



Answer Key for

Mastering English through Global Debate

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UNIT 1

Pre-Reading

Introducing the Issue

- A. Answers may vary
- B. Possible answer: Being environmentally friendly versus earning money
- C. Possible answer: Is it more important to save the environment or earn money?
- D. Answers may vary

Creating Mind Maps

- A. Answers may vary
- B. Possible intersecting topics: resources, goals, challenges

Discussing Facts and Opinions

- A. Match statements with either Democrats or Republicans
 - 1. *Economic prosperity . . .* **Republicans** (put the economy first and everything else will fall in place)
 - 2. *It is our . . .* **Democrats** (emphasis on environment)
 - 3. *People who . . .* **Republicans** (private land owners, not governments, know best how to protect their land)
 - 4. *The health of . . .* **Democrats** (everything depends on the environment)
 - 5. *We fight to . . .* **Democrats** (protect the environment)
 - 6. *We reject the . . .* **Democrats or Republicans** (healthy economy doesn't equal bad environment)
- B. Answers may vary

Studying the Topic

Focused Reading

- A. Possible answers:
 - 1. Environmentalists
 - a. Environmental concerns should take first priority.
 - b. Human safety is already threatened.

- 2. Realists
 - a. The state of the economy is a more pressing threat than the environment.
 - b. Sustained economic growth raises people out of poverty.
 - c. A strong economy allows governments to spend money on the environment.
- 3. Skeptics
 - a. Opposed to the environmental movement as a whole.
 - b. Deny existence of climate change and its impact.

Checking Comprehension

- A. Comprehension check
 - 1. d
 - 2. c
 - 3. b
 - 4. d (though not all environmentalists would agree with a)
 - 5. c
 - 6. a
 - 7. a or c
- B. Possible answers:
 - 1. . . . dams, power lines, roads, and oil and gas pipelines.
 - 2. . . . we do not inherit the earth from our ancestors, we borrow it from our children.
 - 3. . . . the gas company Royal Dutch Shell, which has operated in the Niger Delta for decades. Frequent oil spills wreak havoc on surrounding water systems, damaging important fish breeding grounds and making surviving fish unsuitable for human consumption.
 - 4. . . . the effects of joblessness and poverty and the resulting social ramifications are evident now.
 - 5. . . . a general belief that environmental protection is important, but the economy is the major concern.

Mastering Vocabulary

Expanding Vocabulary

- A. Answers may vary
- B. Fill in the blanks
1. oil spill
 2. create jobs
 3. mutually exclusive
 4. nonrenewable resources
 5. foreseeable future
 6. employment opportunities
 7. pose a problem
 8. generate revenue
 9. tangible benefits
- C. COCA
1. (c) income
 2. (a) impact
 3. (c) resources
 4. (c) reform
 5. (b) costs
 6. (d) danger
 7. (d) challenges
 8. (b) issues
 9. (d) regulation
 10. (a) energy
- D. Possible answers:
1. Logging creates economic opportunities and leads to an increase in farmers' **annual income**.
 2. The Amazon provides **unique challenges** for farmers desperate for space to plant soybeans in Brazil.
 3. Cutting down trees in the Amazon has a **devastating impact** on the environment.
 4. **Lax logging regulations** need to be changed because the Amazon is necessary to keep the air clean.
 5. Trees are preventing access to **non-renewable resources** that could provide the country with money to preserve the environment in the future.

Exploring the Meaning

- A. Transitive verbs underlined
- The economy never thrives unless people determine to save not only money but also the environment. Trees, for instance, provide us with boards for building, books for reading, and wood for burning. Trees benefit everyone but are in limited supply. If we want to continue to prosper, we must protect and conserve this valuable resource. We need to create a plan that estimates how much deforestation can be allowed before we generate too many problems for trees and the animals that rely upon them. We must preserve Mother Nature's delicate balance.
- B. Possible answers:
1. to preserve resources
 2. to determine risks
 3. to generate revenue
 4. to provide money
 5. to need income
- C. Possible answers:
1. How are we supposed to **preserve resources** if we don't have a strong economy to fund these efforts?
 2. How can we attempt to **generate revenue** when citizens are becoming ill from polluted air and water?
- D. Matching
1. d
 2. c
 3. f
 4. a
 5. e
 6. b
- E. Possible answers:
1. We often **take for granted** . . .
 2. Some governments **put the economy first** and . . .
 3. Many entrepreneurs try to **cash in on** what can . . .
 4. Often environmental conservation only **takes precedence** during . . .
 5. When a serious economic crisis **poses a problem** . . .

6. The issue of tax cuts for small businesses is still **open for debate**.

F. Possible answers:

1. We can **develop communities** of individuals that are informed about the importance of preserving and appreciating the environment.
2. We can take measures to **sustain economic growth** while simultaneously preserving **unique plant and animal species**.
3. We need to create regulations that lead to **long-term solutions** for sustaining natural resources.

Discussing the Article

A. Possible answers:

1. In the example of the Amazon, we saw that government interference can often have **devastating impacts** on the environment.
2. **Balancing the two priorities** of economic growth and environmental conservation often is not easy because you need one to have the other, but ultimately governments have to **put something first**.
3. To **sustain economic growth** up to this point, most countries have **taken** non-renewable resources **for granted** and now are having to deal with the **devastating** impacts of their actions. Because we have nearly exhausted all our resources, we are approaching the peak of our cultural and technological growth.
4. Governments should make the long-term effects of economic growth on the environment their main **priority**.
5. Deforestation will likely continue for the **foreseeable future** because it provides **employment opportunities** and makes it possible for farmers to have space to work the land and thus **generate revenue**. It can only be stopped by strict government regulations and penalties.
6. Skeptics deny the need for an environmental movement altogether while realists believe

that the economy needs to be our **preeminent concern** and the environment should come second.

7. Governments should evaluate the **devastating impacts** of events such as **oil spills** to determine if they constitute environmental damage.
8. Public opinion should affect policy decisions relevant to the economy and environment because the public will want to weigh in on how best to **balance the two priorities**.
9. The United States has always placed **job creation** and **revenue generation** as a higher priority than conservation measures and yet both the economy and environment are suffering today.
10. In my country this topic is not **open for debate** because the main **priority** is **sustaining economic growth** and **raising people out of poverty**. Conserving the environment is generally ignored.

