

ON POINT

READING AND CRITICAL THINKING SKILLS

1

TEACHER'S GUIDE

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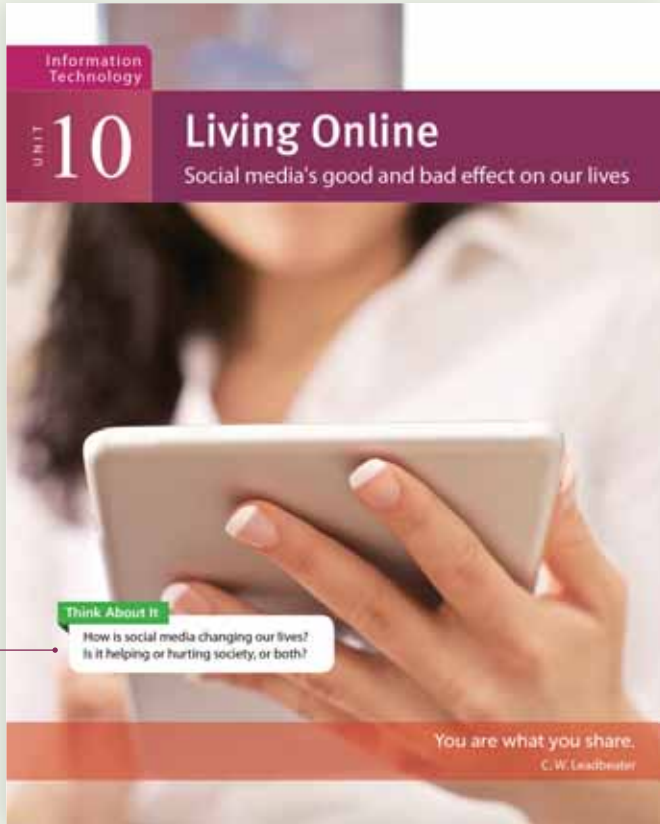
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UNIT OVERVIEW

STUDENT BOOK

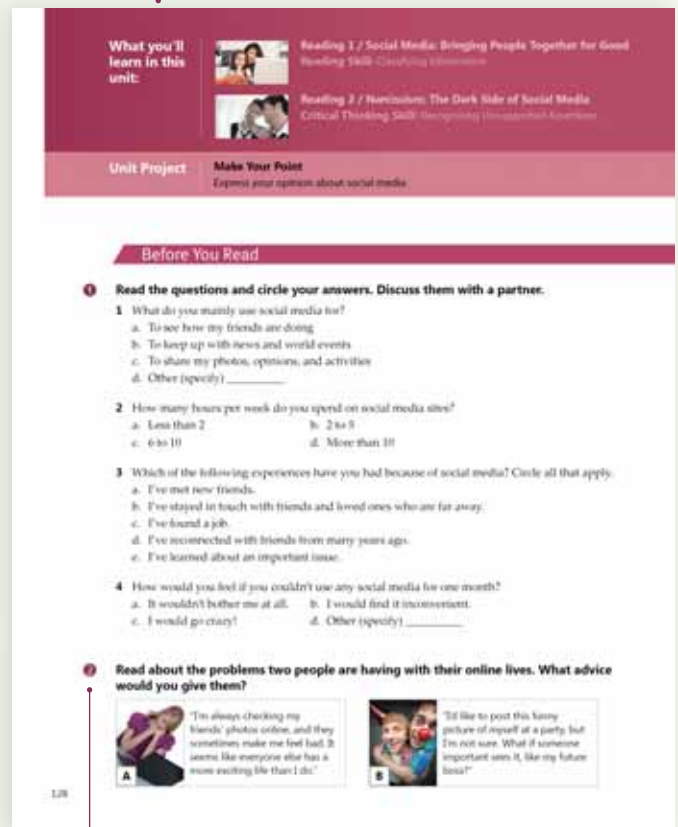


FOCUS QUESTION

A thought-provoking question serves as the focus for the unit. As they read the passages and complete the discussion activities, students form their own response to the question.

LEARNING GOALS

A clear outline of the learning objectives helps students to keep the big picture in mind as they progress.



LEAD-IN ACTIVITIES

Pre-reading exercises activate prior knowledge and relate the topic to students' own lives.

VOCABULARY PREVIEW

Paraphrased sentences from the reading passage present a preview of key academic target words in context. Activities get students to practice using context clues to determine the meaning of key words before encountering them in the passage.

REAL-LIFE READINGS

Reading passages from online magazines, blogs, newspapers, and textbooks explore a wide range of engaging, relevant topics.

Reading 1

VOCABULARY PREVIEW

Read the sentence. Circle the choice that is closest to the meaning of the AWL word in bold.

1. No tool is **intrinsically** good or evil; it depends on how it is used.
a. obviously b. by nature c. at all times
2. You can use social media to **obtain** your dream job.
a. seek b. determine c. get
3. Many people criticized President Hosni Mubarak's **regime** in Egypt.
a. plan b. culture c. government
4. Employers often **investigate** job applicants online before hiring them.
a. research b. interview c. contact
5. The Red Cross raised a lot of **funds** to help people after the Haiti earthquake.
a. awareness b. money c. workers
6. **Granted**, the changes in Egypt are not just due to social media.
a. admittedly b. similarly c. nevertheless
7. More people start using social **networking** services every day.
a. giving information b. advertising c. making contact
8. Social media sites are already used by **approximately** one-fourth of the world's people.
a. about b. less than c. over

READING PREVIEW

This passage is an article about the positive uses of social media. The author discusses various ways in which connecting online can make people's lives better.

Think of three ways in which social media can help people. Discuss them with a partner.



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Read the article.



Social Media: Bringing People Together for Good

by Rachel Monroe

Do you feel strangely lonely and disconnected from the world if you find yourself without an Internet connection? More and more of us do. Social **networking** is the single most common online activity. **Approximately** a quarter of the world's people already use social media, and more start doing so every day. The average user enjoys five hours a week on networking sites. At the same time, those sites have a bad reputation these days. People blame them for everything from lost productivity at work to a rise in self-obsession and the end of civility in public discourse. However, this criticism is misplaced. Social media is simply a tool. Like any tool, it is **intrinsically** neither good nor bad; it has good uses and bad uses. And the good uses are good indeed. At its best, social media empowers people to make their lives better through career building, personal connections, and activism.

Maintaining a social media presence is becoming a must for professional development.



A 2012 study by *Careerbuilder.com* found that forty-five percent of companies had **investigated** job applicants on social media sites and that many more planned to begin doing so. You could view this as snooping, but why not view it as a chance to create an online presence that will impress potential employers? In addition to the major social networking sites, career sites such as Monster.com and GoingGlobal.com allow users to post their résumés, interests, and goals. Job seekers can also perform fine-tuned searches of openings to find the perfect match—anywhere in the world. And once users **obtain** their dream job, social media allows them to make useful contacts with others in their industry so they can exchange ideas and keep up with trends. Of course, this mixing of the social with the professional means that people must be cautious about what they post online. But that seems like a small price to pay for such an invaluable career development tool.

Online networking has also made it easier than ever to maintain a healthy social support system. Globalization means that families and friends are often separated by thousands of miles. The Internet makes physical distance irrelevant for staying in contact. Since

- **example** is to look for private information about someone, especially in a sneaky way
- **personal** is a written summary of one's work history
- **continues** self-control

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READING PREVIEW

A short activity gives students an opportunity to predict the content of the passage to follow. This generates interest in the topic and activates students' background knowledge.

GUIDING QUESTIONS

Questions in the margin encourage students to pause and assess their reading comprehension, annotate the text, and apply critical thinking skills that they have learned.

MAPPING IDEAS

Graphic organizers help students organize the information and ideas they have read and gain familiarity with note-taking and common text organizations.

READING SKILLS WORKSHEETS

A worksheet builds reading skills with activities based on content from the reading. Printed in a handy Skills Workbook to facilitate marking.

Reading 1

MAPPING IDEAS

Organize the ideas from Reading 1. Review the passage and fill in the graphic organizer below.

Benefits of social media	
Career building	People can impress employers, find their dream jobs, and make '_____'
Maintaining a '_____'	Staying in contact with '_____ Support for people facing '_____'
'_____'	Ex. 1: Red Cross fundraising after Haiti earthquake Ex. 2: '_____'

Before you go on, finish your reading skill. Go to page 1 of the Skills Workbook.

FOCUS ON CONTENT

1 Circle the main idea of the passage below. For each of the other sentences, check the reason why it is not the main idea.

- Social media can help with careers, social lives, and favorite causes.
☐ too general ☐ too specific ☐ not in passage ☐ inaccurate
- Many people with personal problems find support on social media.
☐ too general ☐ too specific ☐ not in passage ☐ inaccurate
- Social media sites allow people to connect with others.
☐ too general ☐ too specific ☐ not in passage ☐ inaccurate
- Social media has more disadvantages than advantages.
☐ too general ☐ too specific ☐ not in passage ☐ inaccurate

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5 Mark each statement as true (T) or false (F) according to the passage.

