

# Transcripts

## Chapter 1 Organizing Information

### 01 Urban Planning

**M:** Many people talk about congestion pricing as the best solution to the problems of overcrowding and pollution in our cities. Well, while the policy has its advantages, by itself it is not the best solution and does not live up to its promises. Let me explain why.

First of all, congestion pricing will not necessarily encourage more people to use public transportation. This is because, in many cities, the public transportation systems are not extensive enough to meet increased demand. In other words, buses and subways don't go to every neighborhood, and that means that even if you don't want to drive your car, you have no choice because there's no public transportation in your neighborhood. That's a problem.

A second point I would like to make is that congestion pricing will not automatically result in faster commutes like proponents say it will. It doesn't mean that you can get to and from work in less time. This may be true for some people, but more than likely, once your city implements congestion pricing, you will actually spend more time going to and from work. Why? Well, because, as more people use public transportation, trains and buses get more crowded. That means you wait longer before you can even get on the bus or train.

Third, congestion pricing will not benefit everyone. It's not that simple. Sure, some people will choose to drive to work because it is more convenient. And congestion pricing will certainly tax those individuals for driving. But what about the individuals who have no other choice? Many workers cannot afford to live in the city or near public transportation lines because housing in those areas is too expensive. Those individuals must drive to work, and many of them are from poor neighborhoods and have low-paying jobs. Congestion pricing will penalize them—force them to pay a much larger part of their budget for transportation and pollution. That is simply not a fair policy, and it certainly doesn't benefit everyone. A better policy would be to expand public transportation, to build affordable housing closer to jobs, and to encourage businesses to allow

more employees to work from home. Those are more effective long-term solutions that would get more cars off the streets and reduce pollution.

### 02 History

**W:** Now, there are many scholars who doubt that the treasure of the Copper Scroll is real; however, there is enough evidence to suggest that those scholars are wrong, and the treasure listed in the scroll may still be out there in the Israeli desert waiting to be found.

First of all, the difficult language used in the scroll suggests that it describes a real treasure. Traditional treasure stories from ancient Israel used colorful poetic and religious language. The Copper Scroll, on the other hand, is written with a highly technical vocabulary. In fact, the vocabulary is very difficult for modern scholars to read because it is unlike anything they have ever seen before. Using technical language seems a very strange way to tell a story that is supposed to be passed on from generation to generation. So it probably isn't a story: it's real.

Second, the treasure the scroll describes is not necessarily as large as some people think and that means it is more likely to be real. The treasure is described using an ancient measurement called a "talent." Now, in ancient times, money was different in different areas, so the measurement of one talent could mean a large amount in one region and a small amount in another region. Confusing, yes, but that was what it was like in the ancient world. What it tells us is that the treasure may be much more modest than we first thought. In that case, it very well could have been the treasure of the Temple. And historical records suggest that the ancient Israelites hid the Temple's treasure during a time of political upheaval.

Finally, although there are many challenges in finding ancient treasure, it would not be impossible to find the treasure listed on the copper scroll. One reason is that the scroll talks about a second scroll, a silver scroll, which gives more detailed directions to each of the different treasure locations. If someone could find that silver scroll, they would have better directions to the treasure. So, it would not be impossible to find the treasure just because the directions contained in the Copper Scroll are not entirely clear to modern scholars.

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### 03 Environmental Science

**M:** You hear a lot of talk about biofuels in the news today, but the promises of biofuels do not match the facts. Let's take a look at ethanol, one of the most widely used biofuels. It can be made from corn, sugar cane, or a few other crops. Ethanol can be used to fuel cars and other vehicles, but not without problems. Ethanol really just isn't a substance that we can use to replace fossil fuels. First of all, it is not cleaner than the gasoline that it replaces. Why? Well, at first it looks cleaner. Burning one gallon of ethanol in your car produces less pollution than burning one gallon of gasoline. So it's cleaner, right? Wrong! It's actually dirtier because ethanol is a less efficient fuel. In other words, you get less energy out of a gallon of ethanol than you get out of a gallon of gasoline. So you have to burn more to travel the same distance. And that means more pollution. Now, ethanol requires a lot of land that we simply don't have. In recent years, there has been a massive push to produce more ethanol from corn grown in the US. At first, this sounds good, but the problem is people need that corn to eat. So what happens when more corn is used to produce ethanol, well, um, the price of food goes up. You can't have both cheap food and cheap fuel. There is not enough land for both. One last point: ethanol won't be able to meet the demand for fuel. Let me give you a stark example. In order to replace the current demand for petroleum in the US, you would need to use seventy-five percent of all the agricultural land in the world to grow ethanol-producing crops. Seventy-five percent! That doesn't leave much land for food production; in fact, it hardly leaves any at all. The demands of drivers in large nations like the US, China, and India are simply just too large to be met by ethanol. Therefore, the world needs to keep looking for more ways to replace gasoline. Perhaps hydrogen power is the answer. But ethanol certainly is not.

### 04 Environmental Science

**W:** Today, I'd like to take a closer look at corn containers, containers made from polylactic acid, or PLA, which is a derivative of corn. Now, you may have heard that PLA plastics can solve many environmental concerns. The problem is, those claims are not

correct. Corn containers don't solve these environmental concerns. Let me explain.

First of all, PLA plastics need special facilities to make them biodegradable. You can't simply take a corn container and bury it in your backyard, and have it just turn back into dirt. It doesn't work that way. To break down PLA plastics you need special facilities. In these facilities, the corn containers are subjected to highly controlled conditions, including the presence of microbes and sustained temperatures of 140 degrees. In such conditions, PLA breaks down into water and carbon dioxide in about ninety days. Without those conditions, it doesn't compost well.

Second, containers are ending up in landfills when people mistakenly try to recycle them like regular plastics. People take PLA to regular recycling facilities where the PLA must be separated out from the petroleum-based plastics. The two can't be recycled together; it creates a mess. So recycling facilities must spend time and money to separate the PLA from the plastic, and they just throw it out. And where does it go? It goes into the landfills, anyway. So without proper facilities our landfills are filling up with corn containers. Finally, there is nothing socially responsible about using corn to make plastic containers. Why? Well, because people need corn to eat. There is only so much corn grown in the world. And, as you are aware, the world's population is growing rapidly and people need to eat. People need to eat corn. It is very irresponsible to take corn that could feed people and turn it into plastic. We already have a source for plastic, and it is a source that we can't eat and that source is petroleum.

Rather than waste time investing in corn containers, we'd be better off using fewer disposable things in the first place. A generation ago, people reused cloth bags when they went shopping. No waste. They reused glass bottles for food and drink storage. Again, no waste.

## Chapter 2 Paraphrasing

### 01 Climatology

**M:** Global warming is an important topic today. For years, scientists have investigated, keeping an

eye out for telltale signs that global warming is happening. The thing is, as compelling as some of the arguments may sound, they're false. Global warming is not taking place on Earth.

Let's begin by talking about carbon dioxide levels. Many people mistakenly believe that a high level of carbon dioxide in the atmosphere automatically means that global warming is, in fact, going on. However, let's consider something for a second: carbon dioxide is a naturally occurring gas, which means it exists even without humans adding more. Moreover, it's not as if the levels have increased as dramatically as some sources would have us think. The fact is that over the past thirty years, carbon dioxide levels have increased by only two percent. That's including the extra pollution that humans throw into the mix.

Next, the melting of ice caps doesn't necessarily prove that temperatures are getting hotter around the world. Scientists agree that ice caps are influenced by a variety of factors. A combination of these factors could easily account for the receding ice caps. For example, recent research suggests that at least some of the ice cap melting is caused by volcanoes. When volcanoes located under the sheets of ice erupt, they destroy the ice it comes into contact with. And that's just one of the many different factors that affect ice caps.

Finally, what about these facilities that have records of temperature increases? Turns out that even with the most advanced technology, their figures are still inaccurate. A number of scientific agencies have spoken up about the inaccuracies, pointing out that it's misleading to suggest that they have actual proof of global warming. The problem is that the Hadley Center and NASA take samples from some places and not others. As a result, the averages published by those facilities might be off the mark by at least two degrees.

## 02 Psychology

**W:** It is unfortunate that there are still people who believe that adult interference in children's playing can have harmful consequences. The truth is that adults need to monitor children's playing because play is so important to a child's development. Not doing so can have harmful effects on a child's development.

First of all, adults need to carefully monitor children's unstructured playtime to make sure that it is positive. Just because children are allowed to structure their own playing does not mean they will do something positive. Many kids, left on their own, will get into trouble and in the worst cases, even get hurt. Others will waste their playtime sitting for hours in front of a TV eating junk food. They need adults to guide them to positive activities that help them develop their creativity during playtime. For example, um, adults can provide kids with stimulating toys and games and limit their time in front of the TV and playing video games. They can talk to their children about what they are playing and check in on them. This is not interference; it's careful monitoring.