Constructing Critical Discourse

Recognizing Euphemisms

A. Euphemisms underlined

1. A large corporation developed vast areas of the rainforest.
 - a. To exploit land
2. The incident in the Gulf region led to job loss.
 - a. disaster
3. When allocating financial resources for the preservation of the local ecosystem, the new governor was being economical.
 - a. cheap
4. Emerging nations have to rely on handouts from international organizations.
 - a. poor
5. During the financial crisis a lot of people found themselves in between jobs.
 - a. Unemployed

Forming Hypotheses

- A. Possible answer:
The Chinese decision to focus on the environment is as important as the Soviet Union's launch of Sputnik in 1957.
- B. Possible answers:
1. If China decides to go green, the world will buy its energy-efficient supplies from them.
 2. When China decides to go green, they may take over the sales of all environmentally friendly merchandise.
 3. If China attempts to achieve its goal, it could face challenges regarding funding.
 4. When China goes green, other countries may be persuaded to follow suit.

Listening

Answers may vary. See transcripts.

Formatting the Argument: Writing

- A. Answers may vary
- B. Answers may vary
1. Assumptions include: environmental protection and economic growth rarely go hand in hand.
 2. Proof for assertions:
 - a. *Polling data from 2008–13*: During a strong economy people tend to prioritize the environment, whereas during a weak economy people tend to favor economic growth.
 - b. *Developing countries can't afford to put the environment first*: In Senegal and the Dakar suburbs, people spend a disproportionate percentage of their income just to eat.
 - c. *Countries that focus on the economy prosper*: Brazil has made some environmental compromises in the form of building dams, power lines, and oil and gas pipelines but has one of the fastest-growing economies in the world.

- d. *Investing in the environment does not ensure economic growth*: Canada spent billions of dollars on reducing greenhouse emissions and both greenhouse emissions and the economy grew worse.
3. Answers may vary

Formatting the Argument: Speaking Implementing Rhetorical Strategies

- A. Study Strategy Note 1
- B. Possible answers:
1. What if you only make conservation efforts a top priority in the face of catastrophic events such as oil spills?
 2. What if we give top priority to conservation measures all the time and in all situations?
- C. Possible answers:
1. What if everyone truly cared about conservation measures? Then we would realize that a focus on the economy would provide us with the necessary resources to care for our trees and animals.
 2. What if you, like some people in Wyoming and Canada, were able to light your tap water on fire due to methane leaking into the water supply? Then you might change your opinion as to whether or not taking the environment for granted poses an imminent threat to you.
- D. Possible Answers:
1. Side A conjecture: *What if you, like some people in Wyoming and Canada, were able to light your tap water on fire due to methane leaking into the water supply? Then you might change your opinion as to whether or not taking the environment for granted poses an imminent threat to you.*
 2. Side B response: *What if we, as you seem to suggest, give top priority to conservation measures all the time and in all situations? We will quickly run out of money, people will lose jobs, and our society will fall apart.*

UNIT 2

Pre-Reading

Introducing the Issue

- A. Answers may vary
- B. Possible answer: “Establishing Representative Government or Subjugating Other Countries”
- C. Possible answers:
1. Spreading democracy and breaching sovereignty seem to go hand in hand because, in order to impose a government on another country, you would need to take away their independence to a certain degree.
 2. These processes seem to contradict one another because not all countries want to have a democratic system of government, and yet by spreading it you are possibly taking away from their autonomy.
- D. Answers may vary

Creating Mind Maps

- A. Answers may vary
- B. Possible intersecting topics: imports, exports, resources

Discussing Facts and Opinions

- A. Possible answers: justice, commerce, friendship with all nations, entangling alliances, impose will, peace, prosperity
- B. Answers may vary
1. (Jefferson) The United States will be on good terms with all countries but will not make alliances that require them to act in a certain way.
 2. (Kennedy) The United States cannot fix the problems of every other nation in the world and therefore should not try to fix every wrong of the other 94 percent of the world.
 3. (Clinton) The United States should be actively involved in righting the wrongs of other countries in order to keep the United States on the right track.

Studying the Topic

Focused Reading

- A. Possible answers:
1. Interventionism
 - Act based on moral imperatives
 - Be preemptive rather than waiting for others to act
 2. Isolationism
 - Act cautiously and according to national interests as opposed to ideals
 - Refrain from intervening because it is generally not in the interest of the foreign country

Checking Comprehension

- A. True/False
1. **F** Recent dissatisfaction with long-standing leaders, which has led to power changes in several countries, is likely to have ~~a lasting regional effect~~ **only effects well beyond the region.**
 2. **F** Prevention of crimes against humanity, for example, genocide, represents one of the most convincing arguments for why foreign governments ought to ~~avoid intervention~~ **intervene.**
 3. **T**
 4. **F** The Eastern tandem (China, Russia) cited the “golden rule” to justify ~~intervention~~ **abstaining from** intervention in the internal affairs of other countries.
 5. **T**
 6. **F** The volatile nature of the Libyan conflict enabled one to anticipate ~~a fixed number~~ **any number** of possible outcomes.
 7. **T**

Mastering Vocabulary

Expanding Vocabulary

- A. Answers may vary
- B. Prepositions
1. on
 2. to
 3. to

4. against
5. to or for

C. Fill in the blanks

1. fundamental right
2. independence
3. atrocities
4. international alliance
5. vital interests
6. territorial integrity
7. armed forces
8. regime change
9. civil war
10. intervention

D. COCA

1. adopt, pass, authorize
2. form, build, join
3. implement, require, target
4. commit, prevent, accuse
5. promote, restore, establish
6. commit, occurred, perpetrated
7. maintain, preserve, protect
8. declare, gain, achieve
9. end, fought, erupt
10. serve, ordered, occupied

E. Possible answers:

1. The senate **passed** the **resolution** to invade Libya.
2. Everyone has to **serve** in the **armed forces** for two years to protect our country.
3. It is not difficult to **maintain** the **territorial integrity** of my country.
4. The people of my country support **promoting democracy** around the world.
5. My country **declared independence** only a few years ago.