- About half of the people in the world use social media.
- Most companies were already researching applicants online in 2012.
- The Red Cross was successful in its social media fundraising in 2010.
- Wael Ghonim died after being beaten by the Egyptian police.
- The Egyptian president was forced to leave office in February of 2011.

6 Choose the best answer.

- According to paragraph 2, people have to be careful about _____.
 a. which sites they post their resumes on
 b. what material they share online
 c. which jobs they apply for online
 d. whom they trust with their personal information
- We can infer that the person who is quoted in paragraph 3 _____.
 a. has autism
 b. is an expert on autism
 c. has a child with autism
 d. learned about autism through social media

THINK AND DISCUSS

1 Read the excerpt from the reading passage.

Social Media: Bringing People Together for Good

A 2012 study by Careerbuilder.com found that forty-five percent of companies had investigated job applicants on social media sites and that many more planned to begin doing so. You could view this as snooping, but why not view it as a chance to create an online presence that will impress potential employers?

Discuss the following questions with a partner.

- Do you think it's OK for employers to judge applicants by their social media activity? Or do you see it as snooping?
- Have you ever chosen to share or not to share something on social media because of how it might affect your job or future career?

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FOCUS ON CONTENT

Comprehension questions consolidate and assess students' understanding of the main ideas and key details in the reading.

FOLLOW-UP DISCUSSION

A key passage from the reading serves as the taking-off point for a discussion activity, enabling students to think about and discuss the issues presented in relation to their own lives.

A second, carefully-leveled reading presents a different perspective on the same topic.

FOOTNOTE DEFINITIONS

Challenging words and expressions are defined in the text to help students improve comprehension and build their vocabulary.

DIVERSE QUESTION FORMATS

Comprehension questions expose students to a wide range of formats to enhance their test-taking skills.

BUILDING CRITICAL THINKING SKILLS

Easy-to-understand lessons introduce the fundamentals of critical thinking, from recognizing and assessing arguments to understanding evidence and statistics.

IDEAS IN ACTION

Talk about the questions with a partner.

- 1 Do you think the author is correct that narcissism is increasing? Why or why not?
- 2 The author claims that there is "pressure" to self-promote on social media. Have you ever felt this pressure? Explain your answer.

CRITICAL THINKING

Recognizing Unsupported Assertions

Many passages contain assertions, or claims, that the writer wants readers to accept as true. An unsupported assertion is a claim that is not supported by any evidence. The author wants people to believe it simply because he or she says it is true. Unsupported assertions may be correct, or they may not be. But it is important not to accept them without careful thought, especially if they are controversial.

For example, imagine a passage includes the following sentence:

People who never use social media sites are happier.

This is a claim that may or may not be true. If the author does not provide evidence for it, readers have to judge for themselves whether to accept it. They must consider their own experience with and knowledge of social media users to come to a conclusion.

Whenever the author makes an assertion, look for evidence that supports it in the passage. If there is no evidence, use logic and your own background knowledge to decide whether you think the assertion is correct.

Read the excerpts from Reading 2. Evaluate them with a partner.

It's likely that Internet socializing not only attracts narcissists but also creates them. Because you have total control over how you present yourself online, you tend to present only the best version of yourself. You post your most clever thoughts and remarks. You share your most flattering selfies, taken in the most interesting places.

- 1 Is the underlined assertion supported with evidence?
- 2 Do you agree with the assertion? Why or why not?

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Reading 2

Extreme self-confidence can be charming—but only for a little while. (1) Even if narcissists' admirers stay around for long after getting to know them better, and that must get lonely. However, (2) it is not narcissists but the people around them who suffer the most. One aspect of narcissism measured by the NPI is called "entitlement/exploitativeness." This relates to narcissists' tendency to expect a lot and give little. A recent study of US Facebook users found that narcissists are less likely to offer social support and more likely to seek it.

- 3 Is assertion (1) supported with evidence?
- 4 Is assertion (2) supported with evidence?
- 5 Do you agree with these assertions? Why or why not?

VOCABULARY REVIEW

Choose the best definition of the word in bold.

- 1 If we **cooperate**, we can clean up this mess in an hour.
 - a. make plans
 - b. join efforts
 - c. work fast
- 2 My dog is barking **ceaselessly**, and it's disturbing the neighbors.
 - a. never stopping
 - b. carefully
 - c. without success
- 3 Calixto isn't **inherently** bad for you; it's fine if taken in reasonable amounts.
 - a. extremely
 - b. by nature
 - c. in any way
- 4 Those **constant** spam messages are very annoying.
 - a. long
 - b. offensive
 - c. continual
- 5 Mike is named after his father—**hence** his nickname "Junior."
 - a. like
 - b. despite
 - c. thus
- 6 You can save a **considerable** amount of money by using public transportation.
 - a. large
 - b. unknown
 - c. certain
- 7 There's no debate. Lara is **definitely** the smartest person in this class.
 - a. without doubt
 - b. by far
 - c. suddenly
- 8 No one should ever be put in prison without strong **evidence** of guilt.
 - a. opinion
 - b. confirmation
 - c. discussion

Go to page 4 of the Skills Workbook for the Reading Workbook.

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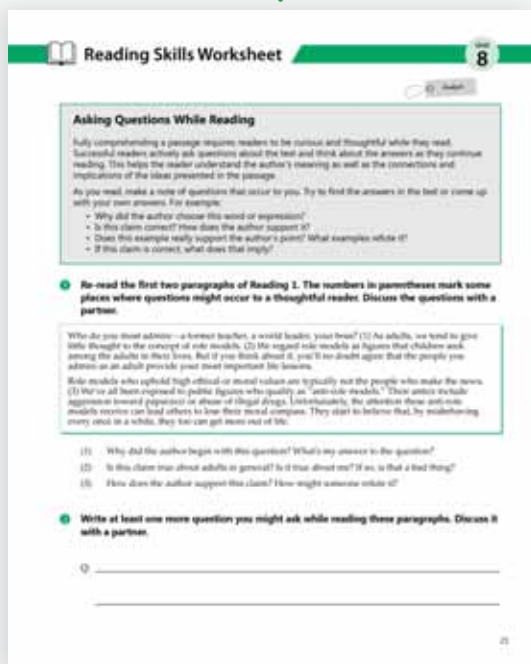
INTEGRATED WRITING ACTIVITIES

Students can make use of the critical thinking skills and ideas they've been exposed to in the unit to write a response to the unit's focus question. A writing worksheet in the Skills Workbook helps students formulate their ideas.

SKILLS WORKBOOK

DEVELOPING READING SKILLS

Lessons and activities in the Skills Workbook help students improve their reading comprehension by focusing on key reading skills.



GUIDED WRITING

A writing worksheet provides guidance and a framework for students to express their own opinion about the topic of the unit.



WEBSITE AND MOBILE APP

Get the most out of *On Point* by getting more practice on the dedicated website and mobile app.

- Access code and full instructions at the back of the book
- Log on to **www.compassdigibooks.com** or download the app to your mobile device from Google Play or the Apple App Store
- Extra practice with vocabulary, reading comprehension, listening, and writing
- Get instant feedback on activities, track progress, and submit homework assignments
- Teachers can organize classes, collect homework assignments, and track student progress

ONLINE RESOURCES:

- Answer Key
- MP3 audio recordings of reading passages



Unit 1 Opposites Attract?

OBJECTIVES

- Practice reading for specific purposes
- Learn to detect the author's purpose
- Discuss and write about the kinds of personality matches that make successful relationships

TITLE PAGE (5-10 minutes) *Page 1*

Elicit responses to the title page photo. What are some ways that these two people might be the same? In what ways might they be different?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and reasons for the answers. Organize the reasons into pros and cons.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any attraction-related quotes from their first language. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different from the quote from David DeAngelo?

BEFORE YOU READ (5-10 minutes) *Page 2*

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the most common desirable traits. Also find out the most popular “other” choices.

Sample answer:

For me, the most important things in a boyfriend are a sense of humor, wealth, and career goals. I really want to go out with someone who is fun to be around, and I don't want to worry about money, so wealth and career goals are especially important to me.

❷ Also conduct a quick survey to find out the most and least popular choices. Next, elicit the pros and cons to each way of meeting someone.

Sample answer:

I'd say the best way to meet people is to ask your friends to help. They can introduce you to people they know, or they might know someone else who's single and unattached. Also, they know you pretty well, so they are likely to choose someone that suits you. The worst way is asking your mom. My mom's ideas about interesting people are very different from mine.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 3

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 3

Arrange students into pairs or small groups to come up with predictions for why people might prefer to date or marry others who are quite similar to themselves.

Elicit these predictions from two or three of the pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

I guess people who are alike don't have so many differences of opinion, so they might not argue so much. They probably also enjoy doing a lot of the same things, so they'd enjoy spending time together.