Second, children need adults, not peers, as role models. Too many children are not learning good behaviors from their peers. They learn these bad behaviors because adults don't monitor their playtime. In fact, it is dangerous to suggest that children should learn primarily from their peers. They need adults—parents, teachers—to teach them what is right and what is wrong. One way adults can do this is by monitoring who their children play with and what kinds of activities they engage in.

Third, adults need to monitor their kids' play to protect them. Children can be very cruel to each other. They are still learning how to control themselves and don't always think about the consequences of their actions. Certainly, a child needs to learn how to defend him or herself. But children also need to be able to trust that their parents will help them if they are being hurt by another child. This is a very important lesson. Sometimes children need their parents to help them deal with their peers.

## 03 Biology

**M:** Many of you have undoubtedly heard tales of the dodo—a fat, funny-looking bird that lived on an island off the east coast of Africa. It isn't a coincidence that the dodo disappeared soon after humans arrived on their island. Yet it wasn't over hunting, but rather other factors, that led to its extinction.

First of all, humans didn't even like eating dodo meat. It is true that the dodo's flightlessness

made it an easy catch for hunters and trappers. But its meat was tough and tasted pretty horrible. In their private journals, sailors gave detailed descriptions of the terrible-tasting dodos while praising other local species, such as the Red Rail, for their good taste. And so it is highly likely that the sailors abandoned dodo hunting and moved on to more desirable species. It just doesn't make sense that hunters would keep pursuing a bad-tasting animal if better options were available. Second of all, humans weren't the dodo's main hunter; other animals were. The dodo's fearlessness is also often cited as evidence supporting the over hunting theory. But the truth of the matter is that the dodo's lack of fear didn't make it vulnerable to humans. Rather, its fearlessness made it vulnerable to the animals humans brought with them. Dogs and pigs, for example, went wild on the island, rampaging poorly hidden dodo nests and eating many of the dodos themselves. Without nests and offspring, the dodos had a great deal of trouble repopulating themselves, and their numbers quickly dropped. Finally, there is little evidence of humans hunting large numbers of dodos. Although a few dodos did make it back to Europe on Portuguese ships, archaeologists have turned up scant evidence of human dodo hunts. It's much more likely that the dodos died because humans introduced predators that had never before existed on the island and at the same time destroyed the forests where the birds made their homes. So we can't really blame human hunting for the extinction of the dodo. There were many contributing factors. Their loss of habitat was certainly a factor, as was the introduction of new predators into the areas where dodos lived. So, really, we can't say that one thing caused the dodo to disappear, and it certainly wasn't over hunting.

as we've been made to believe. In fact, it had several benefits.

First of all, DDT can, in some cases, benefit plants and animals. Yes, DDT, when consumed in extremely large quantities, will impair, or even kill, an animal. But in smaller quantities . . . which is how it was most often found to be in the environment . . . it mostly just kills insects, which can spread diseases from plant to plant or animal to animal. Insect-borne diseases have been known to wipe out huge populations of species. And so, by preventing insect populations from escalating, DDT prevents certain animal and plant populations from shrinking.

DDT can also benefit human health. Again, DDT can be toxic if you ingest it in large quantities, but even the World Health Organization considers it only "moderately hazardous." Which means that in smaller quantities, DDT doesn't really do much at all if you happen to ingest it. Sure, there are studies that show a correlation between DDT and things like cancer or reproductive disease, but many of these studies are inconclusive. What DDT does do, though, is kill the insects that spread deadly human diseases, like malaria or typhus. Such diseases have far more devastating effects on human health than DDT ever had. So by reducing their spread, DDT in fact improves public health.

Lastly, DDT has effectively combated diseases, particularly malaria, in the past. Although some mosquitoes have now developed a resistance to DDT, there are many cases in which it successfully wiped out the disease. Sri Lanka, for example, had 1.5 million cases of malaria between 1934 and 1955; 80,000 people died. The year after the country completed an intensive anti-mosquito program using DDT, only seventeen cases were reported. Since then, millions of lives have been saved because of the widespread use of DDT.

## 04 Environmental Science

**M:** So, perhaps the most well-known example of an insecticide is DDT. Now, DDT is notorious for being an extremely dangerous chemical. It's been criticized for its toxic effects on the environment, on humans, and for its inability to completely wipe out disease. But let me remind you that, despite its downsides, DDT wasn't nearly as bad

## Chapter 3 Making Connections

### 01 Political Science

**M:** Computerized voting systems have drawn a lot of attention recently as a possible alternative to the current paper-based systems. Many governments are currently looking into switching to the new

system. However, before we change everything, I think it's important to consider some of the drawbacks of using such a system. Let me give you three examples of how computerized voting systems are bad.

First, supporters of the computerized system say that it is a lot safer than the current voting methods. But that's not true at all. Let's be honest: there are just as many possibilities for the system to be mishandled over the Internet as on paper. If we're going to start voting over the Internet, we have to be aware of the dangers that are present on the web. For example, hackers could completely ruin an election if they were to attack the computer-based system. A skilled hacker with a particular partiality could easily get into the system and add or subtract votes. Clearly, this is no safer than paper ballots.

Next, computerized systems aren't actually cheaper for governments, either. In order to implement the system, a lot of expensive equipment is needed for counting and managing the electronic votes. So if a country wants to switch over, they'll have to be willing to invest in the equipment to begin with. The expenses don't stop there. See, these machines cost money to maintain and operate. Overall, the system would introduce an on-going expense for governments rather than saving money.

Finally, I want to clarify that it is possible for computerized systems to lose votes. In fact, they result in more lost votes than traditional paper ballots. Why? The system relies entirely on machines to sort and count votes. This is all very nice when it's functioning, but what happens if the machines break down. A mechanical failure would result in the loss of all the votes registered on that computer. In the end, thousands of votes could be lost from a single failure.

## 02 Resource Management

**W:** A wildfire that started in the Croatan National Forest in North Carolina several years ago is a good example of how prescribed burning can be indispensable in preventing and controlling wildfires. This wildfire was actually controlled by the prescribed burning that had been done in the area. In the end, the fire wasn't as bad as it could have been. Let me give you three examples of why this is true, and you'll be able to see how

beneficial prescribed burning can be.

First of all, the wildfire may never have started in the first place had prescribed burning been executed in the area where the fire ignited. See, the forest caught fire in an area of very thick underbrush—dead leaves and shrubs and branches and all that, which is not at all surprising considering the fact that underbrush acts as a sort of natural kindling for forest fires. Many forest rangers and fire experts suggested that, had the place been previously cleared by prescribed burning, there may not have been enough fuel to start a fire.

In this case, what prescribed burning did was stop the fire from spreading. Forest rangers, of course, couldn't burn the whole forest, so they just did prescribed burning on the outermost areas. That way, if a fire did break out . . . which, unfortunately, happened that year . . . it wouldn't spread too far. So as the Croatan National Forest fire moved out of the high fuel areas . . . where there was a lot of underbrush . . . and onto the timberlands, where forest rangers had already done some prescribed burning, it slowed down enough so that firefighters could do their job and put out the fire. If those prescribed burns hadn't been there, it would have been pretty bad news for the surrounding communities.

And what's also great about the prescribed burns is that they never posed a threat to the communities because rangers chose the very best conditions in which to execute them. They chose a day when there wasn't a lot of wind, when there was a little bit of humidity, when temperatures weren't too high. And in this way, they stopped a wild, raging fire by starting ones they could control.

## 03 Business

**M:** All right, we've been talking about retirement plans, and there's one option we haven't covered, which is early retirement. Now, there are a lot of people who will tell you that you should never retire early—that it's too much of a financial burden, it will make you feel useless and depressed, and it will ruin your social life. But the truth is, you can easily overcome those problems and early retirement may be one of the best choices you ever make.

First of all, many early retirees live very agreeable lifestyles in terms of their finances. Retiring early

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doesn't mean your money's going to run out in ten years and you'll find yourself swimming in debt. Although it's not always easy, it's very much possible to save enough money . . . or invest enough money . . . for early retirement. And you don't have to be making high figures, either. There are a lot of very good retirement plans out there. And there are a lot of knowledgeable financial consultants, many of whom are hired by companies for the sole purpose of helping employees retire early. So really, if you plan right, you can sustain your current lifestyle throughout your retirement.

Secondly, early retirement can be an extremely positive experience psychologically. Most people have values and interests and hobbies that aren't work-related at all. Retiring early gives them a chance to spend time pursuing the things they never had the time for—whether it's fly-fishing, traveling, volunteering, or hanging out with their families. And often, because they retired at a relatively early age, they've got the energy to do what they enjoy.

And finally, with regards to one's social life, early retirement is a benefit rather than a hindrance. Sure, you may lose a few of the casual friendships that sprung up around the office. But retiring early can give you the freedom to branch out and establish new, more diverse friendships. You might join a running club and meet friends there. Or you might volunteer at a hospital and have lunch with the staff every week. Or you might start hosting dinner parties. By retiring early, you acquire the time to build your social network—time you may not have had when you were working.