Exploring the Meaning

A. Possible answers:

Positive: human rights, to prevent genocide, to respect territorial integrity

Context-Dependent: breach sovereignty, regime change, to be biased against, moral, legal, economic grounds; deploy armed forces, key advocates of this position

Negative: civil war, commit atrocities, to be the last straw

B. Study definitions

C. Possible answers:

Interventionism: to justify/sanction intervention, to condemn as a crime, to prevent atrocities

Isolationism: to respect territorial integrity

D. Matching

1. (f) to approve, (E) to condemn
2. (g) autonomy, (G) dependency
3. (h) to honor, (D) to desecrate
4. (b) essential, (H) minor
5. (d) intervention, (B) withdrawal
6. (c) to place, (F) to withdraw
7. (e) domestic, (A) foreign
8. (a) supporter, (C) opponent

E. Possible answers:

1. . . . a lack of respect for territorial integrity.
2. . . . form a coalition.
3. . . . a civil war recently broke out.
4. . . . may invade and deploy armed forces as they wish.
5. . . . it is sometimes vital to invade other countries to save lives.

F. Answers may vary

Discussing the Article

A. Possible answers:

1. Countries outside the African region might become involved in the affairs of African countries because they have interests in the future of the resources and/or people of that region.
2. When becoming involved in human rights issues that only indirectly affect citizens in their own countries, foreign countries risk other countries not sanctioning their actions and thus they may sacrifice their relationship with other countries. Furthermore, these countries may risk spending massive amounts of money outside their borders.
3. Somalian pirates are often a threat to foreign nations in that they feel no loyalty toward

any countries and thus steal resources and supplies that are not theirs.

4. China, India, Japan, and Russian might employ naval forces to prevent Somalian piracy in order to protect imports and exports between their countries. It would be in the interest of all these countries to ensure that their ships arrive safely at their destinations.
5. Often it is in a country's best interest to refrain from meddling in the affairs of others because their first priority should always be domestic security and spending their time and resources at home rather than abroad.
6. Intervention in Iraq furthered the interests of the United States because terrorism and unruly dictators left untouched in one country could gain strength and become a threat to other countries in the future as well.
7. Realism is a better guide in foreign policy because you cannot always assume the best and hope that the outcome will be favorable. It's important to act cautiously according to national interests as opposed to ideals.
8. Public opinion is vitally important to foreign policy decisions because it will influence whether or not the general public sanctions the behavior and is willing to show its support via taxation and deployment of armed forces.

Constructing Critical Discourse

Recognizing Inferences

- A. Matching
 1. bombing
 2. torture
 3. civilian casualties
 4. occupation
 5. overthrow of a government
- B. Answers may vary

Forming Hypotheses

- A. Study quotation
- B. Possible answers:
 1. If the United Nations were disbanded now, the twenty-first century would be significantly impacted.
 2. If the United Nations were disbanded, there would be no one to coordinate peacekeeping missions.
 3. If the United Nations were disbanded now, then the United States could become the force that assumes their prior role.

Listening

Answers may vary. See transcripts.

Formatting the Argument: Writing

- A. The first thesis statement is specific, but has two different ideas. The second is far too general. The third thesis statement takes a stand, has only one idea, but needs to be more specific about when intervention is necessary. The fourth and fifth do not take a stand and, therefore, are not true thesis statements. Thesis statement number six takes a stand, is specific, and focuses on only one issue.
- B. Defending human rights at home and abroad at times obligates the United States to intervene in the domestic affairs of other sovereign nations.
- C. Answers may vary

Formatting the Argument: Speaking

Implementing Rhetorical Strategies

- A. Study Strategy Note 1
- B. Possible answers:
 1. Morality: conformity to rules regarding appropriate conduct and moral character.
 2. Fundamental rights: basic human entitlements such as the right to live, have a fair trial, and receive an education.

C. Possible answers:

1. Wouldn't you agree that upholding morality, defined as conformity to rules regarding appropriate conduct and moral character, could provide justification for intervention?
2. How can you stand by and allow a country to commit atrocities and deny people their basic fundamental rights, universally defined as basic human entitlements?

D. Possible answers:

1. Side A definition: Upholding morality, defined as conformity to rules regarding appropriate conduct and moral character, is reason enough to warrant intervention.
2. Side B definition: Morality cannot be so narrowly defined because it is the responsibility of the citizens of each nation to define it for themselves. What one nation might condemn as a crime, another might not.

UNIT 3

Pre-Reading

Introducing the Issue

- A. Answers may vary
- B. Answers may vary
- C. Answers may vary
- D. Possible answers:
1. Based on Language Note 1, I believe that self-reliance is closer to my personal view because I believe that if you work hard you deserve more than those who are not willing to work hard.
- E. Possible answers:
1. Watch out for the space between the platform and the train.
 2. Beware of the increasing difference between the incomes of the wealthy and the poor.
- F. Answers may vary

Creating Mind Maps

- A. Answers may vary
- B. Possible intersecting topics: health care, caring for the poor, caring for the elderly

Discussing Facts and Opinions

- A. Fill in the blank
1. poor
 2. strong
 3. prosperity
 4. wage
 5. class
 6. character
 7. themselves
- B. Possible answer:
- Abraham Lincoln believes that the government is hurting rather than helping the country if it continually sustains the poor by taking from the wealthy. The poor need to learn to support themselves so as to strengthen the country as a whole.

Studying the Topic

Focused Reading

- A. Possible answers:
1. Wealth redistribution
 - stabilize global geopolitical situation and world economy
 - the rich earn their wealth on the backs of the working people
 - a larger middle class has greater purchasing power
 - income equality reduces crime
 2. Self-reliance
 - It's unfair to ask everyone to pay services that benefit only a small percentage of the population
 - Privatization
 - Welfare causes dependence
 - Institutionalized welfare discourages charitable giving

Checking Comprehension

A. Multiple choice

1. c
2. a
3. a
4. c or d
5. a
6. b
7. b

Mastering Vocabulary

Expanding Vocabulary

A. Answers may vary

B. Matching

1. wealth redistribution
2. economic discrepancy
3. universal health care
4. safe working conditions
5. safety net
6. socially just
7. equal opportunities
8. public services
9. government subsidies
10. progressive income tax

C. One of these items doesn't fit

1. social strata
2. taxes
3. tax rates
4. hierarchy
5. living on the dole

D. COCA

1. promises, pay, picketing
2. engaged, sparked
3. continue, providing, rely
4. provide, protect
5. enjoy, maintain, lower

E. Possible answers:

1. The lower classes often campaign for **fair wages** to no avail.
2. Disabled and elderly people rely on the government providing **public services**.