READING SKILLS WORKSHEET (10 minutes) Page 171

Have students turn to page 171 in the Skills Workbook.

Select students to read aloud the brief passage *Setting a Purpose for Reading*.

Focus students' attention on (ask them to underline or highlight) these two important lines:

Having a purpose means setting an agenda, goal, or objective before reading.

Reading with a purpose helps you read more efficiently by focusing your attention on specific details.

Next, give students time to work on activities 1 and 2.

Then elicit answers from students and find some of the more common and/or more interesting ideas.

Sample answers:

- ❶
 1. To learn about a new subject
 2. Q1: What are the theories about how these butterflies find their way?
Q2: What kinds of places do the butterflies migrate to every year?
 3. To find specific information
 4. Q1: How can I arrange transportation to the beach?
Q2: What are Mike Stewart's contact details?
- ❷
 1. My main purpose in reading this passage is to find specific information.
 2. Q1: Why are some relationships between people who are very different successful?
Q2: Are there many relationships like this, or are most couples quite similar to each other?

READING (15-20 minutes) *Pages 4-5*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students look at the diagram of Maslow's pyramid of the hierarchy of needs. Then ask them to discuss whether they agree or disagree with each level in the hierarchy. If they do not agree, ask them to construct their own pyramid and discuss their choices.

Marginal Questions and Answers:

- Q1: According to the author, who do we limit our dating pool to? Underline the information.**
 → We often limit our dating pool to those we believe to be in the same level of beauty in which we place ourselves.
- Q2: What are dating and mating selection choices mostly based on? Circle the word.**
 → . . . dating and mating selection choices are actually based for the most part on homogamy.
- Q3: What does the author imply by his response to his student about her and her husband?**
 → They are actually quite similar rather than different.
- Q4: Who do people with an unfulfilled need to be nurtured tend to be attracted to? Underline the answer in the passage.**
 → Individuals from homes in which they were not nurtured through childhood are likely to still have an unfulfilled need for nurturing and are likely to be attracted to those who satisfy that need.
- Q5: What two main points does the author make in this paragraph about the importance of common traits to people? Underline them.**
 → In fact, actual similarities are not as important as the belief that common characteristics exist. Furthermore, certain individuals value one background trait over others.

MAPPING IDEAS (5 minutes) Page 6

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

1 Physical **2** subjective **3** same level **4** disagreements **5** satisfy

FOCUS ON CONTENT (5-10 minutes) Pages 6-7

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

1

1 too specific **2** too general **3** main idea **4** not in passage

2

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

Explanation for #2: The author takes the student's objection and rewords that objection so that it shows how the student and her husband are actually quite similar.

Explanation for #4: We can infer that the author teaches in a university (d.) because he mentions that he has students. Further, he mentions that one of his students has a husband, which makes it unlikely that he teaches teenagers or children (line 26). Also, we can see that the two authors are Ph.Ds., which makes them educated enough to be professors. Finally, the subject matter of the reading would be too advanced for lower levels of schooling.

THINK AND DISCUSS (10 minutes) Pages 7-8

Arrange students in pairs or small groups to discuss the questions. For question 2, it might be necessary to point out that in most multicultural countries; it is relatively common for people from different ethnic backgrounds to date. Their ethnic background is seen as less important than other aspects, such as their personalities or interests.

Elicit answers from the class. Do most students agree or disagree? What are the most common reasons for or against? Which pairings were most common and why? Encourage students with different opinions to explain and support their ideas.

Sample answers:

1 I basically agree with the author. I think it's true that we tend to date people whom we think are about as attractive as we are. That's true for most people that I know, and for myself, too. There are some exceptions, though. I think that some people who are very self-confident or who have lots of money can date people who are much more attractive than they are. You see those kinds of couples sometimes.

2 I would say that Mitch and Jane could probably make a good couple. They have more similarities; for example, they both like sports.

VOCABULARY REVIEW (5 minutes) Page 8

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 potential 2 perceive 3 ethnic 4 hierarchy 5 exclude 6 individual
7 principle 8 physical

READING 2

VOCABULARY PREVIEW (5 minutes) Page 9

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 9

Arrange students into pairs or small groups to brainstorm reasons people who are different might make a good couple. Ask students to write a list of these reasons so that they can refer to them later in the writing section.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I think people who are very different could make a good couple because they could expose each other to new ideas and new experiences, and that might keep things interesting in the relationship.

READING (15-20 minutes) Pages 10-11

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

Q1: What do most people believe about couples who have a lot in common? Underline the information in the passage.

→ That is the conventional wisdom: having a lot in common with a spouse or partner should make life easier.

Q2: What does the study from Columbia University prove according to the author? Underline the information.

→ Clearly, having a lot in common is no guarantee of a successful marriage.

Q3: The author writes about two groups of people who are attracted to others in different ways. Draw a slash to show where she starts writing about the other group of people.

→ These introspective and nurturing individuals have high levels of the hormone estrogen. / On the other hand, people with more curious or flexible personality types tend to be attracted to people like themselves.

Q4: What are some of the dangers of marrying someone with genes that are too similar to your own? Underline the information in the passage.

→ Such dangers include harmful mutations and decreased overall health.

FOCUS ON CONTENT (5-10 minutes) Page 12

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 b 2 d 3 a 4 b 5 c

Explanation for #3: The author's purpose is clearly (a.) because, before she mentions the shy person with an outgoing partner, she writes that different personalities complement each other, which means they can help each other.

❷

1 People with **different** personalities can complement each other in a relationship.

2 ✓

3 ✓

4 Women whose partners have DNA **different from** their own tend to have happier relationships.

IDEAS IN ACTION (5-10 minutes) Page 13

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question that they would like to ask their partner(s).

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 I'm not a very organized person. Sometimes, I can be very messy and forgetful. So I think it'd be great if my wife could be very organized. She could help me remember things that I have to do.

2 I've never really thought about dating someone from a different ethnic group. I didn't think my rather conservative parents would approve of it. But I guess I would consider it after reading this passage. I might also consider people whose interests are very different from mine. They might make relationships interesting.

CRITICAL THINKING (10 minutes) Pages 13-14

Select students to read aloud the brief passage *Detecting the Author's Purpose*.

Elicit some examples of passages for each of the given reasons (*to entertain, to inform/explain/teach, to persuade/convince*). Examples might include:

To **entertain**: novels, stories, comics/webtoons

To **inform, explain, or teach**: newspaper articles, textbooks, instructions
To **persuade or convince**: newspaper articles, editorials, political pamphlets, advertisements

Answers:

- ❶ **Reading 1** To inform, explain, or teach
 Reading 2 To persuade or convince
- ❷ 1 To inform, explain, or teach
 2 To persuade or convince
 3 To entertain

VOCABULARY REVIEW (5 minutes) *Page 14*

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

❶

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

❷

1 assumed 2 conventional 3 guarantee 4 conflict 5 flexible

WRITING WORKSHEET (15-60 minutes) *Pages 172-173*

Have students turn to pages 172-173 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	Personally, I'd rather marry someone who is very similar to me.
<i>Counter-argument</i>	Some people think that opposites attract. While this might be true for short-term relationships, it's not usually true of successful long-term ones.
<i>Refutation</i>	Research shows that the most successful relationships are between people who think they are mostly alike in important ways.
<i>Reason 1</i>	There are some things that are very important to me, and I wouldn't want my partner to be different in these areas.
<i>Explanation/Example</i>	For one thing, I love sports and the outdoors. I wouldn't want to be married to someone who just wants to stay home and relax all the time. It would definitely cause arguments.
<i>Reason 2</i>	It's nearly impossible to change someone to suit another person's lifestyle.
<i>Explanation/Example</i>	It's easier to live with someone who shares the same interests, values, and beliefs. That way, you can enjoy doing many activities together instead of separately, or making your partner do something with you that he or she doesn't like.
<i>Conclusion</i>	For these reasons, I think it makes a lot more sense for me to marry someone who is similar to me. Then, I think we would probably have a long and happy marriage.
<i>Opinion 2</i>	I think I'd rather marry someone who is very different from me.
<i>Counter-argument</i>	Most people assume that relationships between people who are more similar are happier and last longer.
<i>Refutation</i>	While this is sometimes true, some studies show that people who have similar

personalities don't always have the best relationships.

Reason 1 Someone who is very different from me could make up for some of my weaknesses.

Explanation/Example I'm quite a shy person, and someone who is very outgoing could help me learn to be more active and sociable.

Reason 2 I think it could be very boring to be with someone who is too similar to me.

Explanation/Example The person would be very predictable after a while since we would share similar interests, values, and opinions on things.

Conclusion For these reasons, I hope the person I marry is very different from me in all the right ways. If so, I'm sure our marriage will be a long and happy one.

Unit 2 To Trust or Not to Trust?