#### 04 Law

**W:** In theory, speed cameras . . . which basically are replacing police officers . . . are supposed to be a really great thing. But the truth is, they're not as valuable as some people make them out to be. And here's why.

First of all, speed cameras don't do a whole lot to reduce traffic accidents. You see, speed is very rarely the cause of accidents. There are lots of other causes: bad road conditions, inadequate signaling, distractions, things like cell phones or food. So basically, speed cameras are just addressing one of many things that induce

accidents. So really, if the city spent more time and money on tackling these other factors, we'd see a much more significant reduction in road accidents than speed cameras will ever bring about.

Speed cameras also don't do much to reduce road deaths. Speeding really only makes a difference on suburban roads, where speed limits are around twenty miles per hour. Going thirty-five or forty miles per hour on these streets makes a huge difference as to how likely a victim is to survive an accident. But pretty much all speed cameras are positioned on fast, main roads where the speed limit is at least forty-five miles per hour. At these speeds, accidents are quite often deadly. So a speeding vehicle really isn't all that much more dangerous than one going the speed limit. Preventing drivers from speeding on these streets, therefore, isn't very effective in reducing the number of deadly accidents.

And one more thing: speed cameras remove police officers from duty, which isn't a good thing. Skilled officers are much more able to detect and deal with dangerous driving, including offences other than speeding. Drivers could be driving aggressively, they could be cutting other drivers off, or they could be running stop signs. All of these a speed camera will most certainly miss if the driver is abiding by the speed limit. It can actually be dangerous to replace police officers with cameras.

#### Practice Test 1

**M:** Now, we've been talking about marketing. Today, I want to discuss one popular marketing strategy called buzz marketing. Many of the so-called advantages of buzz marketing are also its disadvantages.

First of all, buzz marketing is fast and easy, which means it spreads negative information quickly and easily, too. If you want to get people interested in your product, so they buy it, you might choose to use buzz marketing, right? People learn about it quickly and tell all their friends. Great, right? Not always. Unless you have good testing and know that your product can live up to its claims, you

should be cautious about buzz marketing. Bad information flows just as quickly and easily as good information. If there is a problem with your product and you have relied on social networks to generate positive buzz, well, um, you'll have to deal with the negative buzz that results when people find out about that problem. That can hurt your company's reputation.

Second, if you have bad buzz, people will take it more seriously if they hear it from their friends. And that is harder to counter with additional marketing. Buzz marketing gains its credibility from word of mouth. One person tells another person, and since they know each other, they trust the information. This works fine if you have a product that lives up to its claims. But if your product has flaws, the buzz can turn negative and that can damage your company's image for a long time. When people hear bad news about a product from a competitor, they might ignore it. When they hear it from a friend or acquaintance, they take that news more seriously.

Third, buzz marketing can end up being a lot more expensive than traditional marketing, especially if you start to generate bad buzz. Just think of this: a company starts a buzz campaign, and their product starts getting bad buzz. How does a company fix this? Well, honestly, they have to start a new advertising campaign just to counter the bad buzz. And this means a lot more money. So, if this happens, it would have been cheaper to just go with traditional advertising in the first place.

So I hope you can see that buzz marketing isn't nearly as good as some people think it is. It can fail too easily.

For one thing, it doesn't actually do a whole lot to prevent tooth decay. There was a study done recently by the National Institute of Dental Research which compared the teeth of children in fluoridated communities with those in non-fluoridated communities. What it found was that their teeth really weren't all that different. In fact, the improvement that fluoridation supposedly caused was so small that it really can't be considered significant. The truth is that dental decay continues to exist even in communities with fluoridated water. Therefore, it is hard for us to conclude that fluoridating water is really such a good thing.

Another thing—fluoridated water isn't as safe to drink as many people believe it is. There is some scientific evidence that fluoride is damaging to the body. It has been shown to weaken bone strength, which can increase the chance that you might break a wrist or a hip. Other studies have shown that fluoride can cause brain damage, that it can reduce thyroid function . . . your thyroid, controls your growth . . . and fluoride might also cause bone cancer. These are very serious consequences, and they can happen due to even just the small doses of fluoride added to water.

So, in the end, fluoridation really isn't cost-effective, either. Even though we may be saving a small amount of money on dental bills by fluoridating our teeth, we're going to be hit with medical bills later in life after we've been fluoridating our bodies. And the medical costs for such things as cancer treatment or even fixing a broken bone are going to be much higher than the cost of a few fillings. When you look at the bigger picture, water fluoridation is going to cost us a lot more in terms of finances—and also in terms of our overall health—than drinking water without added chemicals.

## Practice Test 2

**W:** One issue that we have yet to discuss is water fluoridation. We all know what fluoridation is, right? Well, it's basically the government's solution to taking care of public dental health. Add a little fluoride to city water, and you've taken care of everyone's tooth decay problems. Well, as it turns out, water fluoridation really isn't all that beneficial.

# Answer Key

## Part 1

### Chapter 1 Organizing Information

#### 01 Urban Planning

##### ► Step 1

**Main idea:** There are three advantages of using congestion pricing to control pollution and congestion.

**Key point 1:** It will make more people use public transportation because they will not want to drive.

**Key point 2:** It will make commuting times faster for everyone by taking cars off the roads.

**Key point 3:** It will benefit many people because it only punishes people who pollute the air.

##### ► Step 2

**Main idea:** Congestion pricing is not the best solution for reducing congestion and pollution.

**Key point 1:** It may not make people use public transportation because many public transportation systems are not good enough.

**Key point 2:** It will not result in faster commute times because buses will be too crowded.

**Key point 3:** It will not benefit everybody because many people do not have any other choice.

##### ► Step 3

###### Introduction:

**Main topic:** Is congestion pricing a good way to reduce pollution and congestion?

**Main idea of the reading passage:** There are three advantages to using congestion pricing.

**Main idea of the lecture:** Congestion pricing is not the best solution.

###### Body:

**Key point 1:** What is the impact of congestion pricing on public transportation?

**Supporting information from the reading passage:** It will make more people use public transportation because people will not want to drive.

**Supporting information from the lecture:** It may not make more people use public transportation because many public transportation systems are not good enough.

**Key point 2:** What is the impact of congestion pricing on commuting times?

**Supporting information from the reading passage:** It will make commuting faster for everyone by taking more cars off the road.

**Supporting information from the lecture:** It will not result in faster commuting times because buses will be too crowded.

**Key point 3:** How many people will benefit from congestion pricing?

**Supporting information from the reading passage:** It will benefit as many people as possible because it only punishes people who pollute the air.

**Supporting information from the lecture:** It will not benefit everyone because many people do not have any other choice.

###### Conclusion:

**Summary:** The reading says congestion pricing is good, but the lecture disagrees.

##### ► Step 4

The lecture and the passage both discuss congestion pricing, a policy that charges people for driving during busy times of the day. While the passage says that congestion pricing is helpful, the lecturer argues that it is not a good idea.

According to the passage, the policy encourages people to use public transportation instead of cars, which will lead to less pollution. The lecturer points out that in some cities, buses don't go to all neighborhoods. As a result, many people will not be able to get around. Next, the passage claims that it makes travel faster because it eliminates traffic. However, the lecturer predicts that commute times will increase. Lastly, the passage states that congestion pricing is fair and beneficial to everybody. The lecturer shows that the policy puts additional financial stress on drivers who do not have a lot of extra money.

There are many issues surrounding congestion pricing. The lecture and passage both present some of the issues.



## 02 History

### ► Step 1

**Main idea:** The Copper Scroll did not describe a real treasure.

**Key point 1:** The Copper Scroll was likely a story because there were many similar stories in Israel.

**Key point 2:** The amount of treasure described in the scroll seems too large to be real since it would be worth one billion dollars today.

**Key point 3:** The treasure has never been found because the descriptions in the scroll are vague.

### ► Step 2

**Main idea:** There is evidence to suggest that the treasure in the Copper Scroll is real.

**Key point 1:** Since the Copper Scroll uses technical language, it is probably real.

**Key point 2:** The amount of treasure described in the scroll might not be as large as some people think because money was worth different amounts in different places.

**Key point 3:** It may be possible to find the treasure because another scroll might exist.

### ► Step 3

#### Introduction:

**Main topic:** Is the treasure described in the Copper Scroll is real or imaginary?

**Main idea of the reading passage:** The Copper Scroll did not describe a real treasure.

**Main idea of the lecture:** It is possible that the treasure is real.

#### Body:

**Key point 1:** Was the scroll a story?

**Supporting information from the reading passage:** The scroll was probably just a story used to entertain people because there were many similar stories in Israel.

