d
3. b
4. c
5. d

Part 2

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

Mapping Ideas

Word box
1. rehabilitating, incarceration rate
2. live in small, subcultures
3. life outside

Inference
d

Vocabulary Review

1. subculture
2. legal
3. perspective
4. instances
5. unique
6. series
7. institutions
8. stigma

Critical-Thinking Skill

1.
The conclusion is only looking at the US justice system and doesn't account for other reasons why the prison population would increase, such as population growth.

2.
The crime rate is not shown by incarceration rates. The criminal system in Norway could prefer fewer prison sentences or the American criminal system may be better at catching criminals or stricter with their punishments.

Unit 9 Lesson 1

Vocabulary Preview

1. b
2. a
3. c
4. a
5. c
6. a
7. c
8. a

Skills Practice

Q1. Answers will vary. (The author will be in support of AI (Artificial Intelligence) and automation in the workplace)
Q2. a
Q3. No. It's an estimate so it's likely a prediction or opinion.
Q4. most
Q5. believes, suggests, argues

Focus on Content

Part 1

1. c
2. c
3. b
4. d
5. c

Part 2

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

Mapping Ideas

Fact: 1. a, 2. c
Opinion: 3. b, 4. d
Both: 5. e, 6. F

Vocabulary Review

1. simplify
2. advocate
3. invisible
4. differentiate
5. appliances
6. precise
7. transformed
8. predict

Critical-Thinking Skill

1. b
1. Automation can help during pandemics and fix labor shortages in developed countries.

2. d
2. Automation can be used to find people or deliver food when there is a natural disaster.

Unit 9 Lesson 2

Vocabulary Preview

1. a
2. b
3. a
4. c
5. b
6. a
7. b
8. c

Skills Practice

Q1. workers displaced by AI and automation experience a period of emotional stress and other mental health problems.
Q2. There are high operating costs related to maintenance, repair, management, training, and more.
Q3. b

Focus on Content

Part 1

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

Part 2

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

Mapping Ideas

Fact: 1. c, 2. d
Opinion: 3. b, 4. f
Both: 5. a, 6. e

Vocabulary Review

1. worsen
2. maintenance
3. displacement
4. whereas
5. solely
6. yield
7. capabilities
8. compound

Critical-Thinking Skill

1. d
1. AI and automation can often result in worker displacement and greater unemployment.
2. c
2. This mental state might lead to bad outcomes when it comes to war, or even a takeover by machines.

Unit 10 Lesson 1

Vocabulary Preview

1. b
2. c
3. b
4. a
5. a
6. a
7. c
8. b

Skills Practice

Q1. b

Q2. ...about 100,000 deaths occur in US hospitals due to medical errors. In many cases, tired doctors and nurses state that a lack of sleep was a significant contributor to the error. / “Drowsy driving” causes about 100,000 motor vehicle crashes and over 1,500 deaths each year.

Q3. It’s also associated with obesity since lacking sufficient sleep often leads to increased hunger and late-night meals.

Q4. In severe cases, a person will partly wake up because no air enters the lungs at all.

Focus on Content

Part 1

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

Part 2

1. b
2. c
3. a
4. c
5. a

Mapping Ideas

1. e
2. c
3. d
4. b
5. a

Vocabulary Review

1. chronic
2. emphasized
3. prioritize
4. diminished
5. schedule
6. deprivation
7. collapse
8. insufficient

Critical-Thinking Skill

1. Yes / No
2.

Answers will vary. (In most developed countries, sleeplessness is on the rise. In the US, the average sleep per night is only 6.8 hours, and in South Korea it’s just 6 hours.)

Unit 10 Lesson 2

Vocabulary Preview

1. c
2. a
3. c
4. a
5. c
6. b
7. a
8. a

Skills Practice

Q1. The periods around exams hold the highest risk of academic burnout.
Q2. Employees can often worry about appearing unhelpful or even lazy and agree to work unhealthy hours or on several projects at once.
Q3. For the US economy, the cost of these lost days is around $500 million a year. On top of this lost revenue, a study by the American Psychological Association found that burned-out employees are 2.6 times more likely to be looking for a different job.

Focus on Content

Part 1

1. d
2. c
3. b
4. b
5. b

Part 2

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

Mapping Ideas

1. c
2. a
3. e
4. d
5. b

Vocabulary Review

1. prolonged
2. negative
3. prospects
4. invincible
5. temporarily
6. exposed
7. academic
8. contemporary

Critical-Thinking Skill

1. Yes / Yes
2. Burnout costs businesses millions of dollars every year from workers who take days off because of stress and from employees leaving their positions.