OBJECTIVES

- Practice making predictions
- Learn to detect arguments in a reading
- Discuss and learn about the different levels of trust toward strangers in different cultures

TITLE PAGE (5-10 minutes) *Page 15*

Elicit responses to the title page photo. How do students feel being in crowded situations like in the photo? How does the blurring in the photo make students feel? What connections do students see between a crowded escalator/stairs and trust?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and reasons for the answers. Organize the reasons into pros and cons.

Also, have students discuss the meaning of the quote. Have some students discuss whether they agree or disagree with the quote. What is the most common answer within the students' culture(s)? Do students think their attitude would be different or similar to the attitude of their parents' generation?

As an extension, ask students if they know any trust-related quotes from their first language. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different from the quote from Ernest Hemingway?

BEFORE YOU READ (5-10 minutes) *Page 16*

Arrange students into pairs to discuss the questions.

- 1 Conduct a quick survey of the student pairs to find which people students find trustworthy. Also find out whether students think other people find them trusting.

Sample answer:

I strongly agree with each of these statements. I guess I really am a very trusting person. On the other hand, my partner does not agree with all of the statements. For that reason, I think that I am more trusting than my partner is.

② Also conduct a quick survey to find out the most and least popular choices. Next, elicit the safest and least safe places to meet strangers.

Sample answer:

I would probably stop and talk to the man in photo A. He looks like he needs help. I might be able to help him. I would definitely stop and talk to the woman in photo B. She's cute and looks friendly. I wouldn't mind getting to know her. I would avoid the man in photo C entirely. He actually looks kind of scary, so I'd just keep walking.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 17

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 17

Arrange students into pairs or small groups to come up with predictions for why English people or Australians might be friendlier.

Elicit these predictions from two or three of the pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

I hate to make such broad statements about any culture. And I've never been to either country, so I can only base my opinion on commonly held beliefs about the cultures. Anyway, I think in general Australians are considered more friendly than the English.

READING SKILLS WORKSHEET (10 minutes) Page 174

Have students turn to page 174 in the Skills Workbook.

Select students to read aloud the brief passage *Making Predictions*.

Focus students' attention on the four important points. Have a student read out each point.

Next, give students time to work on activities 1, 2, 3, and 4.

Then elicit answers from students and find some of the more common and/or more interesting ideas.

Sample answers:

- ❶
 - 1. The passage could talk about violence in some way.
 - 2. I think that the main idea of the passage is about the ways in which different cultures treat strangers.
 - 3. The passage probably gives specific examples of people's behavior in different countries.

- ❷
 - 1. I predict that the author doesn't know English social rules. Maybe she is from another country.
 - 2. I predict that the writer would not be too bothered by the rude young men.

- ❸
 - 1. I predict that people in Sydney are more friendly to strangers than people are in London.
 - 2. I'm pretty sure that the author will describe her theory in detail in this paragraph.
 - 3. I predict that the author will talk about the reasons for the differences between English and Australian behavior.

- ❹
 - 1. I predict that the writer did something that was unacceptable to Londoners.

READING (15-20 minutes) *Pages 18-19*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have

students think about interaction with strangers in their own society. Ask them to discuss whether their society is more like England or Australia. Have them explain their answers.

Marginal Questions and Answers:

Q1: How do the English and the Australians treat strangers? Underline the information in the passage.

→ The English: . . . never talk to strangers, even if out-of-the-ordinary events are occurring.

Australians: Everywhere I went, I spied people striking up conversations with people whom they evidently didn't know.

Q2: Underline a way in which Australians might show anti-social behavior.

→ Just as in any other city, most people ignore each other as much as possible. Moreover, people seem as equally ready to throw insults and punches at each other as they do to compare lottery results or buy a stranger a drink.

Q3: What is the “hug or hit” rule? How does it apply to Australians? How about the English? Underline the information in the passage.

→ Australians: This rule states that Sydneysiders (and possibly all Australians) feel that we have the right to interact with strangers if we feel like it, and the obligation to respond if people interact with us. . . . However, we also feel that we have the right to reprimand other people if they don't behave in accordance with our social rules. The English: The English have exactly the opposite rule. Indeed, not only should you never talk to strangers; you aren't even allowed to give away the most basic information to people you meet in private.

C1: Is the author making an argument in this paragraph? If so, what is the conclusion? Underline it.

→ Yes, she is. Conclusion: . . . the difference . . . may have a lot to do with what we think constitutes an ideal society.

Q4: How might the social behaviors of Londoners and Sydneysiders change in the future?

→ Australia is becoming wealthier, and the gap between rich and poor increases. In England, people are traveling more, becoming more multicultural, and questioning the class system. So, rules about privacy are losing their attraction there. So, people in Australia and the UK might have similar behaviors towards strangers in the future.

MAPPING IDEAS (5 minutes) Page 20

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

- | | | | |
|--------------------------------|-------------------------------|------------------------------------|----------------------------|
| 1 talk | 2 personal information | 3 strangers | 4 right to interact |
| 5 maintain class system | 6 another class | 7 egalitarianism / mateship | 8 inferior |

FOCUS ON CONTENT (5-10 minutes) Pages 20-21

Give students time to answer sections 1, 2, and 3 on their own.

Elicit answers from the class. In particular, questions relating to prediction might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

①

- 1** too specific **2** inaccurate **3** main idea **4** not in passage

②

- 1** b **2** d

Explanation for #1: The author mentions the two men to demonstrate how these people reacted to the conversation he initiated with a stranger on the train. The fact that the two were well-dressed gives them credibility and normalcy. The fact that they were smirking shows that they found the author's behavior odd.

③

Londoners: e, f **Sydneysiders:** b, c, d

THINK AND DISCUSS (10 minutes) Pages 21-22

❶ Have students read the excerpt. Arrange students in pairs and have them discuss a time when they broke a social rule.

Elicit answers from the class. What is the most common/interesting social rule that is broken? What was the most common/interesting reaction of the people in those situations?

Sample answer:

On vacation in Tokyo, I was sitting down as I rode the subway. In front of me was an older man who was standing. The train was crowded and I didn't think anything of it. But soon I noticed a lot of the other passengers giving me mean looks! What had I done wrong? I soon found out when a man near me gave his seat to the older man. I was so embarrassed! Back home in England, we typically don't give our seats away unless the person is really old. Anyway, I learned my lesson. After that, I was very quick to give up my seat on the subway in Japan.

❷ For question 2, place students in pairs and have them discuss which situations would or would not be okay to approach people in. What reasons do students give for a place being acceptable or unacceptable?

Sample answer:

In my country, people typically don't talk to strangers on the subway train. And they definitely don't talk to strangers in public bathrooms. In fact, people who do that would be considered strange. But it's fine—even expected—to talk to strangers at a festival.

VOCABULARY REVIEW (5 minutes) Page 22

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

❶

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

❷

1 core 2 evidently 3 maintain 4 contrast 5 respond 6 theory

READING 2

VOCABULARY PREVIEW (5 minutes) Page 23

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 23

Arrange students into pairs or small groups to brainstorm reasons whether they would like to swap houses with someone. Ask students to write a list of these reasons why they would or would not so that they can refer to them later in the writing section.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I'd love to swap houses with someone in another country. Two benefits could be that it might be cheaper than staying at a hotel, and you'd probably have more room to live in. But I can also think of a couple of drawbacks: it might be dirty, and it would feel strange to live in someone's house with all of their personal belongings around.

READING (15-20 minutes) Pages 24-25

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss the idea of having a “deeper encounter” on a vacation. How would students define a “deep encounter”? Do they think that house-swapping would help them experience such a deep encounter? If not, what other ways could they pursue such an encounter?

Marginal Questions and Answers:

Q1: What problem happened after the author arrived in France?

→ She realized that she had forgotten to leave the keys to her house for the people who were going to stay there.

Q2: How did the author want her “latest journey” to be different? Underline the information in the passage.

→ But for this latest journey, now a home swap “graduate,” I was looking for a way to exchange more than a place to stay. . . . I asked for names of children that ours could meet and hopefully have fun with. I sought to . . . engage with the locals.

C1: The author wants to persuade readers that people can swap lives while house-swapping. Underline the sentences that help build persuasion.

→ As Internet visionary Clay Shirky argues, the Internet gives us opportunities to share with people outside our immediate circle. Trust usually develops over time with repeated encounters. But when you enter into the house-swapping game, it is immediate and quite intense—though brief and not usually repeated. What is interesting is the ease with which we felt able to trust this digitally mediated encounter. We shared not only everything we own but also our relationships with friends and neighbors.

Q3: Underline the way(s) that Nicola’s experience in England was the same as the author’s experience in France.

→ Our exchange is the nouvelle experience for the all family. We left the barriers at home and we try to bring back this openness we had in the other home. The kids have been transformed by the English language, culture, and sharing with people. They are rich.

Q4: The author enjoyed a “deeper encounter.” Circle the sentence where she explains the meaning of this.

→ A slight blurring of the lines of our separate identities had taken place.