**Supporting information from the lecture:** The technical language used means it probably was not just a story.

**Key point 2:** Is the size of the treasure false?

#### Supporting information from the reading passage:

The scroll describes a treasure that is too large to be real since it would be worth one billion dollars today.

**Supporting information from the lecture:** The treasure might not be as large as some people think because money was worth different amounts in different places.

**Key point 3:** Where is the treasure?

#### Supporting information from the reading passage:

The treasure has never been found because the descriptions in the scroll are vague.

**Supporting information from the lecture:** It might be possible to find the treasure by using another scroll.

#### Conclusion:

**Summary:** The reading says that the treasure does not exist, but the speaker thinks that it might.

### ► Step 4

Both the lecture and the passage discuss the Copper Scroll. While the passage says that the treasure described in the scroll does not actually exist, the lecturer argues the treasure is real.

According to the passage, the scroll is an old story that was passed down over generations. The lecturer corrects this claim by explaining that the scroll used vocabulary that is not used in folk tales. The passage also argues that the treasure is much too large to be real. In response, the lecturer reasons that the amount in the scroll may be smaller than it seems; therefore, it is probably real. Last, the passage claims that the treasure is impossible to find because the directions on the scroll are not clear. The lecturer says that a different map mentioned in the copper scroll probably has better directions to the treasure.

The mystery of the copper scroll has inspired many arguments. Some people still think it is authentic, while others think it is only a story.

## 03 Environmental Science

### ► Step 1

**Main idea:** Biofuels cannot replace fossil fuels.

**Key point 1:** Biofuels are not more environmentally friendly than fossil fuels because they also pollute the environment.

**Key point 2:** Biofuels do not have an unlimited supply because most agricultural land is already being used.

**Key point 3:** Biofuels cannot meet the world's demand for fuel because we need too much fuel.

### ► Step 2

**Main idea:** Ethanol is not a substance that we can use to replace gasoline.

**Key point 1:** Ethanol is not cleaner than gasoline; in fact, it produces more pollution.

**Key point 2:** Ethanol requires more land than we have available because there is not enough for both food and fuel crops.

**Key point 3:** Ethanol cannot meet the demand for fuel in the world because we do not have enough land.

### ► Step 3

**Introduction:**

**Main topic:** Can biofuels be used as a substitute for fossil fuels?

**Main idea of the reading passage:** Biofuels cannot be used as a substitute for fossil fuels.

**Main idea of the lecture:** Ethanol is not something we can use to replace gasoline.

**Body:**

**Key point 1:** What is the environmental impact of biofuels?

**Supporting information from the reading passage:** Biofuels are not better for the environment than fossil fuels because they also pollute the environment.

**Supporting information from the lecture:** Ethanol actually pollutes the environment more than fossil fuels.

**Key point 2:** Where does the supply come from?

**Supporting information from the reading passage:** Biofuels do not have an unlimited supply because most agricultural land is already used.

**Supporting information from the lecture:** Ethanol requires too much land to make because there is not enough land for both food and fuel crops.

**Key point 3:** What is the demand for biofuels?

**Supporting information from the reading passage:** Biofuels cannot meet the world's demand for fuel because we need too much fuel.

**Supporting information from the lecture:** Ethanol cannot meet the demand for fuel in the world because we do not have enough land.

**Conclusion:**

**Summary:** The reading says that biofuels cannot replace fossil fuels, and the lecture support it with the example of ethanol.

### ► Step 4

Both the lecture and the passage discuss biofuels as a possible alternative to fossil fuels. The passage states that they cannot replace current fuel sources. The lecturer supports the stance with a discussion about ethanol, a biofuel made from corn.

To begin, the passage says that biofuels are no better for the environment than fossil fuels. The lecturer proves the claim by showing that ethanol creates more pollution than gasoline. Then the passage states that biofuels place strain on land resources. The lecturer agrees, adding that the production of ethanol makes corn more expensive. Lastly, the passage says that biofuels cannot meet the world demand for fuel. Again, the lecturer agrees. He says that there is no way that enough ethanol could be produced to satisfy the needs of the world.

Both sources discuss biofuels. They give three reasons why biofuels cannot replace fossil fuels.

## 04 Environmental Science

### ► Step 1

**Main idea:** Composters are better for the environment for three main reasons.

**Key point 1:** Composters can be composted, which returns them to the Earth as fertilizer.

**Key point 2:** Composters take up less space in landfills because they will biodegrade.

**Key point 3:** Using composters is the socially responsible thing to do because it is better for the environment.

### ► Step 2

**Main idea:** Cornainers do not solve environmental concerns.

**Key point 1:** Cornainers require special facilities in order to break down.

**Key point 2:** Many cornainers end up in landfills because people do not understand how to recycle them.

**Key point 3:** There is nothing socially responsible about using cornainers because people need corn to eat.

### ► Step 3

#### Introduction:

**Main topic:** Are cornainers good for the environment?

**Main idea of the reading passage:** Cornainers are better for the environment for three main reasons.

**Main idea of the lecture:** Cornainers do not solve environmental concerns.

#### Body:

**Key point 1:** Cornainers can be composted.

**Supporting information from the reading passage:** Cornainers can be composted, which returns them to the Earth as fertilizer.

**Supporting information from the lecture:** Cornainers require special facilities in order to break down.

**Key point 2:** Cornainers do not fill up landfills.

**Supporting information from the reading passage:** Cornainers will not take up space in landfills because they will biodegrade.

**Supporting information from the lecture:** Many cornainers will just end up in landfills anyway because people don't understand how to recycle them.

**Key point 3:** Using cornainers is socially responsible.

**Supporting information from the reading passage:** Using cornainers is socially responsible because it is better for the environment.

**Supporting information from the lecture:** Using cornainers is not socially responsible because people need corn to eat.

#### Conclusion:

**Summary:** The reading says that cornainers are good, while the lecture says that they do not help the environment.

### ► Step 4

Both the lecture and the passage discuss PLA containers (cornainers). Though the passage presents cornainers as an eco-friendly alternative to other plastic packages, the lecturer says they do not benefit the environment.

According to the passage, cornainers are good because they break down easily and turn into fertilizer. The lecturer challenges the claim. She shows that the composting process for cornainers is long and complicated. The passage also states that cornainers are beneficial because they reduce the amount of waste that ends up in landfills. However, the lecturer disagrees, saying that many cornainers end up in landfills, anyway. Finally, the passage says that using cornainers is socially responsible. They help the environment, and thus, benefit everyone. In contrast, the lecturer argues it is actually irresponsible to produce plastic with corn that could be used to feed the hungry.

Many people are interested in doing what is best for the environment. The passage claims that cornainers are eco-friendly, but the lecturer disagrees.

## Chapter 2 Paraphrasing

### 01 Climatology

#### ► Step 1

**Main idea:** Climatologists believe that global warming is occurring for three reasons.

**Key point 1:** There is more carbon dioxide in the atmosphere than ever before, which raises the Earth's temperature.

**Key point 2:** The Earth's ice caps are melting rapidly as the Earth gets hotter.

**Key point 3:** The average global temperature has been steadily increasing.

#### ► Step 2

A. 2                      B. 1

C. The ongoing process of global warming can be proved by three different points.

#### ► Step 3

**Main idea:** Global warming is not taking place on Earth.

**Key point 1:** Carbon dioxide levels have not increased dramatically in the past quarter century.

**Key point 2:** There are many different factors that contribute to the melting of ice caps.

**Key point 3:** Reported average global temperatures are not accurate because the facilities do not include all temperatures in the average.

► **Step 4**

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

► **Step 5**

**A.**

1. While the reading says that global warming is currently taking place, the lecture says that temperatures are not changing.
2. The reading states that carbon dioxide levels have worsened global warming, though the lecturer disagrees with this view.
3. The passage suggests that melting ice caps indicate rising temperatures. The lecture, however, says that ice cap loss is due to many other factors.
4. The author of the passage says two facilities have recorded temperature increases over the past hundred years, the lecturer points out that the records are inaccurate.

**B.**

1. The lecture says that temperatures are not changing, while the reading says global warming is currently taking place.
2. The lecturer disagrees with the view presented in the reading, which claims that carbon dioxide levels have worsened global warming.
3. It is suggested in the passage that melting ice caps indicate global warming; however, the lecture says other factors might be responsible.
4. The lecturer shows that average global temperature records are inaccurate, though the passage says that two facilities provide proof that average temperatures have increased.

► **Step 6**

1. Experts say that carbon dioxide levels have increased by thirty-one percent in recent years, but

the lecturer points out that over the past quarter century, the levels have only increased by two percent.

2. The Hadley Center and NASA record average temperatures, but their figures are inaccurate despite their use of the most advanced technology.

## 02 Psychology

► **Step 1**

**Main idea:** Adult interference in children's playing is problematic.

**Key point 1:** Adult interference can hurt children's creativity.

**Key point 2:** Children need to develop positive peer role models, which is done through playtime.

**Key point 3:** Children need to learn to stand up for themselves.

► **Step 2**

- A. 2            B. 1  
C. There are three reasons why adult interference causes problems.