Exploring the Meaning

A. Answers may vary

B. Possible answers:

1. (a) Sweden has a very even distribution of wealth, (b) Namibia has a very uneven distribution of wealth, (c) Egypt has economic inequality, (d) Economic hierarchy exists in the United States and Canada, and (e) There are great discrepancies between the rich and the poor in the United Kingdom.
2. (a) Perhaps the citizens of Sweden rely on the many government services and subsidies, (b) Corrupt government is likely the reason for the uneven distribution of wealth in Namibia, and (c) Capitalism is likely to blame for the great difference between the rich and the poor in highly developed nations like the United Kingdom, the United States, and Canada.
3. (a) In the United Kingdom, the United States, and Canada lower-class citizens may feel entitled to a portion of the wealth class's earnings, (b) In Namibia and Egypt revolts and rebellions are imminent, and (c) In Sweden the citizens may feel that they needn't work hard because the government provides everyone with so many equal benefits regardless of their income.

4. Answers may vary

C. Matching

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

D. Possible answers:

1. . . . government should provide a safety net for all citizens in the form of welfare and social security.
2. . . . people unwilling to work can live quite comfortably on the dole.
3. . . . added fuel to the already heated debate regarding public services.

4. . . . earning one's own fortune. Those not willing to work hard simply will not have as much.
5. . . . it is acceptable to tax them at a higher rate simply because they have been more successful in life.

E. Possible answers

1. Taxes are necessary: Benjamin Franklin
Progressive income tax system, public services
2. Taxes are beneficial: Franklin D. Roosevelt
Safety net, to provide equal opportunities
3. It is important to limit taxes: Calvin Coolidge
To tax at a higher rate, wealth redistribution
4. Self-reliance is important: Thomas Jefferson
Live on the dole, to earn one's fortunes
5. Taxation likely doesn't lead to social justice: Andrew Jackson
Social class, economic disparity

F. Answers may vary

G. Answers may vary

Discussing the Article

A. Possible answers:

1. The UN statistics in this article indicate that wealth is not distributed equally around the world and there is generally a large gap between the rich and the poor. This seems to indicate that many nations would be more successful if they were to **redistribute their wealth**.
2. Wealth imbalances could be connected with crime and terrorism. For example, Tunisia and Egypt exhibit great **economic inequality** and have recently experienced uprisings and revolutions. Some of the greatest discrepancies between the rich and the poor are found in highly developed nations and can lead to a lack of unity and a sense of disparity for the desperately poor.
3. Scandinavian countries likely have low Gini coefficients because the people equally rely on the government for **public services** and

equal opportunities. The citizens in these countries trust government officials, and there is great stability and control. In countries like Namibia, however, the government is not as stable and able to help the people, and thus the Gini coefficient is much higher.

4. Wealth distribution does not necessarily bridge the gap between **social classes**. Taking from the rich to assist the poor will only turn the **social strata** against each other rather than uniting them.
5. Lower-class individuals are often exploited through **unfair wages** and poor **working conditions** and would be better able to reach their true potential if they had equal opportunities to receive higher education. Thus, wealthy individuals have a moral obligation to help the less fortunate who are willing to work hard.
6. Government-run **social programs** are a great way to help those who are willing to work but because of advanced age, health issues, or various other factors are unable to provide for themselves in one way or another. Such programs provide a **safety net** for the less fortunate. However, leaving such programs to the private sector could make these programs more effective.
7. Lower-class individuals are often exploited through **unfair wages** and **poor working conditions**. The wealthy rise to the top upon the backs of hardworking lower-class individuals. The upper class also supports the lower class by paying **higher income taxes** that fund **public services**.
8. Some individuals cite Jesus's example as an advocate for sharing one's substance and selflessly caring for the needy as proof that the wealthy have a **moral obligation** to care for the poor.
9. In a welfare state the government actively protects and promotes the economic and social welfare of its citizens. Such governments rationalize their active role in citizens'

lives by noting they have a responsibility to provide **public services** and a **safety net**. Countries like Sweden are especially in favor of this method.

10. **Progressive taxes** could be replaced by a flat tax rate. In this manner there would be no discrimination and all members of society would be treated equally. This would encourage individuals to work harder and **earn their fortunes** because there wouldn't be a "punishment" for success. However, if **progressive income taxes** no longer existed, governments would not receive as much money to fund a **safety net**.

Constructing Critical Discourse

Recognizing Inferences

- A. Matching
 1. cuts in social programs
 2. a recession
 3. poor
 4. the elderly
 5. to fire employees

Forming Hypotheses

- A. Study the case
- B.
 1. Possible answers:
 - a. The perceived benefit of the luxury tax is that it would increase the amount of money the government received from individuals that obviously had money to spare.
 - b. The actual effects of the luxury tax are that middle-class businesses that relied on providing services for the wealthy, who make lavish purchases, lost business and suffered economically.
 2. Possible answers:
 - a. If the government had known the consequences of the luxury tax in advance, it would not have imposed such a ludicrous tax.
 - b. If my country had imposed a luxury tax in the past, the middle class would have been negatively affected by now.

Listening

Answers may vary. See transcripts.

Formatting the Argument: Writing

A. Outlining

Thesis statement: The government should redistribute wealth through progressive taxation, which, although controversial, would benefit both individuals and nations.

Counterargument: Raising taxes on the wealthy may cause them to produce less wealth.

Argument 1: Redistributing wealth decreases the gap between rich and poor.

Evidence 1: The wealthiest Americans are main beneficiaries of many services provided by governments.

Argument 2: Wealth redistribution benefits individuals because those in lower social classes have fewer opportunities to improve their circumstances.

Evidence 2: Lower incomes are correlated with higher crime rates and increased health problems.

Argument 3: Wealth redistribution would also benefit a nation as a whole because studies have shown that a vibrant middle class benefits a nation.

Evidence 3: IMF study shows that greater income equality is correlated with higher economic growth.

Conclusion (Restatement of thesis): As wealth disparity leads to a variety of problems for individuals and nations, governments should redistribute wealth to raise the standard of living of the poor and middle class.

- B. The second paragraph has unsupported assertions. The author states that "between 1935 and 1975 equality increased in the U.S." However, no evidence is provided to back up this assertion. Furthermore, the claims about government spending sound factual, but there is little evidence to demonstrate that these are indeed facts. The first paragraph uses data from the Economic Policy Institute as evidence for the assertion that the rich have become richer.