FOCUS ON CONTENT (5-10 minutes) Page 26

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author’s purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 b 2 d 3 a 4 a 5 c

Explanation for #4: Readers can infer that the author’s most recent house-swapping experience was more ideal than previous ones because in the fourth paragraph the author lists all the extra things she planned to get from this house-swap, and then she begins the fifth paragraph with: “It worked.”

❷

1 I 2 F 3 I 4 F 5 T

IDEAS IN ACTION (5-10 minutes) Page 27

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question that they would like to ask their partner(s).

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses. Are there certain characteristics that come up more frequently among students?

Sample answers:

1 I think that people who house-swap have to be very trusting. In addition, they must be adventurous and curious about other cultures. But I also think that they might not be very wise to be too trusting.

2 Yes, I do think some people can have a deeper experience from house-swapping. You really have to trust people to hand over your house keys to them. In turn, they have to really trust you to do the same! So, by developing this quick and very strong feeling of trust, you can connect deeply with someone else. However, not everyone is trusting enough to house-swap, so not everyone can have these deeper experiences.

CRITICAL THINKING (10 minutes) Pages 27-28

Select students to read aloud the brief passage *Detecting Arguments*.

Give students a few minutes and have them write their own arguments followed by a conclusion. Have students read out their examples.

Answers:

- ❶ In essence, we were temporarily swapping our lives.
- ❷ ✓, x, x

VOCABULARY REVIEW (5 minutes) Page 28

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 abandon 2 via 3 attitude 4 minor 5 brief 6 intense 7 culture 8 despite

WRITING WORKSHEET (15-60 minutes) Pages 175-176

Have students turn to pages 175-176 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	In my opinion, it's better to be wary of strangers.
<i>Reason 1</i>	It's too easy to break social rules when interacting with strangers.
<i>Explanation/Example</i>	My friend once offered her seat to a woman whom she thought was pregnant. But she turned out to be just overweight, so it was really embarrassing for everyone.
<i>Reason 2</i>	In my country, we normally don't talk to strangers, and people would consider you strange if you do.
<i>Explanation/Example</i>	We never talk to strangers on the bus or subway or in public bathrooms. We might talk to strangers at festivals, for example, but even that isn't too common.
<i>Counter-argument</i>	There are some experiences, such as house-swapping, that you can't have unless you trust strangers.
<i>Refutation</i>	However, trusting a stranger with your house could lead to big problems. They could break or, worse still, steal your things.
<i>Conclusion</i>	For these reasons, I'd say it's just smarter to be wary of strangers than to trust them too much and end up with problems.
<i>Opinion 2</i>	In my opinion, it's better to be trusting of strangers.
<i>Reason 1</i>	There are many cultures in which people are quite open and trusting of strangers.
<i>Explanation/Example</i>	In Australia, for example, people think they have the right to talk to strangers if they want to, and they'll even get upset if the stranger doesn't reply.
<i>Reason 2</i>	There are lots of times when we really need to trust others, and there are even some interesting experiences that we can't have unless we trust other people.
<i>Explanation/Example</i>	For example, house-swapping is one interesting way to spend time in another country on vacation, but you can only do that if you trust other people.
<i>Counter-argument</i>	It's true that people could take advantage of you if you trust them too much.
<i>Refutation</i>	However, I think that people are basically good. I've never had any bad experiences with people myself, so I have no real reason not to trust them.
<i>Conclusion</i>	That's why, for me at least, it makes more sense to trust strangers and not be too wary of them.

Unit 3 Helping the Homeless

OBJECTIVES

- Practice determining main ideas and details
- Learn to detect persuasive language
- Discuss and write about the different ways to help homeless people

TITLE PAGE (5-10 minutes) *Page 29*

Elicit responses to the title page photo. How do students react emotionally to the hands in the photo? Why? What are some of the different institutes or charities that students know that help homeless people?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and reasons for the answers.

Also, have students discuss the meaning of the proverb. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any proverbs from their first language that talk about helping others in need. (If possible, allow students to search the Internet for these proverbs.) Do they express ideas similar to or different from the Irish proverb?

BEFORE YOU READ (5-10 minutes) *Page 30*

Arrange students into pairs to discuss the questions.

Conduct a quick survey of the student pairs to find the most common answers. Note and discuss any correlations between gender or nationality and the choices made.

Sample answers:

- ① Whenever I see a homeless person, I feel sad. I hate to see people living like that. I never give them money, though, because I think most of them will spend it on alcohol or drugs. And I think most of them become homeless because of alcohol or drug addiction.
- ② I would help the family in picture A. They could clearly use the money, especially to buy food and clothes for their many children. The man in picture B needs not money but help with an alcohol

problem. And the kids in the third picture look like a couple of middle-class kids. There's no way that they would ever get my help.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 31

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 31

Arrange students into pairs or small groups to come up with reasons why giving money to the homeless might not be the best way to help them.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

Giving money directly to the homeless is not the best way to help them because, first of all, they might spend it on drugs or alcohol. In addition, they really need much more than just money. They need shelter—they're homeless after all. And they need help with whatever problem that they have which caused them to be homeless. Just giving them money might not address either of these problems.

READING (15-20 minutes) Pages 32-33

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Have students discuss the problems with giving and the guilt of not giving. Ask students which side they agree with. Do students have any ideas of their own?

Marginal Questions and Answers:

Q1: What are the two sides of giving money to the homeless that the author refers to here? Circle them.

→ Giving money to the homeless is an economic crisis of the heart. It involves a tug-of-war between the instinct to alleviate suffering and the knowledge that a donation might actually encourage the anguish of the poor.

C1: What evidence does the author give that homeless people are likely to use the money they receive to buy drugs and alcohol? Underline it.

→ One report from the Department of Housing and Urban Development found that six out of ten homeless respondents admitted problems with alcohol or drugs.

Q2: Why do economists think that giving money to the homeless is an efficient way of helping them? Circle two reasons.

→ What's more, if you donate to a charity, there are administrative costs and time lags. If you put your money in the hands of a beggar, however, it's fast, easy, and guaranteed to be spent immediately.

Q3: What does the author mean by "strings attached"?

→ It means the conditions for people in need to receive money, such as that the money can only be used for buying food, or that the money is only given to people who are looking for work.

C2: A non-profit gave money, items, and advice to the homeless. In your own words, what is the author's point of view on this?

→ The author agrees that homeless people often need more than just money; they also sometimes need guidance about what to do to get out of their situation.

Q4: What is a likely effect of giving beggars money? Circle the effect.

→ The more you give to beggars, the harder beggars will try.

Q5: Does the author support or oppose individuals' giving money directly to beggars? Underline the sentence that best shows his opinion.

→ The author is against giving money directly to beggars. / If we drop change in a beggar's hand without donating to a charity, we're acting to relieve our guilt rather than the underlying crisis of poverty.

MAPPING IDEAS (5 minutes) Page 34

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

1 alcohol **2** exaggerate **3** guilt **4** efficient **5** direction

READING SKILLS WORKSHEET (10 minutes) Page 177

Have students turn to page 177 in the Skills Workbook.

Select students to read aloud the brief passage *Determining Main Ideas and Details*.

Focus students' attention on (ask them to underline or highlight) the different types of details that writers might include.

Next, give students time to work on activities 1, 2, 3, and 4.

Then elicit answers from students and check that they have found the main ideas and details.

Sample answers:

- ❶** **1** The homeless tend to use the money they receive from begging on drugs or alcohol.
 2 The Department of Housing and Urban Development reported that six out of ten homeless people admitted having drug or alcohol problems.
- ❷** **1** Giving cash to the needy is the most efficient way for them to spend it.
 2 According to the Congressional Budget Office, the most efficient government stimulus targets the poorest Americans.
- ❸** **1** Giving money to beggars leads to more beggars in the long run.
 2 If tourists to an area give more money, the beggars there don't get richer but their number increases.
- ❹** **1** There are cases in which giving to especially needy beggars is justified, but this comes with its own problem.
 2 Knowing that people will give according to who looks worse off, beggars may exaggerate their need by either lying about their circumstances or letting their appearance visibly deteriorate.

FOCUS ON CONTENT (5-10 minutes) Pages 34-35

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too general **2** not in passage **3** inaccurate **4** main idea

❷

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

Explanation for #4: The article discusses both sides of the argument why you should and shouldn't give homeless people money. The author also says that, often, beggars use the money for bad things such as drugs. For this reason, we can infer (d.) is the answer.

THINK AND DISCUSS (10 minutes) Pages 35-36

Arrange students in pairs or small groups to discuss the topics. Have students discuss whether they have given money to homeless people. Ask them how it made them feel.

For question 2, ask students to discuss in which scenario they would choose to help someone.

Elicit answers from the class. What do most students choose? What are the most common reasons for this? Which scenario did the fewest students choose? Why?