► **Step 3**

**Main idea:** Adults need to monitor children's playtime.

**Key point 1:** Adults need to monitor playtime to make sure it is positive because many children will get into trouble otherwise.

**Key point 2:** Children need adults, not peers, as role models because children learn bad behavior from other children.

**Key point 3:** Adults need to monitor children to protect them.

► **Step 4**

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

► **Step 5**

**A.**

1. states/troublesome    2. harm/watch  
3. good/require        4. defend/parents

**B.**

1. The author states that adult interference in children's playtime is troublesome, while the lecture says that adults need to interfere in playtime.
2. While the author says that creativity can be harmful by adult interference, the speaker thinks that playtime should be monitored by adults to make sure it is positive.
3. Children need to develop good peer role models according to the author. The speaker, though, says that children require adults, not peers, as role models.
4. The author states that children need to learn to defend themselves. The lecturer states that parents need to monitor children to protect them.

▶ **Step 6**

1. In order to prevent stunting creativity through interference, adults should guide children toward positive activities that develop creativity.
2. Children should learn how to deal with difficult situations on their own; however, at times a supportive parent is beneficial.

**03 Biology**▶ **Step 1**

**Main idea:** The disappearance of the dodo is a result of over hunting.

**Key point 1:** It became extinct because it was flightless.

**Key point 2:** Its unusual friendliness also led to its extinction.

**Key point 3:** Researchers found evidence of humans killing dodos in caves.

▶ **Step 2**

**A.** 2      **B.** 1

**C.** It is clear that the dodo bird went extinct because humans hunted it too much.

▶ **Step 3**

**Main idea:** It was not over hunting but other factors that led to the dodo's disappearance.

**Key point 1:** Humans did not even like eating dodo meat because it tasted very bad.

**Key point 2:** Humans were not the main hunters; other animals were.

**Key point 3:** There is little evidence of humans killing dodos, but plenty of evidence of predators killing dodos.

▶ **Step 4**

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

▶ **Step 5****A.**

**1.** consequence/reasons    **2.** since/enjoy  
**3.** strange/key                **4.** proof/scant

**B.**

1. The author thinks that over hunting caused the disappearance of the dodo. However, the speaker says that it was other factors, not over hunting, that led to its disappearance.
2. The author says the dodo became extinct because it was flightless, while the speaker says that humans did not even like dodo meat.
3. The reading says that the dodo's strange friendliness also led to its extinction, though the lecture says that humans were not the key hunters; other animals were.
4. The reading says that evidence of humans killing dodos was found in caves by researchers, but the lecture says that there is scant evidence of humans killing dodos.

▶ **Step 6**

1. Not knowing any better, the dodo fearlessly approached all new creatures, including animals that it might be vulnerable to.
2. There is little archeological evidence that humans hunted dodos, though one cave in Europe was found to have dodo bones.

**04 Environmental Science**▶ **Step 1**

**Main idea:** Scientists discovered that DDT did more harm than good.

**Key point 1:** DDT is a hazard to the environment because it can poison and kill wildlife.

**Key point 2:** DDT can endanger the health of humans by causing a number of diseases.

**Key point 3:** DDT has failed to combat disease-carrying mosquitoes because insects became resistant to DDT.

► Step 2

A. 2            B. 1

C. Scientists eventually realized that DDT was not as good as they thought.

► Step 3

**Main idea:** DDT is not as bad as some people believe, and it has many benefits.

**Key point 1:** DDT can, in some cases, benefit plants and animals because it kills insects that cause disease.

**Key point 2:** DDT can also benefit human health by stopping diseases that kill humans.

**Key point 3:** DDT has effectively combated diseases in the past, and millions of lives have been saved.

► Step 4

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

► Step 5

A.

1. found/benefits            2. danger/may  
3. says/help            4. fight/successfully

B.

1. According to the reading, scientists found that DDT did more harm than good. However, the lecture argues that DDT has many benefits and is not as bad as some people believe.
2. While the reading says that DDT is a danger to the environment, the lecture says that DDT may, in some cases, benefit the environment.
3. While the reading says that human health can be endangered by DDT, the lecture argues that DDT can really benefit human health.
4. The reading says that DDT has failed to fight disease-carrying mosquitoes. However, according to the lecture, DDT has combated diseases in the past.

► Step 6

1. Diseases that start with insects can kill entire populations, although in the case of the bald eagle, DDT was mostly responsible for its population decline.
2. The United States eventually banned DDT because it was too dangerous, though some argue that diseases spread by mosquitoes are worse.

Chapter 3 Making Connections

01 Political Science

► Step 1

**Main idea:** There are three advantages to using a computerized voting system.

**Key point 1:** They make elections safer because they eliminate the possibility of human error.

**Key point 2:** They are much less expensive than paper ballot systems.

**Key point 3:** They reduce the number of lost votes in elections.

► Step 2

**Main idea:** Computerized voting systems have a number of drawbacks.

**Key point 1:** It is no safer than using paper ballots because it is open to hacker attacks.

**Key point 2:** It is actually more expensive to buy the equipment and continue to operate and maintain it.

**Key point 3:** It can lose more votes than paper systems in the event of a mechanical failure.

► Step 3

1. No            2. No            3. No

02 Resource Management

► Step 1

**Main idea:** Prescribed burning prevents uncontrolled fires from igniting or spreading.

**Key point 1:** Prescribed burning prevents wildfires by reducing the amount of available fuel.

**Key point 2:** Prescribed burning can also stop an existing fire from spreading by removing underbrush.

**Key point 3:** Forest rangers can control the time and place of prescribed fires by choosing when and where to start them.

#### ► Step 2

**Main idea:** A wildfire that started in the Croatan National Forest is a good example of how prescribed burning can be beneficial.

**Key point 1:** The wildfire may never have started if prescribed burning had been done in the area.

**Key point 2:** Prescribed burning did stop the wildfire from spreading by reducing the fuel available.

**Key point 3:** The prescribed fires never posed a threat to communities because they were controlled.

#### ► Step 3

1. No      2. No      3. No

### 03 Business

#### ► Step 1

**Main idea:** Most people who retire early find the experience to be less than satisfying.

**Key point 1:** People who retire early often face financial problems because they no longer get regular paychecks.

**Key point 2:** People who retire early also struggle with psychological problems because they feel their lives lack purpose.

**Key point 3:** Early retirees often face social problems and feel excluded from events at the company.

#### ► Step 2

**Main idea:** Early retirement can be one of the best choices a person ever makes.

**Key point 1:** Many retirees live very agreeable lifestyles in terms of their finances.

**Key point 2:** Early retirement can be a very positive psychological experience for people because they can enjoy hobbies.

**Key point 3:** With regards to one's social life, early retirement is a benefit rather than a hindrance because it allows one to meet new people.

#### ► Step 3

1. Yes      2. No      3. No

### 04 Law

#### ► Step 1

**Main idea:** There are many benefits of setting up speed cameras.

**Key point 1:** Speed cameras reduce the number of traffic accidents by penalizing speeding drivers.

**Key point 2:** Speed cameras also reduce the number of deaths on the road because they make accidents less severe.

**Key point 3:** Speed cameras allow police officers to focus on more important tasks.

#### ► Step 2

**Main idea:** Traffic cameras are not as valuable as many believe.

**Key point 1:** Speed cameras do not do very much to reduce traffic accidents since speed does not always cause accidents.

**Key point 2:** Speed cameras also do not reduce the number of deaths on the road because speeding only makes a difference on suburban roads.

**Key point 3:** Speed cameras remove police officers from duty, which is not a good thing.

#### ► Step 3

1. Yes      2. Yes      3. Yes

### | Vocabulary Review 1 |

1. (B)      2. (A)      3. (C)  
4. (D)      5. (A)      6. (B)  
7. (A)      8. (A)

9. (A)      10. (A)      11. (A)  
12. (A)      13. (B)      14. (B)  
15. (A)

16. ancient      17. Archaeologists  
18. precious      19. inscribed      20. translated

21. (C)      22. (E)      23. (A)  
24. (B)      25. (D)

## | Vocabulary Review 2 |

- |            |               |             |
|------------|---------------|-------------|
| 1. (C)     | 2. (A)        | 3. (A)      |
| 4. (A)     | 5. (A)        | 6. (A)      |
| 7. (A)     | 8. (B)        |             |
| 9. (B)     | 10. (A)       | 11. (A)     |
| 12. (B)    | 13. (A)       | 14. (A)     |
| 15. (A)    |               |             |
| 16. casual | 17. tackle    | 18. invest  |
| 19. rarely | 20. maintain  |             |
| 21. dim    | 22. challenge | 23. ability |
| 24. change | 25. fail      |             |

## Part 2

### Chapter 4 Brainstorming

#### 01 Opinion

##### ► Step 2

I believe that universities should pay their teachers more instead of spending money on athletics. Doing so attracts excellent teachers and keeps them. Also, it sends the right signal to students.

