CAMBRIDGE

Academic Encounters

2nd Edition

Life in Society 3

READING
WRITING

Teacher's Manual

- Unit quizzes
- Answer keys

Jessica Williams
Kristine Brown
Susan Hood

Life in Society **3**
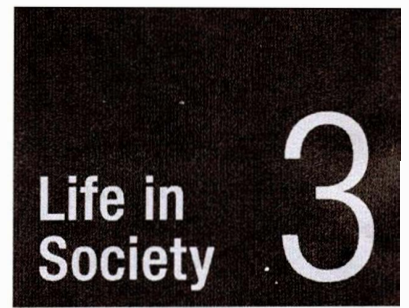
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Jessica Williams
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Series Editor: Bernard Seal

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V Vocabulary Skills	**A** Academic Success Skills	Learning Outcomes

Words related to the topic
Guessing meaning from
  context
Synonyms
Collocations
	Answering short-answer test
	  questions	

		Write an essay based on a prompt
Verbs of control Word families The Academic Word List Collocations	Highlighting Making a chart	

Introduction

The *Academic Encounters* Series

Academic Encounters is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic course work and provide them with the skills to be successful when that encounter occurs.

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short presentations.

The books at each level may be used as stand-alone reading and writing books or listening and speaking books. Or they may be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but the same content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.

A sustained content-based approach

The *Academic Encounters* series adopts a sustained content-based approach, which means that at each level in the series students study subject matter from one or two related academic content areas. There are two major advantages gained by students who study with materials that adopt this approach.

- Because all the subject matter in each book is related to a particular academic discipline, concepts and language tend to recur. This has a major facilitating effect. As students progress through the course, what at first seemed challenging feels more and more accessible. Students thus gain confidence and begin to feel that academic study in English is not as overwhelming a task as they might at first have thought.

- The second major advantage in studying in a sustained content-based approach is that students actually gain some in-depth knowledge of a particular subject area. In other content-based series, in which units go from one academic discipline to another, students' knowledge of any one subject area is inevitably superficial. However, after studying a level of *Academic Encounters* students may feel that they have sufficiently good grounding in the subject area that they may decide to move on to study the academic subject area in a mainstream class, perhaps fulfilling one of their general education requirements.

The four levels in the series

The *Academic Encounters* series consists of four pairs of books designed for four levels of student proficiency. Each pair of books focuses on one or more related academic subject areas commonly taught in college-level courses.

- *Academic Encounters* 1: The Natural World
  Level 1 in the series focuses on earth science and biology. The books are designed for students at the low-intermediate level.

- *Academic Encounters* 2: American Studies
  Level 2 in the series focuses on American history, politics, government, and culture. The books are designed for students at the intermediate level.
- *Academic Encounters* 3: Life in Society
  Level 3 in the series focuses on sociological topics. The books are designed for students at the high-intermediate level.
- *Academic Encounters* 4: Human Behavior
  Level 4 in the series focuses on psychology and human communication. The books are designed for students at the low-advanced to advanced level.

New in the Second Edition

The second edition of the *Academic Encounters* series retains the major hallmark of the series: the sustained content approach with closely related pairs of books at each level. However, lessons learned over the years in which *Academic Encounters* has been on the market have been heeded in the publication of this brand new edition. As a result, the second edition marks many notable improvements that will make the series even more attractive to the teacher who wants to fully prepare his or her students to undertake academic studies in English.

New in the series

Four units, eight chapters per level. The number of units and chapters in each level has been reduced from five units / ten chapters in the first edition to four units / eight chapters in the second edition. This reduction in source material will enable instructors to more easily cover the material in each book.

Increased scaffolding. While the amount of reading and listening material that students have to engage with has been reduced, there has been an increase in the number of tasks that help students access the source material, including a greater number of tasks that focus on the linguistic features of the source material.

Academic Vocabulary. In both the reading and writing and the listening and speaking books, there are tasks that now draw students' attention to the academic vocabulary that is embedded in the readings and lectures, including a focus on the Academic Word list (AWL). All the AWL words encountered during the readings and lectures are also listed in an appendix at the back of each book.

Full color new design. A number of features have been added to the design, not only to make the series more attractive, but more importantly to make the material easier to navigate. Each task is coded so that teachers and students can see at a glance what skill is being developed. In addition, the end-of-unit writing skill and speaking skill sections are set off in colored pages that make them easy to find.

New in the reading and writing books

More writing skill development. In the first edition of *Academic Encounters*, the reading and writing books focused primarily on reading skills. In the second edition, the two skills are much more evenly weighted, making these books truly reading and writing books.

End-of-chapter and unit writing assignments. At the end of each chapter and unit, students are taught about aspects of academic writing and given writing assignments. Step-by step scaffolding is provided in these sections to ensure that students draw on the content, skills, and language they studied in the unit; and can successfully complete the assignments.

New and updated readings. Because many of the readings in the series are drawn from actual discipline-specific academic textbooks, recent editions of those textbooks have been used to update and replace readings.

New in the listening and speaking books

More speaking skill development. In the first edition of *Academic Encounters*, the listening and speaking books focused primarily on listening skills. In the second edition, the two skills in each of the books are more evenly weighted.

End-of-unit assignments. Each unit concludes with a review of the academic vocabulary introduced in the unit, a topic review designed to elicit the new vocabulary, and an oral presentation related to the unit topics, which includes step-by-step guidelines in researching, preparing, and giving different types of oral presentations.

New and updated lectures and interviews. Because the material presented in the interviews and lectures often deals with current issues, some material has been updated or replaced to keep it interesting and relevant for today's students.

Video of the lectures. In addition to audio CDs that contain all the listening material in the listening and speaking books, the series now contains video material showing the lectures being delivered. These lectures are on DVD and are packaged in the back of the Student Books.

The *Academic Encounters* Reading and Writing Books

Skills

There are two main goals of the *Academic Encounters* reading and writing books. The first is to give students the skills and confidence to approach an academic text, read it efficiently and critically, and take notes that extract the main ideas and key details. The second is to enable students to display the knowledge that has been gained from the reading either in a writing assignment or in a test-taking situation.

To this end, tasks in the *Academic Encounters* reading and writing books are color-coded and labeled as R ® *Reading Skill* tasks, V ♥ *Vocabulary Skill* tasks, W ₩ *Writing Skill* tasks, and A ❹ *Academic Success* tasks. At the beginning of each unit, all the skills taught in the unit are listed in a chart for easy reference.

- **Reading Skills** ®. The reading skill tasks are designed to help students develop strategies before reading, while reading, and after reading. The pre-reading tasks, such as Skimming for Main Ideas, teach students strategies they can employ to facilitate their first reading of a text. Post-reading tasks, such as *Identifying Main Ideas* and *Reading Critically* give students the tools to gain the deepest understanding possible of the text.

- **Vocabulary Skills** ♥. Vocabulary learning is an essential part of improving one's ability to read an academic text. Many tasks throughout the books focus on particular sets of vocabulary that are important for reading in a particular subject area as well as the sub-technical vocabulary that is important for reading in any academic discipline. At the end of each chapter, some of the AWL words that appeared in the readings of the chapter are listed and an exercise is given that checks students' knowledge of those words.

- **Writing Skills** ₩. There are two types of writing skills throughout the books. One type might more accurately be described as reading-for-writing skills in that students are asked to notice features of the texts that they have been reading in order to gain insight into how writers construct text. The other type is writing development skills, and these appear in the mid-unit and end-of-unit writing sections and overtly instruct students how to write academic texts, in which main ideas are supported with examples and in which plagiarism is avoided.

- **Academic Success** ❹. Besides learning how to read, write, and build their language proficiency, students also have to learn other skills that are particularly important in academic settings. These include such skills as learning how to prepare for a content test, answer certain types of test questions, take notes, and work in study groups. *Academic Encounters* makes sure that this important dimension of being a student in which English is the medium of instruction is not ignored.

Readings

There are three readings in each chapter of the *Academic Encounters* reading and writing books. Readings vary in length and difficulty depending on the level of the book. The readings in the upper two levels contain texts that in many cases are unchanged from the college textbooks from which they were taken. The readings in the two lower-level books make use of authentic source materials. They are adapted so that they can be better processed by lower-level students, but great pains have been taken to retain the authentic flavor of the original materials. irLanguage.com

Tasks

Before and after each reading, students are given tasks that activate one or more of the target skills in the book. The first time a task is introduced in the book, it is accompanied by a colored commentary box that explains which skill is being practiced and why it is important. When the task type occurs again later in the book, it is sometimes accompanied by another commentary box, as a reminder or to present new information about the skill. At the back of the book, there is an alphabetized index of all the skills covered in the tasks.