Formatting the Argument: Speaking

Implementing Rhetorical Strategies

- A. Study Strategy Note 1
- B. Possible answers:
1. If you overtax the wealthy, then they may decide not to create more wealth at all because it's too much trouble with too little return.
 2. If the government redistributes wealth, then it can provide equal opportunities for all.
- C. Possible answers:
1. If the gap between the rich and the poor continues to grow, then what will happen to the economic and social stability of our country?
 2. What will happen to democracy and capitalism if you take from those who are willing to earn their fortune and give to those that are not?
- D. Possible answers:
1. Side A: If everyone's standard of living is raised, then there will be greater purchasing power and overall cash flow for all as the middle class is strengthened.
 2. Side B: The best way to create a strong middle class is not to provide government handouts that encourage laziness. We should not incentivize lower-income individuals to settle for their current situation and live on the dole.

UNIT 4

Pre-Reading

Introducing the Issue

- A. Answers may vary
- B. Answers may vary
- C. Possible answer: Based on Language Note 1, I believe that the title refers to the debate of whether or not immigrants add to or take away from the value of a country. Working immigrants might add value to a country economically.
- D. Answers may vary

Creating Mind Maps

- A. Answers may vary
- B. Possible intersecting topics: language, jobs, housing

Discussing Facts and Opinions

- A. Possible answers:

	Benefits of hosting immigrants	Inferences about America's core values
James Madison	Advanced population, agriculture, and arts	Settlement and prosperity
Lyndon B. Johnson	Cultural diversity	Diverse people and cultures
George W. Bush	Enriched faith, strong work ethic, strengthened community	American dream: anyone can be successful
Barack Obama	More talented, responsible young people starting businesses	Entrepreneurial spirit

Studying the Topic

Focused Reading

- A. Possible answers:
1. Cultural preservation
 - Political structure may break down without a common sense of identity
 - Reserving jobs for native-born citizens
 2. Diversity through immigration
 - Immigrants economically enrich a nation
 - Immigration creates jobs for native-born citizens
 - Counter the effects of depopulation and an aging population

Checking Comprehension

- A. True/False
1. **F** According to the text, **most some** immigrants do not integrate into the society of their new country.
 2. **F** Critics of immigration fear that America could become a "home away from home" if **Americans immigrants** fail to adapt to and understand **the culture of immigrants**.

their new country and to adopt a common understanding of the political process.

3. **T**
4. **F** According to research carried out by the Pew Hispanic Center, Hispanic immigrants tend **not** to work in the same sectors as native-born Americans.
5. **T**
6. **T**
7. **F** Immigration is **less more** controversial in the United States than in other countries thanks to a ~~long tradition of “liberal” immigration policies~~: **a history of immigrants who haven’t Americanized, animosity toward immigrants after World War I, and increased illegal immigration from neighboring Mexico.**
8. **T**
9. **F** Despite differences in individual states’ policies and attitudes toward immigrants, citizens ~~overwhelmingly~~ **are split on whether they agree with their own state’s laws.**
10. **F** The author ~~questions~~ **examines** the value of immigrants’ input in the new society.

Mastering Vocabulary

Expanding Vocabulary

- A. Answers may vary
- B. Possible answers:
 1. illegal, reform, policy
 2. education, rights, American
 3. characteristics, variables, information
 4. democratic, education, party
 5. cultural, ethnic, racial
 6. passed, congress, federal
 7. across, patrol, Mexican
 8. American, language, dominant
 9. process, cultural, American
 10. equal, provide, employment
- C. Possible answers:
 1. Arizona is justified in passing legislation requiring that immigrants carry documents to prove they are legal.

2. This new law will hopefully prevent so many people from coming across the **border** illegally.

- D. Fill in the blank
 1. illegal aliens
 2. borders
 3. enactment
 4. permanent residency
 5. opportunity
 6. diversity
 7. law
 8. Public opinion
 9. suspicion
 10. price
- E. Answers may vary
- F. Study Language Note 2
- G. Adapt versus Adopt
 1. adapt
 2. Adopting, adapted
 3. adapt
 4. adopt, adapt
 5. Adapting

Exploring the Meaning

- A. Possible answers:
 1. Anna **resisted assimilation** because she valued her Mexican heritage.
 2. There are an increasing number of **illegal aliens** in our country every year.
 3. Jose decided to **try his luck** at obtaining a green card though he knew it would not be easy.
 4. Border officials **check documents** of travelers in order to make sure that they are allowed to enter.
 5. Some people believe that immigrants will benefit the workforce, but they refuse to believe that immigration comes **at a great price**.
 6. You are not allowed to **cross the border** without proper documentation.
 7. Arizona wants to **enact a policy** toward illegal immigrants.

8. Large numbers of immigrants have contributed to the **cultural diversity** of the United States.

B. Answers may vary

Discussing the Article

A. Possible answers:

1. Immigration has led to **cultural diversity** in my country. The United States has many **border states**, which makes immigration a particularly important issue.
2. The American dream is the ability to **reap what you sow** and **try your luck** at whatever endeavor you chose. Everyone has the opportunity to seek after their dreams and become successful.
3. A protectionist policy is essentially a **liberal policy** that places restrictions on immigration and is meant to provide more opportunities and higher wages for native-born laborers. According to the *Economist*, the following countries have protectionist policies: Spain, Italy, South Korea, and Australia. (<http://www.economist.com/node/13938782>)
4. Research in the United States has focused on Hispanic immigrants because it is so easy for them to **cross the border** into the United States and because it has been especially difficult to handle the influx. It may not be fair to apply the findings of this research to non-Hispanic populations because it is more difficult for citizens of other countries to come to the United States, and as a result there will be fewer large communities of ethnically similar immigrants. It may be easier for immigrants who live in communities with native-born Americans to **adapt to their new culture** and **adopt its values**.
5. In the **public opinion**, immigrants from Asian countries are typically among the most educated. That perception in the United States remains the same.
6. Immigration is a **thorny issue** in the United States because the country has not been able

to **handle the influx** of new immigrants. Many Americans worry that immigrants will not **develop** loyalty to the United States in spite of benefiting from its resources. They are also concerned that the United States will not be able to **maintain its core cultural values** in the face of great **cultural diversity**.

7. Although **public opinion** should be considered when **legislation is passed** on immigration, it should not be the only consideration. Often citizens react emotionally and are unaware of the facts.
8. Immigrants are much more likely to settle in states with more **liberal policies**, than in those with more **protectionist policies**. Most other countries have **enacted** more consistent **policies** in regard to immigration because the central government does not share power with states.