First of all, teachers need money to pay for all the education they needed. It takes a long time and a lot of money to complete your education so that you can become a university teacher. After that, you do not always get paid well, and many people who would be excellent teachers do not enter the field. So universities should pay teachers more so more people will become teachers.

Second, by paying their teachers well, universities can ensure that people who start out in a teaching career stay in that career. A problem many universities face is keeping their best teachers after hiring them. Many people with PhDs want to teach and start out doing so. However, they find out later they can earn more money by working for a company or the government. This means that such people, who are excellent teachers, choose to leave teaching because of money.

Third, education needs to be the most important part of a university. Universities exist to educate people. When they spend more money on athletics, it sends the wrong message to students. It says to students

that education is not really that important. Conversely, when universities attract good faculty and pay them adequately, it creates a better environment for students and shows that their education is important.

In conclusion, by paying teachers more money instead of spending so much on athletics, universities can become better institutions that attract and retain the best faculty. They will communicate to students that their education is important and valued, which benefits everyone.

##### ► Step 3

1. I believe that universities should pay their teachers more instead of spending money on athletics.
2. First of all, teachers need money to pay for all the education they needed.
3. Second, by paying their teachers well, universities can ensure that people who start out in a teaching career stay in that career.
4. Third, education needs to be the most important part of a university.

##### ► Step 4

1. The essay agrees that universities should pay teachers more instead of spending money on athletics.
2. The writer supports the thesis by giving three reasons why teachers should be paid more.
3. The writer does not include a comment from the opposing argument.
4. The main idea of the conclusion is that universities will be better if they pay teachers more.

#### 02 Experience

##### ► Step 2

While some people might like multitasking, I prefer to work on one task at a time. When I do that, my work is of higher quality, I feel calmer, and I am more productive.

First, I can pay better attention to my task when I work on only one thing at a time. For example, I have a computer programming class. Programming requires me to pay careful attention to details. Because of this, if I try to do more than one thing at a time, I am more likely to make mistakes. By focusing on one task at a time, my work is of the highest quality possible.



Second, when I only have one thing to do at a time, I feel calm and relaxed. That way, I enjoy my class work more, and I am willing to take on new challenges. When I have too many things to do at once, like writing a program, checking email, and responding to my classmates, it breaks my concentration, and I get frustrated and upset with my work situation.

Third, working on one task at a time increases my productivity. Because I can focus on just one task, I put all my mental energy into figuring out how to get it done most effectively. Similarly, I am not distracted by other problems like I would be if I were multitasking. For that reason, I am more productive and efficient when working on only one task.

In conclusion, I prefer working on one problem at a time rather than spreading myself thin by multitasking. With my preferred approach, I produce better quality work, feel better about doing so, and am more productive.

#### ► Step 3

1. While some people might like multitasking, I prefer to work on one task at a time.
2. First, I can pay better attention to my task when I work on only one thing at a time.
3. Second, when I only have one thing to do at a time, I feel calm and relaxed.
4. Third, working on one task at a time increases my productivity.

#### ► Step 4

1. The essay takes the side of the prompt that states that working on one thing at a time is better.
2. The writer supports the thesis statement by giving three reasons why working on one thing at a time is better.
3. No, the writer does not present a comment or idea from the opposing argument in the conclusion.
4. The main idea of the conclusion is that the writer feels better working on one task at a time.

### 03 Opinion

#### ► Step 2

Every year, more teachers and professors are encouraging students to make the most of computer

resources. Therefore, I agree that in twenty years, students will do all of their schoolwork on a computer.

One reason I think this is because there is a growing trend toward sharing information online. Many businesses, for example, have already stopped handing out paper memos and instead post them online or send them via e-mail. In addition, many universities are already setting up online discussion forums for classes. On these forums, students can discuss class lectures as well as post assignments. The professor can also upload reading materials or lecture notes for the students to study. Therefore, it is highly likely that in twenty years, all schoolwork will be done online.

Another reason I think all schoolwork will be done on computers in twenty years is that society in general is moving away from paper products. People are getting more and more concerned about environmental issues like pollution and waste. Already, many professors refuse to print out paper assignments. They encourage their students to send their work via e-mail, and they insist on sending back corrections the same way. Because using computers saves paper, more and more people are seeing their use as good for the environment. In twenty years, probably no one will be using paper to do work.

In conclusion, I agree that students will do all their work on computers twenty years from now. Perhaps the rest of society will catch on, too, and start doing all of its work on computers as well.

#### ► Step 3

1. Therefore, I agree that in twenty years, students will do all of their schoolwork on a computer.
2. One reason I think this is because there is a growing trend toward sharing information online.
3. Another reason I think all schoolwork will be done on computers in twenty years is that society in general is moving away from paper products.

#### ► Step 4

1. This essay agrees with the prompt, which says that students will do all of their schoolwork on a computer in twenty years.
2. The writer supports the thesis statement by describing two reasons that students will do all of their schoolwork on computers in twenty years.

- The writer does not present a comment from the other side of the argument.
- The main idea of the conclusion is that maybe everyone will do all of their work on computers in twenty years.

## 04 Opinion

### ► Step 2

Every day, events happen in countries all over the world that only directly affect a relatively small number of people. Even though those events may not have immediate significance, I agree that it is important to learn about them even if they do not directly affect you. One reason is that being educated about crises in other countries can help you deal with similar crises in your own country. When smallpox broke out in Europe in the 18<sup>th</sup> century, for example, doctors figured out how to eradicate the disease by vaccinating people. Then, when the disease broke out in other countries across the world, they knew how to deal with the crisis.

You should also learn about events in other countries because you may one day visit them. It is important to know what is happening in a country you travel to so that you can be safe. If you know that the political situation is unstable or there is a civil war going on, you would be wise to postpone your visit. Being informed of a country's current events is essential to traveling safely within that country.

Learning about events in other countries also gives you a more accurate understanding of the world. If you focus only on events in your own country, you may not realize, for example, that things like disease and poverty are all major issues in the world. It is important to understand global issues in order to protect yourself and to help out your fellow humans.

In conclusion, I think that it is very important to learn about major events in other countries. Even if those events do not affect you directly, learning about them is of great value.

### ► Step 3

- Even though those events may not have immediate significance, I agree that it is important to learn about them even if they do not directly affect you.
- One reason is that being educated about crises in other countries can help you deal with similar crises in your own country.

- You should also learn about events in other countries because you may one day visit them.
- Learning about events in other countries also gives you a more accurate understanding of the world.

### ► Step 4

- This essay agrees with the statement that it is important to learn about events in other countries.
- The writer supports the thesis statement by providing three reasons that learning about foreign events is important.
- The writer does not include an opposing argument in the conclusion.
- The main idea of the conclusion is that learning about events in other countries is very valuable.

## Chapter 5 Writing Thesis Statements and Topic Sentences

### 01 Thesis Statements

#### ► Step 1

#### Thesis statement 1:

When I was twelve, my brother encouraged me to try out for a football team, but I decided not to try out for two reasons.

#### Thesis statement 2:

There are three main reasons why I believe that young children must be taught to use computers.

#### Thesis statement 3:

When I traveled to a larger city in my country, it made me realize how much I love my own town, and there are three reasons why I feel this way.

#### Thesis statement 4:

In my opinion, the most enjoyable movies to watch are ones that make you think, and I believe this for two reasons.

#### ► Step 2

#### Prompt 1: experience

Thesis statement: I believe that the most important person in my life is my father because he has taught me more than anyone else.

**Prompt 2:** opinion

Thesis statement: I do not agree that people should never do things that harm the environment because sometimes doing these things is necessary.

**Prompt 3:** opinion

Thesis statement: In my opinion, it is better to save your money until later, and I feel this way for three reasons.

**Prompt 4:** experience

Thesis statement: I think the skill that has allowed me to do well in school is my ability to work well with other people.

**02 Topic Sentences****► Step 1****Prompt 1:**

(1) There are three reasons why I feel that having fun is just as important for adults as it is for children.

(2) For one, I think that adults need to be able to relax and have fun because they work all the time.

(3) For example, my dad likes to play baseball with me on weekends.

**Prompt 2:**

(1) I once had an experience where I was scared because I went to a new place alone, but I overcame my fear in two important ways.

(2) Another way that I overcame my fear was by telling myself that I could do anything that I wanted to.

(3) I asked for help from a really nice woman that I met, and she helped me figure out where I was going.

**Prompt 3:**

(1) I definitely like to try new things as much as I can.

(2) I like to try new things because I get bored if I do the same thing all the time.

(3) When I tried joining my school's diving team, I found that I really enjoyed it.

**Prompt 4:**

(1) In my opinion, universities should not require students to live in the dormitories for their freshman year.