Sample answers:

❶ I once gave a homeless man on the street ten dollars. I thought I'd feel good after giving him such a relatively large amount of money. But instead I felt bad afterward. The guy obviously had a drug or alcohol problem. So he probably used the money for that. My money really didn't help him.

❷ For me, the choice is clear—I would help a charity feed them. That's the way that I could make a difference. I really don't want to deal with them directly. And I don't think that giving them money helps at all. So I would gather my friends to volunteer in a soup kitchen that feeds homeless people,

or maybe we could collect donations for the local food bank.

VOCABULARY REVIEW (5 minutes) Page 36

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

READING 2

VOCABULARY PREVIEW (5 minutes) Page 37

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 37

Arrange students into pairs or small groups to brainstorm the different problems they might have if they were living on the street. What answers do students come up with? Ask students what strong emotions or feelings they might have?

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I would miss my smartphone for sure. It would be bad enough being on the street, but without my smartphone I would also feel disconnected from people I know. Also, I read a lot, so I'd miss my books as well. Finally, I'd miss having clean clothes to wear every day.

READING (15-20 minutes) Pages 38-39

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

Q1: The author had to give up some things during the experience. Underline those things.

→ The rules are simple and explicit: you are not allowed to bring bedding, books, food, money, jewelry, watches, a change of clothes, or other “conveniences”; and in order to prepare ourselves fully for what lies ahead, we are told not to wash our hair or shave for five days prior to hitting the streets.

Q2: According to Jonathan, why didn’t the author make any money?

→ Jonathan thinks that the author didn’t get any money because he didn’t really believe in the goodness of people and didn’t try hard enough.

Q3: A participant in the program describes some of its good points. Underline two things.

→ “I feel free,” says Claude Emile Racette, a 43-year-old acupuncturist, as we shuffle into the dining room of the Notre Dame-de-Bon-Secours convent for breakfast. “I feel joy knowing that they [the homeless] are the same as us. . .”

C1: Underline what Pierre Racine thinks the point of a “street retreat” is. Does the author agree with him?

→ “It’s not just an enlightenment thing, it’s a wake-up call.” / The author doesn’t totally agree with him, doubting that the participants really do understand the plight of the homeless.

Q4: George Orwell learned two things from his life on the streets. Underline them.

→ Never again would he think that the homeless were simply “drunken scoundrels,” “nor expect a beggar to be grateful” if he gave him a penny.

FOCUS ON CONTENT (5-10 minutes) Page 40

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 c 2 b 3 d 4 b 5 a

❷

1 T 2 F 3 F 4 T 5 F

IDEAS IN ACTION (5-10 minutes) Page 41

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question that they would like to ask their partner(s).

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 Yes, I think it's possible to live on the streets without any money. However, it would be extremely difficult. One would have to rely completely on the food and clothing provided by charity.

2 I can think of one way that the street retreat could be useful. By knowing how the homeless really live their lives, participants might be kinder to the homeless. They might even actively support homeless relief programs.

CRITICAL THINKING (10 minutes) Pages 41-42

Select students to read aloud the brief passage *Detecting Persuasive Language*.

Elicit some examples of sentences or language from students that demonstrate persuasion. Give your own examples of persuasive sentences to illustrate. Include some examples of purely informative language that students should recognize is NOT persuasive.

Examples:

Persuasive: I want to convince you that giving up smoking can improve your life quality.

Informative: Giving up smoking can lower your risk of lung cancer.

Persuasive: I am going to show you why doing more exercise will improve your health significantly.

Informative: Doing more exercise can reduce your risk of heart disease.

Answers:

❶ 1 Yes

2 Please, God, let it be dawn soon. Let there be light and not the cruel orange glare of street lamps, but the rosy fingers of a new day and an end to this hell. Then it will all be over: my shivering, the bone-chilling cold of Montreal in May, and this bed, a plastic sheet under a motorway.

3 He wants readers to feel how terrible life on the street is.

4 Yes

5 On the first day, the money that I received after rattling a polystyrene coffee cup for three-quarters of an hour amounts to zilch. Jonathan, a 25-year-old with a messy beard and teeth the color of tobacco, is a money magnet, seducing strangers into handing over cash just by walking up to them. “You have to believe in the goodness of people,” he says. “You have to believe that you will get that two dollar coin; and I know very well that had you stayed fifteen minutes longer, you would have made some money.”

6 He tries to show that even on the street it is possible not to give up hope.

❷ 1 Innocent students and staff who don’t smoke should not have to endure walking through a cloud of foul-smelling smoke to get in and out of buildings. The university should put an end to this disgusting practice and ban smoking near the entrances of all buildings on campus.

2 Non-smokers should not have to be exposed to others’ smoke when they enter or leave buildings. The university should ban smoking near the entrances of all buildings on campus.

VOCABULARY REVIEW (5 minutes) Page 42

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

WRITING WORKSHEET (15-60 minutes) Pages 178-179

Have students turn to pages 178-179 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	I would not give money to the homeless.
<i>Counter-argument</i>	It's been argued that giving money to the homeless can solve the problem.
<i>Refutation</i>	Unfortunately, this is not the case in reality.
<i>Reason 1</i>	The homeless are very likely to spend the money on drugs or alcohol.
<i>Explanation/Example</i>	In a recent poll taken by the US Department of Housing and Urban Development, sixty percent of the homeless admitted to having drug or alcohol problems. So if you give them money, it will do them more harm.
<i>Reason 2</i>	The real problem of the homeless is that they lack the life skills needed to function in society.
<i>Explanation/Example</i>	These people don't always know how to find employment, shelter, or even medical care. They need the professional help of charitable organizations to overcome these problems.

Conclusion Giving just money to the homeless won't solve anything. The homeless need not only money but also guidance.

Opinion 2 I would give money to the homeless.

Counter-argument It's been argued that the homeless will just spend the money on alcohol or drugs.

Refutation While this might sometimes be true, these people do need money to survive.

Reason 1 Since these people often don't work, they have no other way of making money.

Explanation/Example Clearly, many of the homeless people that we see on the streets are hungry and cold. If we give them money, they can easily use it to buy food and clothing.

Reason 2 The difficult life on the street can lead people to give up all hope.

Explanation/Example By giving them money, I show them that others care about their welfare. It will help them not to lose faith in humankind.

Conclusion Giving money to the homeless not only allows them to buy food, but it shows them that someone cares.

Unit 4 Terror on the Screen

OBJECTIVES

- Practice identifying the author's point of view
- Learn to detect irrelevant points
- Discuss and write about why some people love horror movies while others find them terrifying

TITLE PAGE (5-10 minutes) *Page 43*

Elicit responses to the title page photo. Look at the photo—why might people both enjoy and be scared of this type of movie? How do the students react to the photo? Do they find it amusing or upsetting? Why?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into harmless fun and not-so-harmless. Discuss reasons for both options.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any horror-related quotes from their first language. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different from the quote from Stephen King?

BEFORE YOU READ (5-10 minutes) *Page 44*

Arrange students into pairs to discuss the questions.

Conduct a quick survey of the student pairs to find how horror movies make them feel. Find out whether more students feel pleasure or fear.

Sample answers:

- ① *Answers will vary.*
- ② Picture A looks the scariest to me because it reminds me of a horror movie I saw about an insane killer. I'm not afraid of sharks, and I don't find aliens scary because they don't exist.

READING 1

VOCABULARY PREVIEW (5 minutes) *Page 45*

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) *Page 45*

Arrange students into pairs or small groups to come up with reasons for why some people enjoy scary movies or horror while others find them too scary to watch.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

I think some people enjoy scary movies because they like the excitement, and they aren't bothered by them knowing that the stories aren't real. Maybe people who are bothered by horror movies are more sensitive and have fears of unknown things.

READING (15-20 minutes) *Pages 46-47*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students consider whether they like things that may scare them? How many of the students enjoy roller coasters or other things that may scare them?

Marginal Questions and Answers:

Q1: According to Prof. Sparks, why do horror movies intensify our emotions? Underline the relevant information.

→ Sparks's research found that when people watch frightening films, their heart rate, blood pressure, and breathing rate increase. After the film is over, this physical arousal lasts, Sparks said. . . . lingering arousal heightens any emotions you experience . . .

Q2: What does the author mean by "wiring"?

→ "Wiring" means the way people's bodies, and especially their brains, work that determines how they behave.

C1: What specific example does the author give in this paragraph? Underline it.

→ After seeing Jaws, some people stopped swimming in the ocean and felt uncomfortable around lakes and pools, Cantor said.

Q3: Underline the author's definition of "the cuddle effect."

→ "Men often like [scary films] as date movies because women are more likely to seek physical closeness when they're scared and men can show off their strength and bravery," Cantor said.

Q4: The author describes the fears we have at several different ages. Underline these descriptions.

→ "Until the age of 5 to 7, seeing is believing," . . . Even if it's make-believe, she said, it's still scary for young kids. For older kids, realistic threats such as kidnappings and child molestation are scary, whereas teens, like adults, are more scared over abstract threats such as disease and the supernatural.