Order of units

In each book, a rationale exists for the order of the unit topics. Teachers may choose a different order if they wish; however, because reading skills and writing skills are developed sequentially throughout the books, teaching the units in the order that they occur is optimal. If teachers do choose to teach the units out of order, they can refer to the Skills Index at the back of the book to see what types of tasks have been presented in earlier units and build information from those tasks into their lessons.

Course length

Each unit in the *Academic Encounters* reading and writing books will take approximately 20 hours to teach. The six readings per unit should take about two to two and a half hours to teach, with about twenty minutes to be spent on the pre-reading activities. The two academic writing development sections can be taught as two writing workshops, each taking roughly two to two and a half hours to teach.

The course can be made shorter or longer. To shorten the course, teachers might choose not to do every task in the book and to assign some tasks and texts as homework, rather than do them in class. To lengthen the course, teachers might choose to supplement the book with content-related material from their own files, to assign Internet research, and to spend more time on the writing assignments.

Unit Content Quizzes

The *Academic Encounters* series adopts a sustained content-based approach in which students experience what it is like to study an academic discipline in an English-medium instruction environment. In such classes, students are held accountable for learning the content of the course by the administering of tests.

In the *Academic Encounters* series, we also believe that students should go back and study the content of the book and prepare for a test. This review of the material in the books simulates the college learning experience, and makes students review the language and content that they have studied.

At the back of this *Teacher's Manual* are four reproducible content quizzes, one for each unit in the book. Each quiz contains a mixture of true/false questions, multiple choice, and short-answer questions, plus one question that requires a longer one- or two-paragraph answer. The tests should take about 50 minutes of class time. Students should be given time to prepare for the test, but should take it as soon as possible after completing the unit.

General Teaching Guidelines

In this section, we give some very general instructions for teaching the following elements that occur in each unit of the *Academic Encounters* listening and speaking books:

- The unit opener, which contains a preview of the unit content, skills, and learning outcomes
- The *Preparing to Read* sections, which occur before each reading
- The *Readings*, which are sometimes accompanied by short boxed readings
- The *After You Read* sections, which follow each reading
- The *Academic Vocabulary Review* sections, which are at the end of each chapter
- The *Developing Writing Skills* sections, which are at the end of the first chapter of each unit
- The *Practice Academic Writing* sections, which occur at the end of the second chapter of each unit

Unit Opener

The opening page of the unit contains the title of the unit, a photograph that is suggestive of the content of the unit, and a brief paragraph that summarizes the unit. Make sure that students understand what the title means. Have them look at the art on the page and describe it and talk about how it might relate to the title.

Finally look at the summary paragraph at the bottom of the page. Read it with your students and check to be sure that they understand the vocabulary and key concepts. At this point it is not necessary to introduce the unit topics in any depth, since they will get a detailed preview of the contents of the unit on the third page of the unit.

On the second page of the unit, students can preview the chapter and reading titles and see what skills are being taught throughout the unit. Have students read and understand the chapter and reading titles, and then focus on a few of the skills listed. Note those that students might already be familiar with and some new ones that are being taught for the first time in the book. Draw students' attention to the *Learning Outcomes* at the bottom of the page. This alerts students to what they are expected to be able to do by the end of the unit. It is also essentially a preview of the major assignment of the unit.

On the third page of the unit are tasks that preview the unit either by having students predict what information they might find in each section of the unit or by giving them some information from the unit and having them respond to it. The first couple of times that you teach from this page, tell students that when they are given a longer reading assignment, such as a chapter of a textbook, it is always a good strategy for them to preview the titles and headings of the reading, predict what the reading might be about, and to think about what they might already know about the subject matter.

The unit opener section should take about an hour of class time.

Preparing to Read

Each reading is preceded by a page of pre-reading tasks in a section called Preparing to Read. Pre-reading is heavily emphasized in the *Academic Encounters* reading and writing books since it is regarded as a crucial step in the reading process. Some pre-reading activities introduce students to new vocabulary; some teach students to get an overall idea of the content by surveying the text for headings, graphic material, captions, and art, and others have students recall their prior knowledge of the topic and their personal experiences to help them assimilate the material that they are about to encounter in the reading.

Although one or two pre-reading tasks are always included for each text, you should look for ways to supplement these tasks with additional pre-reading activities. As you and your students work your way through the book, students will become exposed to more and more pre-reading strategies. Having been exposed to these, students should be adding them to their repertoire, and you should encourage their regular use. For example, after having practiced the skill of examining graphic material, previewing headings and subheadings, and skimming for main ideas, students should ideally carry out these operations every time they approach a new reading.

As a general principle, the lower the proficiency level of the students, the greater is the need to spend time on the pre-reading activities. The more pre-reading tasks students undertake, the easier it is for students to access the text when it comes time for them to do a close reading.

Each *Preparing to Read* page should take about thirty minutes of class time. Some may require more or less time.

Reading

Once it comes time for students to read the text, how closely should they do so at this point? Some students believe that after doing the *Preparing to Read* tasks, they should now read the text slowly and carefully. They will be particularly tempted to do so because the texts have been crafted to be intentionally challenging for them, since students need to be prepared to read challenging, authentic, un-simplified text in their academic studies. However, students should be discouraged from doing this. For one thing, it is a poor use of class time to have students poring silently over a text for 20 minutes or more. More importantly, it is vital that students train themselves to read quickly, tolerating some ambiguity and going for understanding the main ideas and overall text structure, rather than every word and detail.

To promote faster reading, the book includes one Increasing *Reading Speed* task per unit. In this task, students are encouraged to read the text as quickly as possible, using techniques that can help them read faster while retaining a fairly high level of comprehension. If students consistently apply these techniques, most texts will take between 3 and 7 minutes to read. Before students start reading any text, therefore, it is a good idea to give them a challenging time limit, which they should aim toward to complete their reading of the text.

An alternative to reading every text in class is to assign some of the longer texts as homework. When you do this, you should do the pre-reading tasks in class at the end of the lesson and start the next class by having students quickly skim the text again before moving on to the *After You Read* tasks.

After You Read

Sometimes, after students have completed reading the text, the first order of business is not to move on to the *After You Read* tasks, but to revisit the Preparing to Read tasks to check to see if students had the correct answers in a predicting or skimming activity.

The tasks in the *After You Read* section are varied. Some focus on the content of the reading, some on the linguistic features of the reading, such as the vocabulary and grammar, and some on the organization of the text. There are also tasks that teach study skills. No two *After You Read* sections are the same (in fact, no two *After You Read* tasks are quite the same) because the content, organization, and the language of the reading dictate the types of tasks that would be appropriate.

Teachers who are used to more conventional post-reading tasks may be surprised to find that the focus of the post-reading is not text comprehension. This is because the intention of every task in the *Academic Encounters* reading and writing books is to develop a skill, not to test comprehension.

The following are the main functions of the post-reading activities in the *Academic Encounters* reading and writing books:

- to have students read for main ideas and think critically about the text
- to ask students to think about the content of the text, find a personal connection to it, or apply new information learned from the text in some way
- to highlight some of the most salient language in the text, either vocabulary or grammatical structures, and have students use that language in some way
- to have students gain insight into the style and organization of the text and to use those insights to help them become more effective writers themselves
- to develop students' repertoire of study skills by teaching them, for example, how to highlight a text, take notes, and summarize
- to develop students' test-preparation skills by familiarizing them with certain question types and by asking them to assess what they would need to do if they were going to be tested on the text.

To make the course as lively as possible, student interaction has been built into most activities. Thus, although the books are primarily intended to build reading and writing skills, opportunities for speaking abound. Students discuss the content of the texts, they work collaboratively to solve task problems, they compare answers in pairs or small groups, and sometimes they engage in role-playing.

Academic Vocabulary Review

The final exercise of each chapter lists words from the Academic Word List that students encountered in the chapter readings. The first time that you do this exercise, discuss the meaning of "academic word." Tell students that it is a word that occurs frequently across all types of academic texts regardless of the academic subject matter. As such, these are words that deserve students' special attention. Encourage students to learn these words and point out that at the back of the book there is an appendix of words from the Academic Word List that occurred in the readings. Promote the value of learning words from this appendix during their study of the course.