(2) Living in an apartment is more enjoyable than living in the dorms.

(3) My friend got stuck with a really annoying roommate in the dorms.

**► Step 2****Prompt 1:**

Thesis statement: In my opinion, products made by hand are not as good as products made by machines.

Reason 1: Machines do not make mistakes.

Reason 2: Machines are faster.

Reason 3: Machines can do things that humans cannot.

Topic sentence: To begin, I feel that machines can make better products because machines do not make mistakes.

**Prompt 2:**

Thesis statement: I believe that you can tell a lot about a person by the clothing he or she wears.

Reason 1: You can tell a lot about a person's style.

Reason 2: You can learn about personality.

Reason 3: You can find out what a person likes.

Topic sentence: I also think it is possible to find out what a person likes by looking at what he or she wears.

**Prompt 3:**

Thesis statement: I think that a trip to an aquarium would be a valuable learning experience.

Reason 1: It would be valuable to learn about fish.

Reason 2: It is a good idea to learn outside of the classroom.

Reason 3: It gives students a way to learn that is interesting.

Topic sentence: In addition, I believe that a field trip to an aquarium would give students the opportunity to learn in a fun environment.

**Prompt 4:**

Thesis statement: I think that music is important to people mainly because it can affect people on three different levels.

Reason 1: The lyrics in music can make people think.

Reason 2: The melodies can make people feel a certain way.

Reason 3: Some songs remind you of things.

Topic sentence: I also think music is important because the melodies can make you feel a lot of different emotions.

## Chapter 6 Making Ideas Flow

### 01 Opinion

#### ► Step 2

**Introduction:** (A), (B)

**Transitions:** Even though, because

**Body paragraph 1:** (B), (C), (A)

**Transitions:** First of all, because

**Body paragraph 2:** (C), (A), (D), (B)

**Transitions:** on the other hand, Second, also

**Body paragraph 3:** (C), (B), (A)

**Transitions:** Finally

**Conclusion:** (B), (A)

**Transitions:** but, because, In conclusion

### 02 Opinion

#### ► Step 2

**Introduction:** (A), (B)

**Transitions:** This is because

**Body paragraph 1:** (C), (A), (E), (B), (D)

**Transitions:** First of all, because, also, before

**Body paragraph 2:** (B), (E), (A), (C), (D)

**Transitions:** Second, Also

**Body paragraph 3:** (A), (C), (B), (D), (E), (G), (F)

**Transitions:** Finally, because, Today, For example

**Conclusion:** (A), (B)

**Transitions:** In conclusion

### 03 Opinion

#### ► Step 2

**Introduction:** (B), (A)

**Transitions:** This is because, but

**Body paragraph 1:** (A), (E), (B), (C), (F), (D)

**Transitions:** The main reason, For instance, but, on the other hand

**Body paragraph 2:** (C), (A), (F), (E), (D), (B)

**Transitions:** Another reason, Then, For example

**Conclusion:** (B), (A)

**Transitions:** To conclude, but

### 04 Opinion

#### ► Step 1 (possible student response)

3. Being the leader makes other people look up to me.

### 05 Opinion

#### ► Step 1

**Thesis:** It is better to get advice from a parent than from a friend.

**Conclusion:** Parents will be able to give you better advice than a friend will.

### 06 Opinion

#### ► Step 1 (possible student response)

**Key point 3:** It is interesting to learn about other cultures.

## | Vocabulary Review 3 |

- |                  |              |                  |
|------------------|--------------|------------------|
| 1. (B)           | 2. (A)       | 3. (D)           |
| 4. (C)           | 5. (B)       | 6. (C)           |
| 7. (A)           | 8. (B)       | 9. (D)           |
| 10. (B)          | 11. (D)      | 12. (C)          |
| 13. (D)          | 14. (A)      | 15. (C)          |
| 16. (B)          | 17. (A)      | 18. (D)          |
| 19. (A)          | 20. (C)      | 21. (B)          |
| 22. (D)          | 23. (A)      | 24. (C)          |
| 25. (D)          | 26. (A)      | 27. (A)          |
| 28. (C)          | 29. (B)      | 30. (D)          |
| 31. significance | 32. globe    | 33. crisis       |
| 34. scarce       | 35. generate | 36. ensure       |
| 37. run into     | 38. access   | 39. abundance    |
| 40. preferred    |              |                  |
| 41. design       | 42. value    | 43. unproductive |
| 44. disadvantage | 45. portray  |                  |
| 46. (O)          | 47. (S)      | 48. (S)          |
| 49. (O)          | 50. (S)      |                  |

## | Vocabulary Review 4 |

- |                 |               |               |
|-----------------|---------------|---------------|
| 1. (D)          | 2. (C)        | 3. (A)        |
| 4. (B)          | 5. (C)        | 6. (A)        |
| 7. (C)          | 8. (A)        | 9. (C)        |
| 10. (B)         | 11. (D)       | 12. (B)       |
| 13. (C)         | 14. (D)       | 15. (B)       |
| 16. (D)         | 17. (A)       | 18. (B)       |
| 19. (C)         | 20. (A)       | 21. (B)       |
| 22. (D)         | 23. (C)       | 24. (A)       |
| 25. (B)         | 26. (D)       | 27. (C)       |
| 28. (D)         | 29. (B)       | 30. (C)       |
| 31. preoccupied | 32. removed   | 33. connected |
| 34. open        | 35. hectic    | 36. desert    |
| 37. attitude    | 38. hindsight | 39. turn back |
| 40. devote      |               |               |
| 41. off         | 42. out       | 43. so        |
| 44. up          | 45. off       |               |
| 46. (C)         | 47. (A)       | 48. (E)       |
| 49. (B)         | 50. (D)       |               |

## Part 3

## Chapter 7 Verb Forms

## Verb Tense

## ► Exercise 1

- I believe that universities should pay their teachers more money rather than spend so much on athletics because teachers should be encouraged to do a really good job of teaching. In my opinion, people feel like they are more valuable in their jobs when they get paid more money. However, many teachers are not paid enough money. This can make them feel like their hard work is not valued by the university, so they might not do as good a job. If they are paid more, they will do a better job of teaching, and students will learn more.
- Both the reading and the lecture discuss whether parents should interfere in children's playtime. The author states that parents should interfere in children's playtime because children have to learn to stand up for themselves and need positive adult role models. The lecture, on the other hand, disagrees by stating that parents should not interfere when children play.

## ► Exercise 2

- To **(1)** begin, the author of the passage states that congestion pricing can cause more people to use public transportation. However, the speaker in the lecture **(2)** disagrees, stating that congestion pricing will not necessarily encourage more people to use public transportation. Next, the author says that **(3)** implementing congestion pricing will reduce commuting times for everyone. On the other hand, the speaker suggests that congesting pricing might **(4)** make commuting times longer for a lot of people. Last, the author **(5)** states that congestion pricing will benefit everyone, but the lecture states that not everyone will benefit.
- Both the reading and the lecture **(1)** discuss whether containers are beneficial. According to the lecture, containers **(2)** are much better for the environment because they can be **(3)** composted, they will not take up space in landfills, and they are

more socially responsible than regular plastics. However, the speaker in the lecture disagrees. The speaker states that containers do not **(4) solve** these environmental concerns. The author **(5) refutes** the claims of the reading in three ways.

## Modal Verbs

### ► Exercise 1

1. To many adults who work very hard, early retirement may/can seem appealing.
2. Many adults may find that early retirement is not a satisfying experience.
3. Many people who retire early will/can/may face financial problems in the future.
4. Early retirees could/may/can find themselves in debt or face a lower standard of living.
5. People who retire early can/may also struggle with psychological problems.
6. Early retirees may/can feel that their lives no longer have a clear purpose.
7. Early retirees can/may often face social problems.
8. They could/may/can have trouble relating to the people that they used to work with.

### ► Exercise 2

1. Although I think that the amount that we use computers **(1) may** increase in the next twenty years, I do not agree with the statement that students **(2) will** do all of their schoolwork on computers in twenty years. In my opinion, computers **(3) must** become much more inexpensive before that idea **(4) would** be possible. There are three reasons why I feel that we **(5) should** not believe that students will do all schoolwork on computers in twenty years.

## Present Participle vs. Past Participle

### ► Exercise 1

1. I believe that I am able to work quite a bit faster when I am **(1) multitasking**. For example, when I was **(2) working** on my homework last weekend, I made sure to work on a few different assignments

at a time. That way, my work was **(3) finished** in just a short amount of time. However, if I had **(4) been** working on only one homework assignment, I would not have **(5) turned** in all of my work by the time I had to have it finished.

2. In my opinion, a person's problems can best be **(1) solved** if he or she goes to a parent for advice. My parents have been **(2) giving** me good advice for my entire life. I think that my friends are really nice people, but they do not always give me great advice. My parents' advice, though, is always helpful and **(3) motivating**. In addition, my parents have never **(4) told** other people about my problems, while one of my friends did. Last, since my parents have always **(5) been** there to help me with my problems, I know they are a reliable source of help.