Constructing Critical Discourse

Recognizing Bias

- A. Answers regarding cause of bias may vary
1. Bias toward immigration
 2. Bias toward immigration
 3. Bias against immigration
 4. Bias toward immigration
 5. Bias against immigration

Forming Hypotheses

- A. The United States allows dual citizenship, although one must symbolically renounce all prior allegiances as part of the naturalization ceremony.
- B. Possible answers:
- 1a. If my country had prohibited dual citizenship in the past, there would be fewer citizens now because immigrants would be less likely to renounce former allegiances.
 - 1b. If dual citizenship had been allowed in the previous decade, there would likely be many more citizens now.

Listening

Answers may vary. See transcripts.

Formatting the Argument: Writing

A. Sample topic sentences:

1. Illegal immigrants represent a drain on the economy.
2. Illegal immigrants contribute far more to the economy than they take from it.

B. Unnecessary sentences:

1. Immigrants come to this country for many reasons.
2. Many immigrants have little education and work at low-paying jobs.
3. Google, Yahoo, and E-bay were all started by immigrants.
4. Google's net worth now exceeds \$200 billion.

C. 1. Topic sentences:

- a. The basic principle of supply and demand explains how wages for all will decrease if low-income immigrants flood the labor market.
- b. Many immigrants, especially poor and illegal aliens, consume large amounts of government resources in the forms of health care, welfare, and education.
- c. The economic practices of many immigrants negatively impact the economy of their host country.

2. Connectors: despite, additionally, for example, but, also, finally, in sum, furthermore

Formatting the Argument: Speaking

Implementing Rhetorical Strategies

A. Study Strategy Note 1

B. Possible answers:

1. Strengthening the workforce and quality of labor is vitally important for a country to be successful and competitive.
2. Immigration is good for our country and shouldn't be banned because it enables citizens to be more open-minded as they are able to use products, eat food, and communicate with people they otherwise would not encounter.

C. Possible answers:

1. How would adding hardworking individuals who are not competing for the same job opportunities be bad for our country?
2. Many immigrants, especially poor and illegal aliens, consume a large amount of government resources such as health care, education, and welfare without paying a corresponding high rate of taxes. In what way are these immigrants contributing to the country or increasing wages?

D. Possible answers:

1. **Side A:** Strengthening the workforce and quality of labor is vitally important for a country to be successful and competitive.
2. **Side B:** If low-income immigrants flood the labor market, wages for all will decrease according to the principle of supply and demand. Given that the United States already has high unemployment rates, how would this influx of workers be beneficial?

UNIT 5

Pre-Reading

Introducing the Issue

A. Answers may vary

B. Possible answer: Based on Language Note 1, security and freedom seem complimentary in that freedom implies there is no unlawful enslavement or abuse of citizens; therefore, that country is a safe place to live. However, these terms might also be considered contradictory in that sometimes you may need to take away certain freedoms in order to ensure the security and safety of all.

C. Answers may vary

D. Answers may vary

Creating Mind Maps

A. Answers may vary

B. Possible intersecting topics: human rights, types (personal and collective), press

Discussing Facts and Opinions

- A. Possible answers:
Roosevelt quote: individual freedom, economic security
Eisenhower quote: absolute security, general freedom
- B. Possible answers:
1. Security
 - a. Personal safety
 - b. Financial well-being
 - c. National security
 2. Freedom
 - a. Freedom of expression
 - b. Freedom of religion
- C. Answers may vary

Studying the Topic

Focused Reading

- A. Possible answers:
1. Freedom
 - a. Government should not be allowed to encroach on the legal rights and freedoms granted to its citizens.
 - b. Encroaching on some rights inevitably leads to encroaching on more rights, and perhaps, eventually, to a police state
 2. Security
 - a. Government has the responsibility to protect its citizens
 - b. Many tragedies can be prevented

Checking Comprehension

- A. Multiple choice
1. c
 2. a
 3. d
 4. b
 5. b
 6. a

Mastering Vocabulary

Expanding Vocabulary

- A. Answers may vary
B. COCA

1. (b) leave
 2. (b) usher
 3. (a) clean
 4. (c) pretend
 5. (d) handle
 6. (a) spin
 7. (c) engage
 8. (d) do
 9. (c) enter
 10. (b) emulate
- C. Fill in the blanks
1. spark
 2. tighten
 3. violate
 4. conduct
 5. defend
 6. set
- D. Possible answers:
1. **Access to personal information** may help **deter crimes**.
 2. **Infringing on the right to** privacy may lead to further **abuses of rights**.
- E. Matching
1. d
 2. g
 3. i
 4. b
 5. a
 6. c
 7. e
 8. f
 9. h
 10. j
- F. access versus assess
1. access
 2. assess
 3. access
 4. assess
 5. assess, access

Exploring the Meaning

- A. Possible answers:
Positive: to deter crimes, to ensure security, to eliminate risks, to strike a balance

Context-Dependent: to be closely tied to something, to express views, to provide an option, to set a precedent, heightened security measures, to gather information, to access potential risks
Negative: to abuse rights, to infringe upon the right to, police state, to fall short

B. Possible answers:

1. What will you do to **ensure the safety** of our citizens?
2. What steps are necessary to **thwart** further **terrorist attacks**?
3. Will **heightened security measures** be put into place?

Discussing the Article

A. Possible answers:

1. Such a screening process involves using an individual's history to assess the potential security risks he or she poses and, based on this information, creating a special screening test for this person. Higher-risk individuals require **heightened security measures** and should have a more rigorous screening process for the safety of others.
2. Criminals should not be allowed to purchase guns, work with children, or have access to people's personal information such as finances and contact information. The nature of the crime should absolutely determine what the individual is restricted from so as to **ensure the safety of others**.
3. No solid evidence should be necessary to justify detaining those accused of terrorist crimes. Reasonable doubt and perhaps the testimony of a third party should be sufficient to **assess the potential risk** posed by the individual in question.
4. Had the Norwegian government screened Anders Breivik's posts online, they still would not have had enough information to **deter his crime**. People can post anything online, and if police acted on every empty threat there would be a lot of wasted tax

money and an increase in the number of **unreasonable searches and seizures**.