Unit 11 Lesson 1

Vocabulary Preview

1. a
2. c
3. a
4. a
5. b
6. a
7. c
8. b

Skills Practice

Q1. After all, every parent should aim to provide their children with the best social skills, emotional intelligence, and health benefits they can.
Q2. Answers will vary. (Although they're sometimes a bit hectic or challenging to sit through, I find family mealtimes to be very important to me.)
Q3. Communication skills with people outside the family
Q4. Experiences and diet during childhood and adolescence play a key role in determining a person's well-being as an adult.

Focus on Content

Part 1

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

Part 2

1. c
2. c
3. a
4. c
5. d

Mapping Ideas

1. a
2. b
3. b
4. a

1. …a self-help book I read in middle school
2. …having dinner with my father when he returned home from work in the evenings.
3. …how often parents have difficulty relating to their children.

Vocabulary Review

1. Adolescence
2. odds
3. outlet
4. manual
5. consumption
6. insignificant
7. methods
8. similarly

Critical-Thinking Skill

1. Children who regularly had meals with their parents communicated their feelings better and exhibited less physical aggression by age ten. ...they had learned to talk about their feelings and had constructive outlets for their emotions.
Correlation: Answers will vary. (No. Parents who eat with their children every day are probably more responsible and caring in general. This leads to happier and mentally healthier kids.)

2. Children who grow up in families with many shared mealtimes tend to be healthier and don't consume as much junk food as others.

Unit 11 Lesson 2

Vocabulary Preview

1. b
2. c
3. a
4. b
5. a
6. c
7. c
8. a

Skills Practice

Q1. b. text-to-self
Q2. Her son will fail my course if he doesn't change his habits. As cruel as this might sound, he could become a better student for it.
Q3. c.
Q4. ...to undertake a challenge and to keep going until you triumph is how you grow as a person

Focus on Content

Part 1

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

Part 2

1. c
2. a
3. a
4. c
5. b

Mapping Ideas

1. a
2. a
3. b
4. b

1. ...a book I read about a man-child whose parents took care of him until he was in his forties.
2. ...the time I won a citywide art competition with a painting I made.
3. ...how difficult it must be for people with poor self-esteem to advance in their career.

Vocabulary Review

1. encountered
2. inflated
3. worthless
4. motivated
5. adjust
6. potential
7. specifically
8. proportional

Critical-Thinking Skill

1. Overprotective parents are afraid their children will suffer from low self-esteem if they fail, insisting that their children will perform better in sports and school if they start the learning process with inflated confidence.
Correlation: Answers will vary. (Yes, I think that is the reason for many parents. They want their children to succeed, and they have been taught that self-esteem and confidence are the keys to success.)

2. As the prevalence of trophies increases their value to recipients decrease.

Unit 12 Lesson 1

Vocabulary Preview

1. a
2. c
3. a
4. b
5. a
6. c
7. b
8. b

Skills Practice

Q1. b
Q2. vegan
Q3. Answers will vary. (Farm animals that provide food products require a lot of energy and land to raise. Massive amounts of energy are required to provide them with shelter, food, and transportation. Also, farm animals, particularly cows, create methane—a greenhouse gas.)
Q4. b

Focus on Content

Part 1

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

Part 2

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

Mapping Idea

a. 1, 4, 5
b. 2, 3, 6

Vocabulary Review

1. antioxidants
2. protein
3. excludes
4. conducted
5. straightforward
6. supplements
7. Processed
8. derived

Critical-Thinking Skill

1. Answers will vary.
(Greener alternatives can only be considered if consumers are willing to pay more for meat. Farmers are simply trying to provide customers with food at an affordable cost._

2. Answers will vary.
(Not all people who eat meat eat heavily processed foods. Many people who have a vegetarian diet did not have healthy diets before switching, so their health effects might seem better than they should.)

Unit 12 Lesson 2

Vocabulary Preview

1. b
2. a
3. c
4. b
5. a
6. c
7. a
8. b

Skills Practice

Q1. c
Q2. try a farmer's market, look for labels that read "organic," "free-range," or "cruelty-free"
Q3. Answers will vary. (Just because we evolved to have an omnivorous diet does not mean that we should continue cruelly exploit animals.)
Q4. b

Focus on Content

Part 1

1. d
2. c
3. d
4. d
5. c

Part 2

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

Mapping Ideas

a. 1, 4, 5
b. 2, 3, 6

Vocabulary Review

1. abandon
2. pesticides
3. modified
4. logical
5. undeniable
6. identified
7. objective
8. revealed

Critical-Thinking Skill

1. Answers will vary.
(Not having a relationship with someone or something does not mean we can devalue its feelings. I think that simply because you don't empathize with someone or something, doesn't mean you can take advantage of them or it.)

2. Answers will vary.
(Organic, free-range, and cruelty-free food labels are oftentimes deceptive and the farms are still cruel to animals. Ultimately, farms all end up killing animals for consumption, which is cruel.)