### ► Exercise 2

1. Supporters have been praising the benefits of biofuels for many years.
2. However, many of the benefits of biofuels are exaggerated.
3. Many of the problems associated with biofuels cannot be solved.
4. Even more pollution is generated by biofuels than by fossil fuels.
5. Some scientists are developing new ways to make biofuels.
6. Scientists have suggested that biofuels do not produce enough energy.
7. Studies have found that we do not have enough land to use only biofuels.
8. Most of the world's agricultural land must be used for growing food.
9. Hydrogen power has been discussed as an alternative to biofuels.
10. Hydrogen fuel may be used in the future, but it is not yet available.

## Chapter 8 Sentence Formation

### Noun Clauses

#### ► Exercise 1

- C 1. It is important that children begin to use computers for their schoolwork.
- C 2. I believe that children will soon use computers for all of their schoolwork.
- IC 3. The fact that children will do all their work on computers are obvious to me.
- C 4. I do not see how computers will be able to replace a pen and paper.
- IC 5. Many people believe that everyone should learn to use a computer.
- IC 6. I explained how computers have help me do my schoolwork.
- IC 7. Some people disagree about which ways do computers help people.

#### ► Exercise 2

1. It is suggested by the speaker that congestion pricing is not as beneficial as it seems.
2. It is true that congestion pricing does not encourage people to use public transportation.
3. What experts argue is congestion pricing also punishes the people who are forced to drive.
4. The theory is congestion pricing will actually increase commute times.
5. The fact that more people use the bus may decrease commute times.

### Subordinating Conjunctions

#### ► Exercise 1

1. The Copper Scroll was discovered in a cave in 1952.
2. Since this discovery, scientists have analyzed and translated the scroll.
3. Now, scientists are trying to figure out if the treasure described in the scroll is real.
4. After we find the Silver Scroll, we may be able to find the treasure.
5. Even though the scroll gave detailed directions, the treasure could not be found.

6. We will not be able to say that the treasure is real unless we find the treasure.
7. The treasure might exist, although it would be much smaller than some believe.
8. We know that the treasure is not just a story because it uses very technical language.

#### ► Exercise 2

1. It is better to get advice from parents because they will always give good advice.
2. I always go to my parents when I need advice about a very important issue.
3. My parents will give me advice about what is best for me, whereas my friends might give me advice that is not very good for me.
4. Although many people do not think friends give good advice, I have always received good advice from my friends.
5. Parents will give you better advice, even if you might think your friends know you better.
6. Parents will be able to help you through bad experiences since they have gone through many of those same experiences.
7. Your friends might not always be there for you, while your parents will always support you.

### Parallel Structure

#### ► Exercise 1

- NP 1. To carefully plan is good for some people, but I prefer living without a strict plan.
- P 2. I feel organized and relaxed when I have a strict plan.
- NP 3. Living without a plan is confusing and stress.
- P 4. I like to plan when I do my homework, go to bed, and hang out with friends.
- NP 5. If I do not plan everything, I can change my schedule and go to the movies or hanging out with friends.
- P 6. It is good to plan so you can avoid scheduling problems and their consequences.
- NP 7. When I know I am going to be busy, I can tell my friends and avoids a scheduling problem.

- NP 8. When I do not plan everything, I am free to do new things and I did not have to cancel plans.
- P 9. I find that carefully planning everything makes you feel too busy, stressed, and frustrated.
- P 10. I do not carefully plan everything, yet I never feel like I do not know what I should be doing.

### ► Exercise 2

1. Planning carefully is better than to live without a plan.  
Planning carefully is better than living without a plan.
2. It is important for me to plan when I work on homework and hanging out with friends.  
It is important for me to plan when I work on homework and hang out with friends.
3. Planning free time is as important as to plan time to work on homework.  
Planning free time is as important as planning time to work on homework.
4. To plan some things is good, but I prefer living without a strict plan.  
Planning some things is good, but I prefer living without a strict plan.
5. If you do not plan your life, you can become stressed and frustrating.  
If you do not plan your life, you can become stressed and frustrated.
6. If I do not plan everything, I am free to change my plans and I did not have to cancel plans.  
If I do not plan everything, I am free to change my plans and I do not have to cancel plans.
7. When I carefully plan everything, I know what I need to do and when I am working on it.  
When I carefully plan everything, I know what I need to do and when I need to work on it.
8. When I do not plan everything, I have more opportunities to have fun and getting more done.  
When I do not plan everything, I have more opportunities to have fun and get more done.

## Practice Test 1

### Sample Responses

#### ► Task 1

Both the reading and the lecture talk about buzz marketing. Whereas the reading discusses three advantages of buzz marketing, the lecture argues that these so-called advantages are also the problems with buzz marketing.

First, the reading says that buzz marketing can get information about a product out quickly and easily by using social networks. This is fine, the professor points out, if it is good information, but buzz marketing also spreads bad information quickly and easily.

Second, according to the reading, when people learn information from their friends, like with buzz marketing, they trust it more. However, as the professor points out, if you get bad buzz due to problems with a product, it is hard to change that. Buzz marketing can ruin your reputation.

Finally, the reading says buzz marketing is an inexpensive way to make a regular advertising campaign better. The professor disagrees. He says that if you have a bad buzz campaign, you will end up spending more money to fix all of the problems that the bad buzz started.

In conclusion, the reading points to three advantages of buzz marketing—speed, trust, and effectiveness. The professor finds flaws with each of these, thus challenging the advantages of buzz marketing.

#### ► Task 2

I do not think that university students should be required to participate in exercise classes or sports. I feel this way because physical education is not the job of the university. Moreover, forcing students to exercise does not respect their independence.

First, it is not the job of universities to make people exercise. The job of universities is to educate people. Students go to university to develop their intellect and to prepare themselves for their future careers. Playing sports and exercising is something that students can do outside of their studies if they want. Universities should focus their resources and energies on educating young people, not on secondary missions like getting them to exercise.

Second, requiring university students to exercise does not respect their independence. Mandatory



physical education is fine when you are in high school. During those years of your life, you are not an adult, and you are not expected to make decisions or be as independent as an adult is. However, when you go to university, you need to learn to be more independent and act like an adult. You do not need the university to dictate to you when to exercise. That is something that university students can and should decide on their own. Some people find that they do not have time to exercise all the time, so they exercise when they can fit it in their schedule. Making exercise mandatory takes away students' freedom to choose when they can exercise and even if they want to exercise at all.

In conclusion, universities need to do their jobs, which is to educate people, not to get them to exercise. They need to respect students' rights to be independent adults. For these reasons, universities should not require students to participate in exercise classes or sports.

## Practice Test 2

### Sample Responses

#### ► Task 1

The reading and lecture discuss water fluoridation, the practice of adding fluoride to city drinking water. The reading supports the practice of fluoridation and gives several reasons why it is beneficial. The professor, on the other hand, argues that fluoridation is not good for society and provides several disadvantages.

The reading says that fluoridation reduces tooth decay by helping teeth rebuild themselves. The professor argues that several recent studies have shown that drinking fluoridated water seems to have very little effect on dental health.

The reading claims that fluoridation is safe since fluoride is added to drinking water in very low doses. The professor argues that even those small doses can cause serious health problems, and therefore, fluoridation is not worth the risk.

The reading also says that fluoridation is cost-effective since it saves people from having to pay a lot of money to fix their teeth later in life. The professor argues that fluoridation is not cost-effective because it can cause health problems that are even more costly to take care of than decaying teeth.

The reading concludes that fluoridation has many positive outcomes, while the professor concludes that fluoridation is too damaging to be worthwhile.

#### ► Task 2

Books offer quite a lot of knowledge. In fact, it would be impossible for one person to learn all of the knowledge contained in books. However, I do not agree that all knowledge can be learned from books. First of all, many professions require skills that cannot be learned from reading books. Surgeons, for example, must learn how to make precise cuts. Although books may be good reference tools, surgeons can only perfect these skills by practicing them. It is just not possible to learn the kind of careful hand skills that surgeons need from books. Similarly, painters learn the techniques of painting by practicing them on canvases rather than simply reading about them in books.

Secondly, books can only teach you about past knowledge. Scholars, particularly scientists, are learning more about the world every day. They do this by experimentation and by observation. They discover things that have never been written about in books, and they discover things that contradict what has already been written. Books, therefore, offer only a piece of the knowledge that can be found in the world.

Thirdly, books cannot teach us how to interact with people. Humans are social beings. We need to be able to communicate and work together in order to function as a society. Reading books does not teach us how to do those things. We must learn them through experience: by watching our parents, by building relationships, and by simply living our everyday lives.

In conclusion, I think it is impossible to learn everything we need to know as humans from the books that we read. Books may be valuable to knowledge, but they do not tell us everything about our world.

