

Unit1: Energy Drinks

Writing Skill: Supporting an Argument **p. 4**
Apply A

1. appeal to emotions
2. common knowledge
3. facts or statistics
4. appeal to logical thinking
5. appeal to logical thinking

Writing Skill: Supporting an Argument **p. 5**
Apply B

1. b
2. a
3. b

Writing Skill: Supporting an Argument **p. 5**
Analyze A

3, 6, 7, 2, 8, 5, 4, 1

Writing Skill: Supporting an Argument **p. 6**
Analyze B

Answers will vary. Sample answers:

1. The essay starts with facts and statistics and then moves to appeals to logical thinking.
2. The writer builds the argument first with facts because this will lead readers to trust the argument and see that it is factually based. After establishing that, the writer uses logical appeals.

Writing Skill: Supporting an Argument **p. 6**
Analyze C

1. b
2. a
3. b and c

Writing Skill: Supporting an Argument **p. 6**
Analyze D

Answers will vary.

Vocabulary Activities STEP I: Word Level **p. 7**
A

1. sufficient
2. inactive
3. insufficient

4. inevitable
5. sufficient

Vocabulary Activities STEP I: Word Level

p. 7

B

1. legislator
2. legislation
3. legislate
4. legislature

Vocabulary Activities STEP I: Word Level

p. 8

C

1. federation
2. constitution
3. federal
4. amendments
5. amend
6. discriminate
7. discriminatory

Vocabulary Activities STEP II: Sentence Level

p. 9

D

Answers will vary. Sample answers:

1. I avoid eating the apple core and the seeds.
2. Yes, I believe it should be a core subject because students will have to take care of their own health when they become young adults.
3. One of my core beliefs about nutrition is that if you eat a well-balanced diet, you do not need to take vitamins.
4. Answers will vary.

Vocabulary Activities STEP II: Sentence Level

p. 9

E

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

Vocabulary Activities STEP II: Sentence Level

p. 9

F

Answers will vary. Sample answers:

1. The child has implicit trust in her parents.
2. The prime minister of Canada delivered a speech on Canada Day.