Developing Writing Skills

The *Developing Writing Skills* section of the unit occurs in the middle of the unit between the two chapters. In this section, students learn about some aspect of the writing process, such as how to write topic sentences, how to organize a paragraph or an essay, how to summarize, and how to avoid plagiarism. In the *Academic Encounters* reading and writing books Levels 1-2, the focus is primarily on learning how to write paragraphs. In the higher two levels, 3-4, the focus is on longer pieces of text, including academic essays.

In the first part of the section, the particular sub-skill that is the focus of the section is presented in an information box with clear examples. In the second part of the section, students are given a number of discrete activities to practice these writing sub-skills. Many of the activities in this section are collaborative. Teachers might therefore want to set up a writing workshop-style classroom when working on these sections, putting the students to work in pairs or small groups and circulating among them, checking on their progress and giving individualized feedback.

Practice Academic Writing

The two sections of the unit that are devoted entirely to writing instruction are both set off on lightly-colored pages so that teachers can easily locate them throughout the book. This enables teachers or students to use them as reference sections and come back to them frequently as they work their way through the book.

The second writing section, *Practice Academic Writing*, occurs at the very end of the unit. In this section, students are given a writing assignment and guided through steps in the writing process to help them satisfactorily complete the assignment. The writing assignments draw from content from the unit, so students are asked to go back to the readings in order to complete the assignments. In addition, students are reminded of any linguistic features that were the focus of instruction in the unit and are prompted to attempt to use such language in their own writing.

The *Practice Academic Writing* section is divided into three parts: Preparing to Write, Now Write, and After You Write. In these three parts, students do pre-writing work (Preparing to Write), write a first draft (Now Write), and revise and edit their work (After You Write).

The *Practice Academic Writing* section may well stretch over two or more class periods, with teachers varying the amount of in-class and out-of-class time spent on writing. The Preparing to Write part should be done in class. Here the students are presented with the assignment and are given some pre-writing activities that will aid them in writing their first draft. The *Now Write* part should at least sometimes be done in class so that teachers can accurately assess the strength of a student's writing.

It is recommended that teachers go through the *After You Write* part of the section in a different class from the first two parts of this section, so that they have a chance to provide feedback on students' writing and students have a chance to digest and apply that feedback. Remind students that good writers almost always write and re-write their texts several times and that the more re-writing of their texts that they do, the better writers they will eventually become.

Chapter 1
Marriage, Family, and the Home

Reading 1 – Marriage: A Changing Institution

Preparing to Read

2 Examining graphics Page 4

1. the age at which people marry for the first time in different countries
2. age
3. how common divorce is in different countries
4. the number of divorces/1,000 people
5. *Answers will vary.*
6. *Answers will vary.*

After You Read

1 Reading for main ideas Page 9

b. The traditional institution of marriage has changed in a variety of ways.

2 Reading actively Pages 9–10
A and B

- Although some people get married for love, people marry for <u>other reasons</u> as well. **Some people marry for economic or political reasons.**
- <u>One reason</u> they often give for staying single is that they have not met the right person. **Others say that marriage involves too much responsibility or that they simply like being single.**
- There are also <u>two important sociological reasons</u> for this increase in the number of young singles. **First, the social pressure to get married has declined . . . More important, the opportunity for single people to have a good life has expanded.**
- Experts give <u>several reasons.</u> **First,** social disapproval of divorce has decreased. At one time many people stayed in unhappy marriages because divorce was unacceptable in their community. Now, divorce is more acceptable. **Second,** women often stayed married for economic reasons. Divorce could mean a life of poverty for them because they had no way to earn money for themselves. This is no longer true in many countries. This is related to a **third reason** for the rise in divorce. As the economic reasons for marriage have become less important, the emotional reasons for marriage have become primary. As a result, when two people no longer love each other,

there may not be a good reason for them to remain in the marriage. **Finally,** the laws in many countries have changed to make it easier to get divorced.

3 Guessing meaning from context Page 10

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

4 Writing about changes Pages 11–12
A

Students may supply some or all of the following:

- The age of first marriage has risen in the last century.
- In the United States, the median age at which people marry for the first time has risen from 22.8 for men and 20.3 for women in 1960 to 28.2 for men and 26.1 for women in 2010.
- As educational and employment opportunities for women have increased,…
- It is increasingly common for people of all ages.
- As a result, in the last twenty years, the number of single-person households has grown significantly.

B

Sample answers:

1. The number of divorces in Japan has risen from 1995 to 2000.
2. In the United States, there has been a slight decrease in the number of divorces from 2000 to 2005.

Reading 2 – The Family Today
Preparing to Read

1 Skimming Page 13
A

Single and unmarried parents, Blended families, Nuclear and extended families

B

Answers will vary.

C

b

After You Read

1 Reading for main ideas Page 16

1. 5   2. 7   3. 2   4. 1   5. 4
6. 8   7. 9   8. 3   9. 6

2 Word families Page 16
A

Sample answers:

1. global   4. financial
2. psychology   5. marry
3. employ(ment)   6. parent

3 Taking notes Page 17
B

Sample answers:

- US rate: 1/3 are members of blended families
- Probs for stepdad: discipline, children resent & refuse to obey him
- Teens: may not have love & respect, "you're not my real father!"
- Reas. 2nd marr. fails: conflict w/stepchildren

C

Sample answers:

- Nucl fam: husb + wife + kids
- Extend fam: same as above + grandparents, aunts/ uncles/cousins
- boom kids: leave home + return

4 Answering short-answer questions Page 18
A

Sample answers:

1. Adult children who return home to live with their parents.
2. They do not have enough money to live on their own.
3. Different cultures have different values. Some value individuality; others value community more.

B

1. Type 1
2. Type 2
3. Type 3

Reading 3 – How We Learn to Behave

After You Read

1 Reading boxed texts Page 22
B

Sample answer: It gives an interesting example of an idea in the main text.

2 Definitions Pages 22–23
A

1. **Socialization** is the process of learning how to behave in the society we live in.
2. **Sanctions** are consequences following a behavior that influence whether the behavior will be repeated.
3. Positive sanctions are **rewards**. In other words, the behavior is followed by something pleasant or enjoyable.
4. Negative sanctions are **punishments**. This means that something bad happens after a behavior occurs.
5. **Modeling** refers to learning by watching the behavior of others – especially parents – and copying that behavior.

B

Sample answers:

Socialization agents are people or institutions that teach members of a community appropriate behavior.
Negative behavior refers to activities that a community finds inappropriate or offensive.
Household chores are jobs, such as cleaning and cooking, that are part of everyday living.
Cross-cultural differences are the ways in which practices and behavior contrast across cultures.

3 Words related to the topic Page 23
A and B

Positive sanction	Negative sanction
A polite, neat, well behaved, responsible, respectful, caring	disobedient, rude
B kind, cheerful, thoughtful	impolite, aggressive, rebellious, selfish, mean

Chapter 1 Academic Vocabulary Review

Page 25

1. couples
2. incomes
3. appropriately
4. Experts
5. assume
6. negative
7. immigrate
8. conflict
9. task
10. adapt
11. eventually
12. variation

Developing Writing Skills

Writing a Body Paragraph Pages 26–27

A

Sample answers:

1. Good
2. Not good; a simple fact, not a claim
3. Not good; a simple fact, not a claim
4. Good
5. Good

B

Sample answers:

1. Parents use their experience to advise their children.
4. The divorce rate has increased.
5. Children respond better to rewards.

C

Arranged marriages are often more successful than "love" marriages. When young people fall in love, they may make quick and unwise decisions. When parents arrange a marriage for their child, they consider for a long time and bring all of their wisdom and experience to the decision. Often they know what will work better in the long run. ~~Their children should be grateful for their help. In India, 95 percent of all marriages are arranged. The divorce rate there has doubled in the last five years.~~ Statistics show that the divorce rate for "love" marriages is much higher than the rate for arranged marriages.

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Chapter 2
The Power of the Group

Reading 1 – The Influence of Culture

After You Read

1 Reading actively Page 31

a. 6   b. 8   c. 4   d. 7   e. 2   f. 4

2 Understanding key terms Page 31

Term	Explanation	Examples
Values	shared ideas about what is good & right	humility
Norms	soc. rules for behav.	kissing
Folkways	weak norms	"excuse me"
Mores	strong norms	parents care for children
Laws	norms enforced by gov't	improper care
Crimes	violat'n of laws	driving too fast

3 Expanded definitions Page 32
B

Possible answers:
- Values are shared ideas about what is good and right.
- Norms are social rules for behavior.
- Folkways are weak norms.
- Mores are strong norms.
- Laws are norms that the government enforces.
- Crimes are violations of laws.