MAPPING IDEAS (5 minutes) Page 48

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1 Excitation transfer
- 2 positive/negative
- 3 negative/positive
- 4 watching horror movies / high levels of physical arousal / the adrenaline rush
- 5 Novelty
- 6 Gender

7 Men

8 be (especially) careful

READING SKILLS WORKSHEET (10 minutes) Page 180

Have students turn to page 180 in the Skills Workbook.

Select students to read aloud the brief passage *Identifying the Author's Point of View*.

Focus students' attention on (ask them to underline or highlight) these important points:

*Authors always approach the subject of their writing from a certain **point of view**. This includes the author's opinions and feelings about the topic and how they affect his or her writing.*

*Authors may have a clear opinion on a topic. When this opinion influences the way they write about the topic, we say their point of view is **biased**. This means they tend to present information in ways that support their own opinion.*

Next, give students time to work on activities 1, 2, and 3.

Then elicit answers from students and find some of the more common and/or more interesting ideas.

Sample answers:

❶ 1 Personally, I wouldn't be caught dead watching a scary movie. They totally frighten me, leaving me unsettled for days—the images going through my mind again and again. . . . And others, like me, hate them.

2 curious

❷ 2 By using scientific facts and evidence

❸ 3 She dislikes horror movies but remains neutral about why some people enjoy them.

FOCUS ON CONTENT (5-10 minutes) Pages 48-49

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too specific 2 main idea 3 too general 4 inaccurate

❷

1 b 2 d 3 c 4 a

Explanation for #4: Readers can infer that older kids might find a movie about a deadly virus particularly scary because the passage states that teens are more scared of threats like disease (line 67).

THINK AND DISCUSS (10 minutes) Pages 49-50

Arrange students in pairs or small groups to discuss the questions. Ask students to discuss whether they have been influenced in the past by a scene from a movie, either in a positive or negative way.

Elicit answers from the class. Are students scared or nervous about anything because of the influence of a movie or TV scene they watched? What are the most common responses? Note and discuss any correlations between gender, age, nationality, etc. and the responses. Are there any trends?

Sample answers:

❶ The movie was *The Blair Witch Project*. It's about some student filmmakers who get lost in a forest while searching for a witch that's supposed to live there. But then she finds them! After watching it, I felt a little nervous whenever I was in a forest, especially when it was dark. The effect has lasted until now. I saw this movie ten years ago, and I still remember it whenever I even get near a forest.

❷ I think Minhee is more likely to enjoy the movie. She's older, so she's less likely to be really scared by unreal stories. Also, she probably has the wiring of someone who likes excitement. Jake sounds like someone who likes being calm and relaxed.

VOCABULARY REVIEW (5 minutes) Page 50

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- 1 environment 2 reaction 3 prime 4 derive 5 gender 6 abstract
7 visual 8 transfer

READING 2

VOCABULARY PREVIEW (5 minutes) Page 51

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 51

Arrange students into pairs or small groups to brainstorm scary scenes they watched as children and the reasons they found the scenes frightening. Ask students to write a list of these reasons so that they can refer to them later in the writing section.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

Yes, I saw a movie called *Creepshow* when I was little. It's about a man who was attacked by millions of cockroaches. It was awful, and I'm still really afraid of cockroaches. I'm sure that movie would scare me today if I saw it again!

READING (15-20 minutes) *Pages 52-53*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

Q1: Which two sentences state the main idea of the passage? Underline them.

→ But as my experience suggests, there are unwanted psychological effects linked to watching horror movies, particularly for children. And these effects can last far beyond a few weeks of sleeping with the lights on.

Q2: Find five effects of scary movies on young kids that the author mentions. Circle them.

→ This makes violent on-screen images both confusing and disturbing for them. . . . A 2006 study found . . . to cause anxiety, nightmares, and aggressive behavior . . .

C1: Underline the results of the study discussed in this paragraph. Do they support the author's main point in this paragraph?

→ Ninety percent reported having been frightened by a horror film when they were children or teens. The average age of the experience was 14. Symptoms included nightmares (of course), crying, shaking, nausea, and fear of dying. Most reported having trouble sleeping or other behaviour disruptions as a result of watching the scary movie. . . . Whereas some said they were fine after a week, twenty-six percent said they still felt "residual anxiety" from the scary images. And half of the students reported a continuing fear and avoidance of something associated with the film, such as the sight of blood—whether in real life or on the screen. Yes, they support the writer's main point that horror movies have a negative impact on older children and the effects can last into adulthood.

C2: Which best describes the author's purpose in this passage?

- (1) To entertain
- (2) To persuade
- (3) To inform

FOCUS ON CONTENT (5-10 minutes) Page 54

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 d 2 a 3 a 4 d 5 b

Explanation for #3: Readers can infer that toddlers should not watch an entire movie at one time (a.) because, in the third paragraph, the reading states that too much TV and movie viewing can interfere with toddlers' brain development and can cause anxiety and other negative results.

❷

1 b 2 e 3 c 4 a 5 d

IDEAS IN ACTION (5-10 minutes) Page 55

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question that they would like to ask their partner(s).

Elicit answers from some pairs/groups. What suggestions do students make for question 1?

Sample answers:

❶ I think children under the age of about 10 shouldn't watch horror movies at all. Beyond that, maybe parents should let the kids decide. Some kids aren't bothered by such movies.

❷ The government has rules about what time of day certain kinds of movies can be shown on TV. Movies not suitable for kids can only be shown late at night, which I think is a good idea. It works most of the time, but kids do sometimes sneak out of bed without their parents' knowing about it.

CRITICAL THINKING (10 minutes) Pages 55-56

Select students to read aloud the brief passage *Detecting Irrelevant Points*.

After completing the two questions, place students in pairs. Have each pair write a short passage together which includes a main point, a number of relevant supporting points, and an irrelevant point. The passage could be about a scary movie they saw or how they reacted after they saw a scary movie. As students are writing, check that they have understood the exercise.

Then have each pair read out their passage. A second pair should guess which point is irrelevant to the argument.

Answers:

❶ Paragraph 3:

1 Yes **2** No

Paragraph 4:

1 Yes **2** Yes

- ❷** Driving slower also saves fuel and cuts emissions, making lower speed limits environmentally beneficial.

VOCABULARY REVIEW (5 minutes) Page 56

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 monitor **2** impact **3** contributed **4** period **5** tension **6** isolated

7 affect **8** Whereas

WRITING WORKSHEET (15-60 minutes) Pages 181-182

Have students turn to pages 181-182 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	Yes, I think horror movies are harmful and should be avoided.
<i>Reason 1</i>	These films seriously upset young children.
<i>Explanation/Example</i>	Even being in the same room as people watching a horror movie can make toddlers anxious and aggressive.
<i>Reason 2</i>	Horror movies can also have long-term emotional effects.
<i>Explanation/Example</i>	A study found that many college students still felt anxiety that was linked to a movie they had seen years before.
<i>Counter-argument</i>	Some people claim to enjoy horror films and not suffer any negative consequences.
<i>Refutation</i>	However, I think that watching horrible violence makes these people less sensitive to it in real life, which is a problem.
<i>Conclusion</i>	Because of the obvious harm they can cause to people's emotional health, I think everyone would be better off staying away from horror movies.
<i>Opinion 2</i>	No, I think horror movies are harmless fun that people should enjoy.
<i>Reason 1</i>	Horror movies are physically and psychologically exciting to viewers.
<i>Explanation/Example</i>	Scientists have shown that the "excitation transfer process" makes a viewer's emotions more intense after watching a horror movie.
<i>Reason 2</i>	Most people are mature enough to keep in mind that nothing happening on the screen is real.
<i>Explanation/Example</i>	We all know that the blood is red paint and all the violence is created through special effects.
<i>Counter-argument</i>	Some research suggests that horror movies have long-term psychological effects.
<i>Refutation</i>	Certain people might be overly sensitive and would be better off avoiding horror movies, but that is no reason for the rest of us not to enjoy them.

Conclusion Those who don't like them are free not to watch them; but for many of us, watching horror movies is a fun way to spend time with friends.

UNIT 5 What Is a Friend?

OBJECTIVES

- Practice reading for specific purposes
- Learn to detect the author's purpose
- Discuss and write about different kinds of friendship and why friendship matters

TITLE PAGE (5-10 minutes) *Page 57*

Elicit responses to the title page photo. What are these people doing? Where did these people first meet? How old do you think they are? Will their friendships last a long time?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and see if many students share the same reasons for their closest friendships.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know of any friendship-related quotes from their first language. (If possible, have students search the Internet for these quotes.) Do they express ideas similar to or different from the quote from Friedrich Nietzsche?

BEFORE YOU READ (5-10 minutes) *Page 58*

❶ Arrange students into pairs to discuss their rankings. Conduct a quick survey of the class to see if any of the qualities are generally viewed as most or least important in a friendship.