5. Habeas corpus is a legal writ in the US Constitution that requires a judge to approve all arrests after considering evidence against the arrestee. This should exist in all countries so as to prevent people from being wrongfully imprisoned. However, habeas corpus may be suspended to **eliminate the potential risks** of waiting for the full proceedings of the judicial system when an extremely dangerous person is in question.
6. The US judicial system relies on a system of checks and balances so no one individual or group has all the power and, therefore, control. In order to protect the safety of the citizens, there is a limited amount of freedom offered to each branch of the government. This system **has incited vigorous debate** in the past because it often causes laws to be passed very slowly.
7. Some rights can change over time as our society changes and develops. For example, citizens no longer have the right to own slaves and similarly some states are now affording citizens the right to legally purchase marijuana. However, certain unalienable **rights** never change and should not be **abused**, such as the right to life, liberty, and the pursuit of happiness.
8. Citizens should be allowed to carry whatever they want because that is their personal freedom. There is no way to know whether people have a large amount of pornography on their laptops without infringing upon their rights and checking, which would be characterized as **unreasonable search and seizure**. Probable cause would require the testimony of a reliable third party indicating that the person in question might be dangerous because of what they supposedly have in their possession.
9. It is possible to protect citizens and **establish justice** without completely infringing upon

their individual liberties. However, people must accept that they have to be willing to sacrifice a bit of their privacy so that those with bad intentions can be caught and prosecuted appropriately.

10. I would rather limit my country's security in favor of my individual liberty. I have chosen to live in the country where I currently reside based on the freedoms that it affords me. I may as well move to a **police state** or a jail cell if I prefer complete security to freedom and liberty. Those that come from such overpowering countries would agree with me in this regard.

Constructing Critical Discourse

Recognizing Logical Fallacies

- A. Study table
- B. Logically sound or logical fallacy?
1. Logically sound
 2. Hasty generalization
 3. Logically sound
 4. Red herring
 5. Faulty analogy
 6. Circular logic
 7. Logically sound
 8. Bandwagon appeal

Forming Hypotheses

- A. Possible answer: Many people get frustrated when waiting in line for security at the airport because officials employ such a large variety of search methods that it slows everyone down.
- B. Possible answers:
- 1a. But for the x-ray machines in airports, people would get through the security lines more quickly.
 - 1b. But for the x-ray machines in airports, many people would board airplanes carrying knives, guns, and other dangerous weapons.

Listening

Answers may vary. See transcripts.

Formatting the Argument: Writing Formulating Introductions and Conclusions

- A. Introduction "attention getters":
1. Unit 1: anecdote
 2. Unit 2: anecdote
 3. Unit 3: startling statistic
 4. Unit 4: anecdote
 5. Unit 5: anecdote
 6. Unit 6: startling statistics
- B. Paragraphs 2, 4, and 5 are effective. They begin with an attention grabber and take a specific stand on the topics. Paragraphs 1 and 3 do not take stands and are rather vague. Paragraph 3 also uses an ineffective attention-getting strategy—the dictionary definition.
- C. An anecdote is used in the introduction. The conclusion ends with a quotation.
- D. The essay begins with (1) a bold statement of the responsibilities of government followed by a quotation. (2) The essay then discusses the main principles underlying the United States government. (3) The thesis statement itself tells the readers why they should care: the safety of innocent citizens is at risk.
- E. Answers may vary

Formatting the Argument: Speaking Implementing Rhetorical Strategies

- A. Study Strategy Note 1
- B. Possible answers:
1. Imagine what our country would be like if the Constitution were continually ignored, as is being allowed by current extreme security measures.
 2. Imagine what our lives would be like if leaders did not take their responsibility to protect citizens seriously simply because people get embarrassed in security lines.
- C. Possible answers:
1. Imagine our future if police continue to conduct random searches and monitor personal correspondence.
 2. If the practice of ignoring personal freedom continues, there will be chaos and citizens

will cease to support and uphold government officials.

D. Possible answers:

1. Side A: Consider the grim picture of what life would be like if we lived in a nation that valued security above all else at the expense of personal freedom.
2. Side B: One of the main responsibilities of government is to protect people. Imagine what our lives would be like if leaders did not take this responsibility seriously.

UNIT 6

Pre-Reading

Introducing the Issue

- A. Answers may vary
- B. Answers may vary
- C. Answers may vary
- D. Answers may vary
- E. Answers may vary

Creating Mind Maps

- A. Answers may vary
- B. Possible intersecting topics: success, networking, power, salary

Discussing Facts and Opinions

- A. Answers may vary
- B. Possible answers:
 1. The most important single ingredient in the formula of success is knowing how to get along with people.
 2. The thermometer of success is merely the jealousy of the malcontents.
 3. Those who have succeeded at anything and don't mention luck are kidding themselves.
 4. What is success? I think it is a mixture of having a flair for the thing that you are doing; knowing that it is not enough, that you have got to have hard work and a certain sense of purpose.

5. Success consists of going from failure to failure without loss of enthusiasm.
6. Success is a lousy teacher. It seduces smart people into thinking they can't lose. (Knowing you can fail)
7. Try not to become a man of success but a man of value.
8. People skills + Willingness to fail + Luck + Hard work = Success

Studying the Topic

Focused Reading

A. Possible answers:

1. For Academic Qualification
 - a. Education provides transferable skills.
 - b. Individuals with educations have more secure jobs.
 - c. Lifetime income of educated individuals is higher.
2. Against Academic Qualification
 - a. Success often depends on factors beyond an individual's control.
 - b. Many college degrees lack relevance for the job market.

Checking Comprehension

A. True/False

1. **F** In the world's most populous areas, ~~an insignificant~~ **a significant** increase in overall literacy has been recorded in the last decade.
2. **F** Literacy ~~guarantees academic success~~ **is required to gain academic qualification**, regardless of a nation's economic development.
3. **T**
4. **T**
5. **F** An African American college student is **less just as likely than** as a white (American) college student of the same socioeconomic status to pursue a four-year degree after studying at a community college.
6. **T**
7. **T**

8. **F** For Americans, the concept of success is **not** traditionally associated with **some form of academic achievement and financial prosperity**.
9. **T**
10. **T**

Mastering Vocabulary

Expanding Vocabulary

- A. Answers may vary
- B. COCA
 1. earn, receive, obtain
 2. based, rests, operating
 3. provide, receive, reap
 4. achieve, depends, enjoy
 5. gain, maintain, lose
 6. take, gain, give
 7. includes, denied, gain
 8. reduce, compared, decrease
 9. made, monitor, track
 10. added, place, appreciate
- C. Possible answers:
 1. In order to achieve **success**, it is important to have an advanced degree to set you apart from other applicants.
 2. You will likely receive more financial **benefits** and get a head start if you enter the workforce as quickly as possible, so you can earn money while others are still spending money on useless degrees.
- D. Fill in the blanks
 1. high school diploma
 2. based on the assumption
 3. well-paid workers
 4. academic qualification
 5. prestigious schools or high-ranking institutions
 6. to earn an undergraduate degree
 7. high-ranking institutions or prestigious schools
 8. financial aid
 9. heir to a fortune
 10. goes hand in hand
 11. beyond one's control