4 Collocations Page 33
A

	Collocation with adjective	Collocation with verb
force (Line 13)	powerful	
behavior (Lines 21, 48)	abnormal, moral	
success (Line 28)		achieve
norms (Line 32)		define
consequences (Line 34)	negative	
courtesy (Line 42)		show
penalty (Line 49)	severe	
laws (Line 50)		enforce

B

1. success
2. courtesy
3. penalty
4. laws
5. norms
6. behavior
7. force
8. penalty
9. consequences

Reading 2 – Peer Groups

After You Read

1 Reviewing for a test Page 37
A

Possible answers:

1. social skills, values of friendship among equals, to be independent from adult authorities
2. No, adolescence itself is a relatively new concept; at one time teenagers were expected to work and help their families. Adolescent rebellion is not universal and is partly cultural. In some cultures teenagers depend less on their peer groups and may not seek independence from their families.
3. financial, educational, or career matters
4. social activities
5. pressure from members of the group to do things they know are wrong or dangerous; conformity may result in ingroups and outgroups; sometimes those in outgroups are subject to bullying

2 Synonyms Pages 37–38

A

1. concept
2. fundamental
3. distinct
4. achievement
5. inclined to
6. seek
7. financial
8. relying
9. exclude
10. decline

B

1. a   2. b   3. b   4. b   5. b
6. b.   7. a   8. b   9. b   10. a

3 Describing differences Page 39

B

<u>Teenagers differ from adults</u> in the way they handle finances. <u>Teenagers are likely to spend</u> all their money as soon as they receive it <u>whereas most adults try to save</u> some of their money for future expenses. <u>There is also a difference in</u> what adults and adolescents spend their money on. <u>Whereas older people are more likely to spend</u> their money on the things they need – clothes, food, housing – <u>young people tend to spend</u> it on the things they want – music, movies, going out.

Reading 3 – Crowds

Preparing to Read

2 Skimming Page 41

a. 2   b. 6   c. 1   d. 4   e. 3   f. 7   g. 5

After You Read

1 Understanding text structure Page 45

A

(a) ... **institutional behavior,** (b) which occurs in a well-organized, rather predictable way. Institutional behavior is frequent and regular. For example, (c) every weekday, masses of people hurry to work.

B

- Crowd: (a) A crowd is (b) a group of people temporarily doing something while they are physically close to one another. They may be (c) gathered on a street corner watching a salesman or at a stadium watching a football game.

- Panic: (a) panic, that is, (b) a sudden and irrational fear. (c) In 1990 in Mecca, Saudi Arabia, thousands of Muslim pilgrims were walking through a very long tunnel when the lights accidentally went out.

- Stampede: (a) a stampede. (b) They pushed their way through the tunnel, stepping on other people in their path. 1,426 people died. (c) A frightened crowd at a festival caused a similar stampede on a bridge in Cambodia in 2010. More than 300 people died in that tragedy.

C

Possible answers: emergent-norm theory, antisocial behavior

3 Using grammar to guess meaning Pages 46–47

A

Sample answers:

Word	Part of speech	Related word (s)	Possible meaning
salesman (Line 11)	noun	sale, sell	A person who sells something
unpredictable (Line 15)	adj	predict	Hard to predict
temporarily (Line 23)	adv	temporary	For a short while
physically (Line 24)	adv	physical	In physical contact
psychologists (Line 28)	noun	psychology	People who study psychology
categorized (Line 29)	verb	category	Put into a category
accidentally (Line 38)	adv	accident	By accident
collectively (Line 51)	adv	collect, collective	As one, as a collection of something
faceless (Line 56)	adj	face	Without a face
irrational (Line 57)	adj	rational	Not rational
emergent (Line 61)	adj	emerge	Just coming out, just starting

4 Describing behavior Page 47

A

Within norms	Outside norms
predictable	unpredictable
civilized	hostile
spontaneous	antisocial
emotional	irrational

B

1. unpredictable
2. rarely spontaneous
3. antisocial
4. more emotional

Chapter 2 Academic Vocabulary Review

Page 48

1. similar
2. aware
3. professional
4. enforce
5. ignored
6. authority
7. teams
8. theories
9. persisted
10. attitude
11. collapsed
12. abnormal

Chapter 3
Gender Roles

Reading 1 – Growing Up Male or Female

Preparing to Read

1 Skimming Page 56
A

a. Boys and girls are usually brought up differently.

After You Read

1 Making a chart Page 59
A

Sample answers:

	Girls	Boys
Color of clothing	pink	blue
Ways children are handled	cuddled and kissed	bounced around and lifted high
Toys	dolls	cars, trucks, and building blocks
Attention to appearance	more	less
Language	more polite	more direct
Expected behavior	polite and quiet	independent and strong; don't cry
Play style	quiet, in smaller groups of friends	rough, physical, and competitive
Friendships	more intense, based on emotional connections and shared secrets	based on physical ability and dominant behavior
Treatment by parents	given less freedom	given more freedom

2 Showing contrast Page 60
C

1. On the other hand, In contrast, However
2. In contrast, On the other hand, However
3. whereas, while
4. but
5. Whereas, While
6. but, while, whereas

3 Cues for finding word meaning Page 61
A

1. They very quickly learn the way that their society expects males and females to behave and think. That is, they learn their *gender roles.*
2. Little girls are generally socialized to be *ladylike*–polite and quiet.
3. As a result, boys may grow up with a fear of being feminine and, as young men, try to keep up a *macho*, that is, very masculine, image.
4. Boys play *rough* games with their friends. They are physical and competitive in their play.
5. For example, they may require their daughters to come home earlier at night and forbid them to go to places where they might let their sons go. Such *protectiveness* often discourages girls from being independent and exploring their environment.

4 Answering short-answer test questions Pages 62–63
B

1. **Boys and girls** *wear different clothing. Boys usually wear blue, and girls usually wear pink.* (No.)
2. **Boys and girls are socialized to behave in different ways.** *For example, parents talk more about emotions and talk more politely to their daughters.* (Yes.)

C

Sample answers:

1. Peers contribute to socialization though their styles of play.
2. Parents' expectations contribute to girls' behavior as adults. They are expected to remember birthdays, to spend time with the family on holidays, and, when they get older, to provide care for sick family members and relatives.
3. They are continually fighting against the gender lessons of television, books, peers, and school.

Reading 2 – Gender and Academic Achievement

Preparing to Read

1 Examining graphics Page 64

1. F   2. F   3. T

2 Predicting Page 64
C

1. T   2. F   3. F   4. T

After You Read

1 Reading for main ideas Page 68
A

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

C

Historically, there has been a gender bias in schools. Even after boys and girls began to take the same classes, boys enjoyed advantages. Biological difference cannot explain the gap in achievement between boys and girls, so scholars are looking for other explanations. The gender gap in achievement is getting smaller. There are several possible explanations for why girls are beginning to do better than boys in school. Today educators are becoming more concerned about boys' academic achievement.

2 Summarizing Pages 68–69
B

b

C

Possible answer:

■ Historically, boys have performed better academically, but that gap has begun to close.
■ There are many factors that contribute to achievement gaps, including gender bias in the classroom, peer pressure, and self-esteem.

D

Possible answer:

"Gender and Academic Achievement" mainly describes gender-based differences in achievement and offers possible explanations for these differences. Historically, boys have performed better academically, but that gap has begun to close and now many educators are more concerned about boys. There are many factors that contribute to achievement gaps, including gender bias in the classroom, peer pressure, and self-esteem.

3 Cues for finding word meaning Pages 69–70
A

1. girls were given less attention than boys
2. the difference in boys' and girls' achievement

B

1. c   2. a

4 Using adverbs Page 70

a. 1   b. 2   c. 1   d. 1   e. 3   f. 3

Reading 3 – The Influence of Mass Media on Gender Roles

After You Read

1 Reading for main ideas Page 76
A

Possible answers:

1. They gave the message that women should work in the home and be proud of that work. Other commercials suggested that women should be sexy.
2. Mass media images encourage women to think they should be thinner and men to think they should be more muscular and athletic.
3. Portrayals of women are more balanced now. There are powerful and professional women characters on television.
4. They were often portrayed as victims. Recently, however, there have been more strong female characters.

2 Reading for details Page 76
A

	In the Past		Today	
	Men	Women	Men	Women
Television advertisements		√		√
Television program	√	√	√	√
Movies				√
Comics			√	√
Computer games			√	√

3 The passive voice Page 77
A

Sample answers:

- However, because men are socialized not to care about their appearance as much as women do, it may be difficult for them to discuss their feelings about their bodies. [The focus is on the men, not the socialization agents.]
- Women were usually shown as weaker and more passive than men. [The focus is on the women. It is not clear who is performing the action.]
- These kinds of roles can still be seen today, . . . [It is not clear who is performing the action.]
- They are more likely to be presented as successful, professional, and able to support themselves and their families. [It is not clear who is performing the action.]
- Yet, even when women are shown as successful professionals and assertive characters, the storylines often suggest that they should be sexy as well. [It is not clear who is performing the action.]
- Initial socialization into gender roles occurs in the family, but these messages are reinforced by other agents, such as schools, employers, and the mass media. [Focus is on the messages and the action, not who is performing it.]

B

2. In advertisements these days, men are often shown taking care of children and cooking dinner.
3. Fifty years ago, women were only cast in roles as mothers and homemakers.
4. Women are now shown in roles that have traditionally been men's.
5. Women are often still portrayed by advertisers in stereotypical gender roles.
6. Men are shown as powerful and sometimes violent in many movies.

4 Describing people Page 78
A

Strong: assertive, capable, dominant, independent, muscular, powerful, professional, successful
Weak: dependent, dutiful, helpless, passive, submissive

B

1. independent
2. dominant
3. capable
4. passive
5. assertive

Chapter 3 Academic Vocabulary Review

Page 79

1. initial
2. emphasize, reinforce
3. intense
4. primarily, consistently
5. neutral
6. sources
7. devotes
8. mature
9. feature
10. academic
11. consistently
12. transfer

Developing Writing Skills

Writing an introductory paragraph
Pages 80–81

B

This sentence tells what the essay will be about → *The number of young people who have a negative body image is growing.* This is the road map sentence → *We receive messages from many sources about what our bodies should look like–from our parents and from our peers.* This sentence gives the main idea of the essay → *However, the loudest and most powerful messages come from the media. In magazines and films and on television, young people see ideal bodies: The women are tall, thin, and beautiful, and the men are tall and muscular.*

Chapter 4
Gender Issues Today

Reading 1 – Balancing Home and Work

After You Read

1 Reading for details Page 86

A

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

D

Possible answer: The man thinks he should hunt for food and the woman should gather food. However, the woman has violated these norms and killed a large animal.

2 Word families Pages 86–87

1. balance
2. commit
3. assumption
4. shift
5. reinforcement
6. reliance
7. contribute
8. advancement

Reading 2 – It's Not So Easy Being Male

Preparing to Read

Skimming Page 90

C

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

After You Read

1 Pronoun reference Page 94

1. Because our culture expects a man to earn money, his **salary** is often connected to his self-esteem. He, as well as friends and family, may equate *its* size with his success.

2. The identification of self through work and the pressure to make money can become a problem when it pushes other concerns – such as family life – out of the picture. **Many men get too caught up in their jobs and do not have enough time for their families**. *This* can put a strain on their relationship with their wives and children.

3. In other parts of the world, **the difference** is even larger. In spite of the significant health risks of childbirth for women, *this* has remained consistent all over the world for as long as modern records have been kept.

4. Again, some scientists believe that hormones explain the difference. Whatever the reason for *it*, **this gap** between men's and women's life expectancies is decreasing in most industrialized countries.

2 Answering definition questions on a test Pages 94–95

B

Possible answers:

1. **Self-esteem** is a person's belief in himself or herself.
2. **Discrimination** is treatment that is unfair.
3. A person's **identity** is the quality that makes him or her different from other people.
4. A **trait** is a characteristic that may result in a certain kind of behavior.
5. **Life expectancy** is the average length of time a person will live.

3 Describing personality and emotion Page 95

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

Reading 3 – Gender Equality at Work

After You Read

1 Reading for main ideas Page 101

A

3

3 Guessing meaning from context Page 102

B

prohibit
lower status
attributes
subordinate to

C

Sample answers:

- prohibit: This means, for example, that <u>a company may not advertise a job for men only. It also means that employers must pay men and women the same wage</u> for jobs that require the same skill, effort, and responsibility.
- lower status: However, women remain <u>unequal</u> to men economically. It is still typical for women to hold lower-status, <u>lower-paying jobs</u> than men.
- attributes: . . . people with <u>communication and social skills. These</u> are attributes generally associated with women.
- subordinate: <u>Nurses</u> are often subordinate to male <u>doctors, teachers</u> to male <u>principals,</u> and <u>secretaries</u> to male <u>executives.</u>

4 Collocations Page 103

A

borrow money
make money
make progress
hold a job
pass laws
pay wages
make gains
pursue a career
get an education

Chapter 4 Academic Vocabulary Review

Page 104

1. complex
2. goal
3. approximately
4. maintain
5. pursue
6. discrimination
7. compensation
8. occupations
9. sole
10. equate
11. apparent
12. underlying

Practicing Academic Writing

After You Write

Revising Pages 107–108

A

Topic sentence: It is true that men have increased their contribution to work in the home in the last 20 years; however, many of them still expect their wives to do most of the work.

Persuasive evidence: Wives work on average twice as many hours doing housework and childcare as their husbands.

Chapter 5
Mass Media Today

Reading 1 – The Role of Mass Media

After You Read

1 Reading for details Page 115
A

rapid
transient

B

to inform
to entertain
to socialize
to offer companionship

C

All of the traditional forms of mass media are now available on the Internet, and it is portable.
It involves the participation of ordinary people.

2 Linking ideas in a text Pages 115–116
A

The term *mass media* refers to the forms of communication (*media*) that reach a large public audience (the *mass* of the population). Mass media include

B

Par.	Functions of mass media	Linking phrases and words
2	inform	One important function
3	entertainment	Another important function
4	socialization	A further function
5	to offer companionship	Finally

3 Highlighting Pages 116–117
A

1. Mass media is an important part of life in the United States. People are exposed to the media daily in the form of print, sounds, and pictures. Newspapers have been an important source of the news for a long time. However, newspaper circulation is declining in the United States.

In 2009, it dropped by more than 10 percent. In contrast, television continues to be a very popular source of news and entertainment. The average American household also has **2.5 television sets; 31 percent of households have four or more televisions**. The amount of time that Americans spend in front of their television sets varies with age, gender, and education, but on average it amounts to more than **35 hours per week**.

B

Form of Media	Facts
1) newspapers	10% drop in 2009
2) television	av. U.S. – 2.5 sets 31% 4+ sets 35 hrs/wk

C

The media change with developments in technology. The most important recent change in mass media is the growth of the Internet. Today, more and more people get their news, information, and even education on the Internet. All of the traditional forms of mass media – newspapers, magazines, film, television, and radio – are now available on the Internet. Recent studies show that people are increasingly turning to the Internet instead of these traditional media. A **2009 survey showed that almost 70 percent of adult Internet users in the United States now watch videos online**. They can also get news, information, and entertainment on a computer or on a **mobile device** such as a cell phone or portable music player.

Another important aspect of the media on the Internet is the **widespread participation of ordinary people**. In traditional media, journalists and broadcasters decide on the content, and people watch, read or listen. Information moves in one direction. Today, anyone with a computer and a connection to the Internet can be the author of media content. Ordinary people can upload a video, post their views on a blog, or publish a news story online. Information moves in many different directions at once. This change also means these new authors can decide what is important. They can write about news events and politics, but they can also write about their children, their pet turtle, or where to buy the best cup of coffee. Blogs have become extremely popular. In **2011, there were more than 150 million blogs** on the Internet. It is all part of the face of the new media.

Internet	Facts
1) traditional media 2) Internet 3) blogs	All available online 2009 – 70% Internet users watch videos online used by ordinary people important new medium 2011 – 150 million

4 The Academic Word List Pages 117–118

B
1. h   2. g   3. e   4. i   5. f
6. b   7. a   8. j   9. c   10. d

C
1. approaching
2. focus
3. published
4. widespread
5. device
6. range
7. illustrates
8. isolated
9. circumstances
10. participation

Reading 2 – What Is Newsworthy?