12. competing for admission
13. reap the benefits

Exploring the Meaning

- A. Answers may vary
- B. Answers may vary
- C. Possible answers:
 1. The possibility that I would achieve so much was beyond my wildest dreams.
 2. Your grammar has made progress since you started writing more.
 3. Rather than finishing college, the young man determined to drop out and pursue his love for art.
 4. A desire to do well in school is traditionally linked to aspirations for a higher social status.
 5. According to the Protestant work ethic, spiritual wealth and financial prosperity go hand in hand.
 6. Success stories of people who never went to school can dilute the value of education in modern society.
 7. His PhD gave him a competitive advantage over other applicants competing for an assistant professor position.
 8. Few believed that the project would have a favorable outcome.
 9. Starting a family right out of high school gave the young woman great joy; however, on the flip side, she was forced to delay pursuing her college education.
 10. The race for success is deeply rooted in the American dream.

Discussing the Article

- A. Possible answers:
 1. It is best to educate as many members of society as possible to strengthen the workforce and produce **favorable outcomes**. This will diminish the number of workers imported from other countries and thus increase self-reliance.

2. **Academic qualification** and literacy **go hand in hand**. You cannot have academic qualification if you are unable to read and write.
3. Student debt is likely increasing worldwide because tuition is increasing, as is the rigorous workload at universities that require students to be smarter and quicker with each passing year. Students no longer have time to work as much as they did in the past and thus require **financial aid** to complete their studies.
4. Developing nations often are unable to provide an education comparable to **prestigious schools** in developed countries. Thus, the **degrees that students hold** do not ensure that they are actually qualified to perform difficult tasks a job may require.
5. “Brain drain” is when individuals leave their home country to **receive a degree** from an institution in another country. After becoming accustomed to life in a generally more developed country, students are less likely to return to their homeland. Developing countries can incentivize students to return home **after graduating from college** by using job opportunities or financial perks to keep the knowledgeable and hardworking individuals within their borders.
6. It is nearly impossible to objectively define “success” because it can mean something different to everyone. **At one end of the spectrum**, you cannot say that it is simply wealth and prestige because relationships and happiness are generally considered to be important aspects of success that are not quantifiable. However, **on the flip side**, money and fame cannot be disregarded as important elements of success as well.
7. People are more likely to be successful if they have an education, especially a **high school diploma**. The ability to complete a degree shows that you are hardworking and truly devoted to your particular field. Although experience is also important, it is nearly impossible to break into the workforce and receive on-site training without an education to prove your qualification and willingness to learn.
8. Knowledge and power **go hand in hand** because once you’ve received an education, you will have many more job opportunities and options. However, knowledge in an obscure field might not give you a **competitive advantage** in the workforce. Understanding Greek mythology, for example, generally doesn’t guarantee you a **well-paid** job or a successful future. In the job market it’s important to have a combination of academic qualification and practical work experience.
9. Students are better able to achieve a higher education if they are ambitious, hard working, and have the money to pay for such an endeavor. Success requires similar characteristics. Sometimes individuals may enjoy more **financial success** than others simply because of forces **beyond their control**. However, more often **well-paid workers** have characteristics that the less prosperous do not, such as people skills, financial know-how, or a good business sense.
10. In some fields there are many overqualified people in the workforce. This might especially be true in the humanities, where there simply aren’t as many jobs available. However, the more educated people in the workforce, the more competition. Therefore, people receiving jobs will be more qualified with each passing year as degrees from **prestigious schools**, strong work ethic, and extensive work experience become the norm.

Constructing Critical Discourse

Recognizing Logical Fallacies

- A. Study the table
- B. Logically sound or faulty?
 1. Straw Man
 2. Faulty cause/effect
 3. Logically sound

4. Either/or
5. Logically sound
6. Appeals to emotion
7. Logically sound
8. Begging the question

Forming Hypotheses

- A.** Possible answer: According to Sir Thomas More, an ideal education is not forced on individuals, but rather those interested in the topics make time to go to classes to learn about it. He believed it was important that learning take place in the students' mother tongue and that lectures were made public and available to all those who chose to attend.
- B.** Possible answers:
1. If More's model had been implemented in 1516, there would be fewer farmers and more educated citizens.
 2. If our society tried to enforce More's vision of education now, then the literacy rate would skyrocket.
 3. If More's ideas come about, economic and social prosperity will increase in countries in particular, and in the global community in general.

Listening

Answers may vary. See transcript.

Formatting the Argument: Writing

Revising Essays

- A.** The second and third paragraphs are lacking topic sentences. The third paragraph doesn't seem to fit the thesis of this paper; it could be left out or revised to show how the author is using this information. The concluding paragraph is lacking a transition statement. Moreover, a new idea is introduced in the conclusion: that more educated people are likely to be tolerant of others. This idea is not addressed anywhere in the text.

Formatting the Argument: Speaking

Implementing Rhetorical Strategies

- A.** Study Strategy Note 1
- B.** Answers may vary
- C.** Possible answers:
1. Conjecture: Consider what would happen if everybody received high academic qualifications. This would ensure individual successes, elevate families, and improve the entire nation.
 2. Definition: If we define success as wealth and prestige, then it is difficult to argue that graduating from college and higher-paying, more secure jobs do not go hand in hand.
 3. Cause and Effect: What are the likely job prospects for people earning degrees in ancient Greek art, horticulture, or underwater basket weaving?
 4. Value: Can we truly dilute the value of higher education because some are able to break into the extremely exclusive realm of professional sports and acting?
 5. Procedure: Should we really be putting such a strong focus on education when the most successful members of our society are often the least educated?
- D.** Answers may vary
1. Side A: Consider what would happen if everybody received high academic qualifications. This would ensure individual successes, elevate families, and improve the entire nation. The potential benefits are undeniable; therefore, it is obvious that academic qualification ensures success in life.
 2. Side B: Encouraging people to sit in classrooms, memorize facts, and pass standardized tests hardly guarantees a successful future beyond the classroom. Education stifles creativity and encourages the masses to think alike.