After You Read

1 Applying what you have read Page 122

A
negative, recent, short, fame, geographic proximity, unexpected or unusual, human interest

B
Possible answers:

The World: negative, recent, geographic proximity
The Herald: recent
The Review: negative, recent
National Tribune: geographic proximity, recent, unusual, human interest
The Boston Times: negative, recent, human interest
The Daily Paper: negative, recent, fame
Daily News: recent, unusual

2 Reading boxed texts Page 122
Possible answers:

1. unusual, recent, negative
2. The story gives an interesting example of an idea in the main text (i.e., an unexpected or unusual event).

3 Compound words and phrases Page 123

A
CW	cell + phone
FP	current + event
CW	earth + quake
CW	hard + working
CW	head + line
CW	high + light
FP	movie + star
CW	mud + slide
FP	natural + disaster
CW	news + paper
CW	news + worthy
FP	political + party
CW	super + market
FP	time + span

B
1. supermarket
2. movie star
3. earthquake
4. hardworking
5. time span
6. newsworthy
7. highlight
8. headline
9. natural disaster
10. political party
11. current event
12. mudslide
13. cellphone
14. newspaper

4 Summarizing Page 124

Many factors <u>determine</u> if a story is newsworthy. First, negative events, such as disasters, are considered more newsworthy than positive ones. Second, <u>recent</u> events as well as events that fit into the 24 hour news cycle are likely to be reported. Events about celebrities are more newsworthy than those that <u>involve</u> ordinary people. <u>Proximity</u> is another important factor. People care more about events that happen near them than those that occur far away. Finally, unusual events often appear in news stories. These include truly strange events but also stories about ordinary people who become <u>heroes</u>—stories that <u>inspire</u> the people who read them.

Reading 3 – Privacy and the Media

After You Read

1 Answering true/false questions
Page 128

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

2 Collocations Page 129

B

1. d   2. e   3. g   4. f   5. b
6. h   7. i   8. c   9. a

3 Road map sentences Page 130

C

- Privacy and celebrities: . . . . whether the public has the right to know about the private lives of people who are public figures.
- Privacy and politics: Some issues concern international relations and national security.

Chapter 5 Academic Vocabulary Review

Page 131

1. illegally
2. constant
3. investigation
4. military
5. enormous
6. role
7. controversial
8. issues
9. survey
10. aspect
11. invest
12. debate

Developing Writing Skills

Paraphrasing Pages 132–133

A

Paraphrase (2) is better because it expresses the idea of the original but in a new way and in different words. Paraphrase (1) just uses synonyms and changes the order of words in each sentence, one by one.

Chapter 6
Impact of the Media on Our Lives

Reading 1 – The Impact of the Internet on Mass Media

Preparing to Read

1 Scanning Page 134

1. It started as a United States Defense Department project.
2. No one

After You Read

1 Reading for main ideas Page 138
A

Possible answers:

Paragraph 1: Internet is part of our lives.
Paragraph 2: started as defense project, now part of mass media
Paragraph 3: browser and search engine importance
Paragraph 4: news and entertainment on demand
Paragraph 5: user access to information and shopping
Paragraph 6: new sources of news and information
Paragraph 7: collaborative sites are now possible
Paragraph 8: reliability of information a problem

2 Prefixes and suffixes Pages 138–140
A

Noun	Verb	Adjective
expense		*expensive*
browser	browse	
familiarity		*familiar*
availability		*available*
	interact	*interactive*
accuracy		accurate
	rely	*reliable*
caution		*cautious*
power		*powerful*
consumer	consume	
mass		*massive*
minority		minor

B
1. reliable, accurate
2. massive, available
3. familiar, browsers
4. powerful, expensive
5. caution, interact

Reading 2 – Social Media

Preparing to Read

1 Skimming Page 142
B
1. b   2. c   3. a

After You Read

1 Reading for main ideas Page 146
A

c

B

a. How have social media affected social movements?
b. How have social media affected interpersonal communications?
c. What are social media?

2 The Academic Word List Page 146
A

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

3 Collocations Page 147
A

1. in   5. with
2. on   6. from
3. of   7. with
4. with   8. to

B

1. consists of   5. limited to
2. interacts with   6. provided/with
3. isolated from   7. shared/with
4. participates in   8. spent/on

Reading 3 – Learning and Thinking with New Media

After You Read

1 Answering multiple-choice questions Pages 153–154

B

1. d   2. c   3. a, d
4. d   5. a   6. a, c

2 Guessing meaning from context Pages 154–155

A

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

Chapter 6 Academic Vocabulary Review

Page 156

1. summaries   7. equations
2. strategy   8. interact
3. comments   9. location
4. Finally   10. occurred
5. links   11. versions
6. integrated   12. responded

Chapter 7
Crime and Criminals

Reading 1 – Deviance and Crime

Preparing to Read

1 Thinking about the topic Page 164

B

1. Deviant behavior is behavior that is abnormal and inappropriate.
2. Criminal behavior is behavior that breaks a law.

C

Sample answers:

Some behaviors that are generally considered normal, deviant, or criminal in many Western industrialized societies

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Issue	Normal	Deviant but not criminal	Deviant and criminal
Use of the streets	Crossing the street at the traffic light	*Crossing on a red light*	*Speeding through a red light*
Use of alcohol	Moderate social drinking	*Drinking too much*	*Driving while drunk*
Money	Working to earn money	*Gambling*	*Stealing*

After You Read

1 Scanning Page 168

1. a crime in which victims are chosen because of their race, ethnicity, gender, national origin, or other personal characteristics
2. when someone enters a home or business illegally and steals something
3. gambling, prostitution, and drug abuse
4. 2007
5. Jamaica, Japan

2 The passive voice Pages 168–169

B

Use (a): Any two of the following:
In our society, this **is considered** *deviant behavior*.
Deviant behavior **is defined** as behavior that **is considered** unacceptable, or outside the norms, for that society.

Also, what **is seen** as deviant behavior changes over time. Drinking alcohol, for example, **was regarded** as unacceptable . . . drinking alcohol in moderation **is accepted** as normal social behavior for adults . . .

What **is considered** to be deviant may also vary . . . . moderate drinking is acceptable in Western countries, in many Muslim countries, it **is considered** deviant . . . it **is regarded** as deviant for a man to have more than one wife at the same time.

Some acts of deviance **may be regarded** as simply unusual or rude . . . the victims **are chosen** because of their race . . . .

Use (b): *Crime statistics* **should be interpreted** with caution, however.
It **should also be noted** that these figures are based only on crimes that are reported.
Use (c): Sometimes the person who commits a homicide feels that he or she **has been mistreated** . . . a worker or student may become extremely angry if he **has been fired**, or a student may lose control if she **has been bullied**.

C

1. In many Muslim countries, drinking alcohol is regarded as deviant.
2. Travel to war zones is considered dangerous.
3. Violent crimes in schools, sometimes committed by former students, are increasing.
4. This medicine should be taken with food.
5. In some cultures prostitution is accepted as a legitimate profession.
6. Victims of hate crimes suffer a lot because they are selected on the basis of their race, gender, or ethnicity.
7. It should be noted that travel in these areas may be dangerous.
8. Children should be protected against violent crime.

3 Guessing meaning from context Pages 169–170

Possible answers:

1. acceptable
2. kinds
3. national or racial background
4. actions that go against a rule
5. someone you know

6. treated badly
7. strong emotion
8. people with special skill or knowledge

4 Answering short-answer test questions Page 170

Possible answers:

1. A crime is deviant behavior that breaks a law.
2. Crimes are considered victimless if only the person who commits the crimes suffers as a result.
3. Organized crime is a group of people working together to break laws for their financial gain.

Reading 2 – Who Commits Crime?

After You Read

2 Comparing data Pages 174–175
A

2. Older people have more relationships that encourage them to follow conventional behavior than younger people do.
3. Men are more likely to be involved in the more profitable crimes of burglary and robbery than women are.
4. It is less socially acceptable for females to be involved in crime.
5. Men are under less social pressure to conform than women.

3 Words related to the topic Pages 175–176
A

victim

B

6, 3, 2, 1, 7, 4, 5

C

arrested, charged, convicted, sentenced, investigated, arrested, charged, tried

Reading 3 – Technology and Crime

After You Read

www.irLanguage.com

1 Reading for main ideas Page 181
a. 2   b. 4   c. 5   d. 7   e. 1   f. 3   g. 6

2 Synonyms Pages 181–182
A

2. withdraw   7. counterfeit
3. make purchases   8. suspect
4. data   9. organizations
5. transmit   10. rapidly
6. secure

B

1. a   2. b   3. a   4. a   5. a
6. b   7. a   8. a   9. b   10. a

3 Collocations Page 183
A

- take out a loan
- trick (someone) into
- gain entry
- be faced with
- suffer losses
- lose confidence in
- engage in behavior
- break the law

B

1. tricked   6. break
2. suffered   7. lost
3. is faced   8. gain
4. broke   9. take
5. engage

Chapter 7 Academic Vocabulary Review

Page 185

1. items   7. decline
2. founder   8. equipment
3. regulations   9. financial
4. estimates   10. obvious
5. challenge   11. Mental
6. statistics   12. methods

Chapter 8
Controlling Crime

Reading 1 – What Stops Us from Committing Crimes?

After You Read

1 Highlighting Page 191

- Internal controls are the **controls that you impose on yourself based on your values, beliefs, and fears**.
- So the first aspect of internal control is **your** *self-image*, **or how you see yourself**. The second aspect of internal control is **the possible disapproval of friends and family** who might find out . . . The third factor that may deter you from stealing is **the fear of detection and its consequences**. . . . Finally, **your social and economic circumstances**, such as whether you are employed full-time, may influence whether you steal or not.
- Some controls, such as policing and closed circuit cameras, are **preventive** . . . Other external controls are **punishments** for deviant behavior.
- The least serious form is **public shaming**. More serious is **the payment of fines or the loss of some privilege** such as the right to drive. Finally, the most severe is **imprisonment**, and in some societies, **physical punishment or even death**.

3 Word families Page 192

A

Verb	Noun	Adjective
conform	*conformity*	
detect	*detection, detectives*	
deter	*deterrents*	
disapprove	*disapproval*	
impose	*imposition*	
prevent	*prevention*	*preventive*
punish	*punishment*	*punitive*

B

Verb	Noun	Adjective
discourage	discouragement	
influence	influence	influential
obey	obedience	obedient
prosecute	prosecution	
shame	shame	shameful

Reading 2 – Science and Technology in Crime Fighting

After You Read

1 Reading for details Page 197
B

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

2 Using data from a graphic Page 198
A

1. hats, scarves
2. saliva, sweat, skin
3. fingernails/cigarettes, sheets
4. blood, skin

3 The Academic Word List

Pages 198–199
A

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

B

1. controversial
2. abandoned
3. occur
4. traced
5. eliminate
6. identical
7. visible
8. transform
9. ratio
10. unique
11. enforcement
12. debated

4 Signals of chronological order Pages 199–200

A

<u>When</u> the New York City police arrested a murder suspect in June 1998, they had no evidence connecting him to the crime. <u>A few days later</u> they were able to connect him to that homicide, plus two others – and it all came down to a cup of coffee.

The man, who had been arrested on a theft charge, was given coffee by detectives <u>while</u> they were questioning him. <u>After</u> the suspect left the room, the detectives sent the cup to a lab for analysis. The lab obtained his DNA from the saliva he left on the cup. Testing <u>then</u> showed that his DNA matched not only the DNA found at the scene of the original murder, but DNA from other crimes as well.

B

1. when, while
2. a few days later, after, then

Reading 3 – Crime and Punishment

After You Read

1 Making a chart Page 206

B

	Function			
	Incapa-citation	Deterr-ence	Retri-bution	Reha-bilitation
Incarceration	Y	M	Y	M
Capital Punishment	Y	M	Y	DA

2 Collocations Pages 206–207

A

serve: purpose, function
fulfill: function
satisfy: desire

B

1. The verbs all mean to complete or meet (something).
2. The nouns all mean some kind of end/goal.

Chapter 8 Academic Vocabulary Review

Page 208

1. documents
2. sufficient
3. confirmed
4. assist
5. analysis
6. license
7. release
8. invisible
9. techniques
10. displayed
11. alternatives
12. Detectives

Practicing Academic Writing

After You Write Pages 211–212
B

contrast
contrast
problem-solution

Name: _____

Date: _____

Unit 1 • Content Quiz

Part 1 True/False questions (24 points)

Decide if the following statements are true (T) or false (F).

_____ 1. Most people get married.

_____ 2. More people are deciding to have children outside of marriage than in the past.

_____ 3. Children are socialized in much the same way around the world.

_____ 4. Cross-cultural miscommunication is sometimes a result of contrasting norms.

_____ 5. Teenagers everywhere reject their parents values.

_____ 6. Collective behavior is well organized and predictable.

Part 2 Multiple choice questions (24 points)   irLanguage.com

Circle the best answer from the choices listed.

1. Since 1960, the median age of first marriage in the United States

   a. has risen for women but not for men.

   b. has risen for both men and women.

   c. has stayed the same.

   d. has fallen for men.

2. An example of positive sanctions is

   a. modeling.

   b. good behavior.

   c. parental responsibility.

   d. praise.

3. Folkways and mores are different forms of

   a. socialization.

   b. cultural behavior.

   c. cultural norms.

   d. social values.

4. The emergent-norm theory of crowd behavior says that

   a. there is great social pressure on individuals to behave like others in a crowd, even when they may not agree with the crowd behavior.

   b. although there are different kinds of crowds, all crowds share some characteristics.

   c. because we are faceless and nameless in a crowd, we can show our primitive side.

   d. in crowds, people often behave in a way that is different from their normal behavior.

Part 3 Short answer questions (24 points)

Write a short answer to each of the following questions. In most cases no more than one or two sentences are required.

1. Describe current trends in the divorce rate.

2. What are positive and negative sanctions?

3. What causes stampedes?

Part 4 One paragraph or short essay answer (28 points)

Choose one of the following topics and write a paragraph or short essay about it.

1. New forms of family units and lifestyles

2. The influence of the adolescent peer group

Name: _____

Date: _____

Unit 2 • Content Quiz

Part 1 True/False questions (24 points)

Decide if the following statements are true (T) or false (F).

_____ 1. Many parents socialize their sons and daughters differently.

_____ 2. In general, girls have more social problems than boys both in school and after they leave school.

_____ 3. It is unusual for a man to have a negative body image.

_____ 4. In most homes, wives and husbands each do half of the housework.

_____ 5. The average life expectancy rate for women is higher than the rate for men.

_____ 6. In the United States, a woman earns about three quarters of what a man does for the same work.

Part 2 Multiple choice questions (24 points)   irLanguage.com

Circle the best answer from the choices listed.

1. Research suggests that one major reason for older girls' lower achievement in math and science is

   a. differences in the brain.

   b. lack of self-esteem.

   c. low expectations.

   d. poor instruction.

2. Over the past few decades, female gender roles in the media

   a. have changed dramatically.

   b. have changed significantly but gender stereotypes still exist.

   c. have changed very little, if at all.

   d. have changed primarily in video games.

3. According to recent research, the biggest obstacle for men who want to help more at home is

   a. stereotypes of male behavior.

   b. the increasing number of women in the workplace.

   c. changing expectations about the balance between work and home life.

   d. employers who do not allow flexibility.

4. The most important reason for the lower life expectancy of men may be that

   a. men's work is usually harder than women's work.

   b. there are biological differences between the sexes.

   c. men have more heart attacks.

   d. men cannot have children.

Photocopiable

Part 3 Short answer questions (24 points)

Write a short answer to each of the following questions. In most cases no more than one or two sentences are required.

1. What is one reason why it is difficult for parents to bring their children up in a gender-neutral way?

2. Why do men feel a loss of esteem when they lose their jobs?

3. What is role conflict?

Part 4 One paragraph or short essay answer (28 points)

Choose one of the following topics and write a paragraph or short essay about it.

1. Gender-role influence on girls in childhood

2. The place of women employees in the post-industrial economy

Name: _____

Date: _____

Unit 3 • Content Quiz

Part 1 True/False questions (24 points)

Decide if the following statements are true (T) or false (F).

_____ 1. The media provide an important form of socialization.

_____ 2. Negative events are more likely than positive events to be reported by the media.

_____ 3. Paparazzi caused a car accident that injured Prince Harry of England.

_____ 4. The main purpose of blogs is communication among friends.

_____ 5. The original purpose of the Internet was the promotion of social media.

6. Social media have played a role in political movements.

Part 2 Multiple choice questions (24 points)

Circle the best answer from the choices listed.

1. One of the most important developments in new media is that

   a. the news is all online.

   b. information goes in two directions.

   c. it is now less expensive to produce the news.

   d. people can find education and entertainment in one place.

2. Editors are sometimes faced with ethical questions about the publication of a photograph. Which of these is an ethical question?

   a. Is the photograph of someone who is newsworthy?

   b. Did paparazzi take the photograph?

   c. Is the price of the photograph too high?

   d. Is the photograph appropriate for a news story?

3. How have new media changed how consumers access the news?

   a. Now they spend much more time online.

   b. They have control over when and what news they watch.

   c. They share the news with their friends on social media sites.

   d. They don't watch the news as much anymore.

4. One study of multitasking revealed that

   a. teenagers are very good at multitasking.

   b. more people are multitasking than ever before.

   c. multitasking is an important educational strategy.

   d. multitasking is fast but not very productive.

Part 3 Short answer questions (24 points)

Write a short answer to each of the following questions. In most cases no more than one or two sentences are required.

1. What does the term *mass media* refer to? Give examples.

2. Name three functions that the media perform in society.

3. What role have social media played in social movements? Give examples.

Part 4 One paragraph or short essay answer (28 points)

Choose one of the following topics and write a paragraph or short essay about it.

1. An individual's right to privacy

2. The debate about whether new media is a distraction or promotes a new way of thinking

Unit 4 • Content Quiz

Part 1 True/False questions (24 points)

Decide if the following statements are true (T) or false (F).

_____ 1. Murders are more likely to be committed against someone known to the murderer than against a stranger.

_____ 2. The rate of violent crime in the United States has declined in the last 20 years.

_____ 3. Identity theft is an example of a victimless crime.

_____ 4. If you do not drive too fast because you do not want to have to pay a fine, this is an example of internal control.

_____ 5. Many high-tech crimes are not reported to the police.

_____ 6. It is possible to retrieve a fingerprint from human skin.

Part 2 Multiple choice questions (24 points)

Circle the best answer from the choices listed.

1. Workplace violence often occurs because

   a. a worker feels that he or she has been mistreated.

   b. economic conditions are difficult.

   c. workers have disagreements.

   d. guns are widely available.

2. The use of DNA to solve crimes is an improvement over fingerprints because

   a. everyone has different DNA.

   b. DNA can be stored in computer banks.

   c. DNA can only be obtained from one or two sources.

   d. DNA is easier to analyze than fingerprints.

3. Rehabilitation of prisoners often fails because

   a. many prisoners feel at home in prison and want to stay there.

   b. prisoners are not allowed to work while they are in prison.

   c. it is impossible to rehabilitate violent criminals.

   d. prisoners are cut off from society and mainly interact with other criminals.

4. Most studies on the death penalty show that

   a. it is effective in reducing the murder rate.

   b. it results in an increase in the murder rate.

   c. it has little effect on the murder rate.

   d. it results in a higher number of arrests for murder.

Part 3 Short answer questions (24 points)

Write a short answer to each of the following questions. In most cases no more than one or two sentences are required.

1. What is organized crime?

2. Advances in technology have brought new kinds of crimes. Give three examples.

3. Why are external controls ineffective in preventing "crimes of passion?"

Part 4 One paragraph or short essay answer (28 points)

Choose one of the following topics and write a paragraph or short essay about it.

1. The differences between male and female criminals and the reasons for these differences

2. How DNA can be used to solve crimes and some of the concerns about its use

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Content Quiz Answer Keys

Unit 1
Part 1 True/False questions (24 points)

1. T 2. T 3. F
4. T 5. F 6. F

Part 2 Multiple choice questions (24 points)

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

Part 3 Short answer questions (24 points)

1. The divorce rate is rising all over the world, even in countries like India, where the divorce rate is traditionally low, but it is highest in the United States.
2. Positive sanctions are rewards that encourage a child to repeat a behavior, and negative sanctions are punishments that discourage a child from repeating a behavior.
3. A stampede occurs when there is panic in a crowd. People in the crowd try to run, and they step on one another.

Part 4 One paragraph or short essay answer (28 points)

1. Reference should be made to blended families, single-parent families, staying single, and boomerang children.
2. Reference could be made to the value of the adolescent peer group, the development of subcultures, ingroups and outgroups, the gradual shift away from the influence of the peer group as they grow older. Students may wish to use their own experience to illustrate ideas.

Unit 2
Part 1 True/False questions (24 points)

1. T 2. F 3. F
4. F 5. T 6. T

Part 2 Multiple choice questions (24 points)

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

Part 3 Short answer questions (24 points)

1. Answer should refer to gendered messages in media, school, and from peers.
2. Men's sense of identity is tied to their jobs. Society expects them to make money and support their families.
3. Role conflict occurs when the multiple roles that people play in their families, jobs, and communities are not fully compatible.

Part 4 One paragraph or short essay answer (28 points)

1. Reference should be made to parental and societal influences regarding how girls are raised, and the influence of images and messages in the mass media.
2. Reference could be made to the idea that jobs in the emerging economy may demand skills more often associated with women, such as good communication and social skills.

Unit 3

Part 1 True/False questions (24 points)

1. T 2. T 3. F
4. F 5. F 6. T

Part 2 Multiple choice questions (24 points)

1. b 2. d
3. b 4. d

Part 3 Short answer questions (24 points)

1. *Mass media* refers to the channels of communication that exist to reach a large audience. Examples include television, radio, newspapers, and the Internet.

2. Possibilities include informing, entertaining, socializing, and offering companionship.

3. Social media helps social movements communicate quickly and efficiently among themselves as well as to those outside of the movement.

Part 4 One paragraph or short essay answer (28 points)

1. Reference should be made to the balance between the public's right to know—even about personal information – and an individual's right to privacy. Answer may also include reference to the impact of publication of private communication on political events.

2. Answer should discuss the debate about whether the use of multimedia is training our minds to respond to and manage massive amounts of information or whether our attention is being dissipated so that we can no longer think effectively.

Unit 4

Part 1 True/False questions (24 points)

1. T 2. T 3. F
4. F 5. T 6. T

## Part 2 Multiple choice questions (24 points)

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

Part 3 Short answer questions (24 points)

1. *Organized crime* refers to criminal organizations that have financial gain as their goal. They are often multinational and engage in various crimes such as drug trafficking, prostitution, and gambling.

2. Possibilities include hacking, identity theft, fraud, and distribution of malicious viruses.

3. When committing a crime of passion, the criminal may be so angry or out of control that he or she is not able to consider the consequences.

Part 4 One paragraph or short essay answer (28 points)

1. The answer should make reference to some of the significant differences in crime statistics between men and women, the kinds and number of crimes, as well as the reasons for the differences—greater tolerance of male crime, fewer opportunities for women to get involved in criminal behavior, socialization.

2. Reference should mention that everyone's DNA (except for identical twins) is unique and therefore can be used to identify criminals. The answer may include information about how DNA can be collected and used as evidence. It should also mention concerns about the intrusiveness of DNA testing and who might have access to this data.
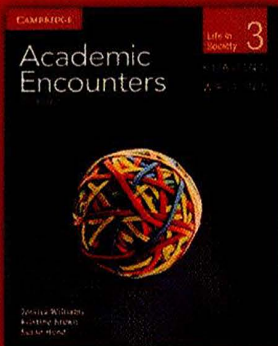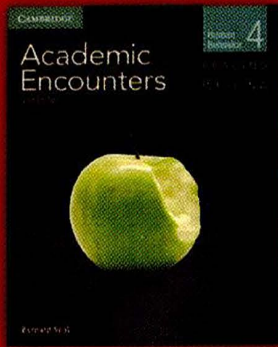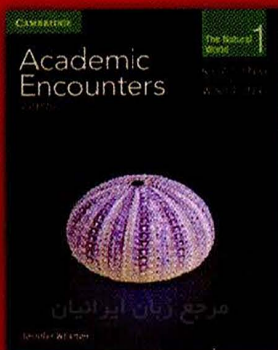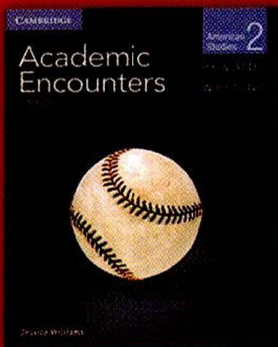
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