Answers will vary.

❷ Have students discuss their answers to questions 1, 2, and 3 in pairs. Conduct a quick survey to find out the most and least popular choices. Next, have some student volunteers give their reasons for their answers to questions 2 and 3.

1 *Answers will vary.*

2 *Answers will vary.*

3 *Sample answer:*

Yes, I once had to end a friendship because my friend betrayed my trust. He told people something about me that he had promised not to.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 59

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 59

Arrange students into pairs or small groups to come up with reasons why people need friends and discuss three roles friends play in their lives.

Elicit these answers from two or three of the pairs/groups and discuss any interesting or unusual reasons/roles of friendship.

Sample answer:

I think people need friends mainly because they need someone to talk to who knows and understands them. My friends do that for me. They also help me when I'm having trouble, and they make each day more fun.

READING (15-20 minutes) Pages 60-61

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

C1: Underline the sentence that expresses the main idea of this paragraph. Circle the support that the author gives.

→To begin with the obvious, we're inclined to become friends with people who happen to be around. . . . One famous US study from 1950 that looked at residents of a two-story apartment building found that people who lived on the same floor developed closer friendships than did people who lived on different floors. In a 2008 experiment at a German university, students were randomly assigned to seats for a single gathering. One year later, students who had sat near each other were more likely to be friends than were those who had not.

Q1: Underline the definition of *homophily* that the author gives.

→Psychologists use the term homophily to describe our preference for those with whom we have things in common, such as age, sex, race, class, physical traits, and interests.

Q2: What might rhesus macaques tell us about human friendship?

→The researchers theorize that this is because, like the macaque, we view friends most importantly as allies. And the more a friend cares, the more likely he or she is to defend us in a conflict.

Q3: In what way(s) does the author consider these ideas about friendship to be incomplete? Underline the information in the passage.

→It is also an incomplete one. Such research sheds some light on how and why we make friends, but not on how we sustain those friendships. . . . Plus, even if the reasons we choose our friends appear less than admirable, the feelings we have for those friends remain genuine.

MAPPING IDEAS (5 minutes) Page 62

Give students time to fill in the graphic organizer on their own. Elicit answers from the class:

Answers:

- 1 Similarity
- 2 the same floor
- 3 Homophily
- 4 Common
- 5 sex, race, class, physical traits, or interests
- 6 primates
- 7 more likely to be helpful in a fight/of higher social status

READING SKILLS WORKSHEET (10 minutes) Page 183

Have students turn to page 183 in the Skills Workbook.

Select students to read aloud the brief passage *Summarizing*.

Focus students' attention on (ask them to underline or highlight) this important line:

When you summarize a text, you briefly restate its main points, and only its main points, in your own words.

Next, give students time to work on activities 1 and 2.

Then elicit answers from the students.

As an extension, you could ask students to write summaries of movies they have seen recently or books they have read recently.

Answers:

❶ 1, 2, 4

Sample answer:

❷ Two surprising benefits of friendship are that one will tend to have a healthier diet and a better attitude toward one's job.

FOCUS ON CONTENT (5-10 minutes) Pages 62-63

Give students time to answer questions 1, 2, and 3 on their own.

Elicit answers from the class. Ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 main idea 2 inaccurate 3 too specific 4 too general

- ②
1. Dunbar's number refers to how many social contacts most people have.
 2. We're better at empathizing with those who are similar to us.
 3. Rhesus macaques often fight over mates and food.
 4. ✓

③ 1 c 2 a

Explanation for #2: Readers can infer that luck plays a role in forming friendships because the author states that we tend to become friends with people who happen to be around (lines 12-13). The word “happen” suggests by chance, or luck.

THINK AND DISCUSS (10 minutes) Pages 63-64

Arrange students in pairs or in small groups to discuss the questions.

Elicit answers from the class. Lead a quick survey to find which circumstances in question 2 were least likely to lead to friendship. Discuss reasons and note any trends in the way students of different gender or nationality respond.

Sample answers:

- ① No. I've never ranked my friends in that way, mostly because someone's feelings could be hurt. And I'd find it hard to do so because I care about all my friends.
- ② I think person B is the one I'd be least likely to become friends with. If someone is not friendly to me, I usually stop talking to them. Distance and differences in age and culture aren't that important.

VOCABULARY REVIEW (5 minutes) Page 64

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | | | |
|------------|--------------|-----------|-----------|------------|-----------|
| 1 status | 2 hypothesis | 3 obvious | 4 complex | 5 inclined | 6 sustain |
| 7 randomly | 8 residents | | | | |

READING 2

VOCABULARY PREVIEW (5 minutes) Page 65

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 65

Arrange students into pairs or small groups to brainstorm a definition for the word *frenemy*. Ask students to write a list of ways someone can be both a friend and an enemy at the same time. Ask them to think of any examples they might have of frenemies from their past. Elicit answers from the class and discuss any interesting or unusual answers.

Sample answer:

Yes, I've heard this word many times before. I think it means a friend that you can't completely trust, or one that does not treat you well. I had a frenemy in high school who said nice things to my face but insulted me behind my back.

READING (15-20 minutes) 66-67

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

C1: How would you describe the author's purpose in this passage?

(1) To inform

- (2) To persuade
- (3) To entertain

Q1: Underline the author's definition of critical advocate.

→ In other words, they are always on our side, yet they are also willing to offer constructive criticism.

Q2: Circle two kinds of enemies the author describes.

→ The less serious kind of enemy relationship is often described as a "personality conflict"... However, a different reaction is called for when an enemy is also a bully.

C2: Underline the author's main point in this paragraph. How does the mention of Phoebe Prince support this point?

→ However, a different reaction is called for when an enemy is also a bully.

- (1) By giving an example
- (2) By providing clarification
- (3) By offering an expert opinion

Q3: Underline the two possible responses to a frenemy, according to the author.

→ If so, tell him or her how you feel and try to save the friendship. If you think the problem is deeper, it is probably best to distance yourself from your frenemy, at least emotionally.

FOCUS ON CONTENT (5-10 minutes) Page 68

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

1

1 c 2 a 3 b 4 d 5 a

Explanation for #4: The correct inference is clearly (d) because the author writes that a person must decide whether the frenemy's bad behavior is temporary and worth saving or whether the

problem is deeper and hopeless, which means that in some cases a frenemy can become a true friend.

Explanation for #5: Readers can infer the author is no longer friends with her co-worker (a) since she writes that she now has peace of mind after deciding that true friendship with her co-worker was not going to happen.

②

1 not really a friend 2 bullies 3 positive emotions/feelings

IDEAS IN ACTION (5-10 minutes) Page 69

Arrange students in pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question they would like to ask their partner(s).

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 I think the author left out the fact that a real friend is someone you simply enjoy being with. Being with my friends makes anything I do more fun.

2 Yes, I think the author gives good advice. I know from experiences in school that bullies have to be confronted or they will never stop. And it's stressful to wonder whether a friend is really your friend, so clarifying your relationship with a frenemy is important, too. However, I think both of those things are easier said than done.

CRITICAL THINKING (10 minutes) Page 69

Select students to read aloud the brief passage *Making Sure Key Terms are Defined*

Give students time to complete questions 1 and 2.

Elicit answers from students. For question 2, ask students to explain their choice.

Answers:

- ❶ 1 critical advocate
- 2 dislike each other and wouldn't mind seeing each other fail
- 3 bully

4 one or more of the tests of true friendship

2 emotional intelligence

VOCABULARY REVIEW (5 minutes) Page 70

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1

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

2

1 welfare 2 crucial 3 categories 4 aspect 5 criteria

WRITING WORKSHEET (15-60 minutes) Page 184

Have students turn to page 184 of the Skills Workbook for the Writing Worksheet

Explain to students they must come up with two of their own ideas to finish the opinion statement and then fill in the corresponding worksheet. Also, remind them to refer back to both readings for supporting details. The balloon in the margin gives advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.

3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion</i>	In my view, the most important conditions for a real, long-lasting friendship are trusting each other as true allies, seeing each other as equals, and enjoying each other's company.
<i>Main idea 1</i>	True friends are always allies that stand up for each other when they are most needed.
<i>Explanation/ Example</i>	The Alliance Hypothesis for Human Friendship says that we most value the friends we can rely on to help us in a conflict, and this makes sense to me.
<i>Main idea 2</i>	Another important aspect of friendship is equality.
<i>Explanation/ Example</i>	I used to fight with my best friend because she talked a lot about her own problems but wouldn't listen to mine. It took time, but eventually I realized she was more of a frenemy than a true friend.
<i>Main idea 3</i>	Finally, friends have to enjoy being with each other.
<i>Explanation/ Example</i>	None of the other qualities will matter if you find the other person unpleasant or boring to be around.
<i>Counter-argument</i>	It's often said that having a lot in common is important for friendship, but I disagree.
<i>Refutation</i>	Human beings are alike enough that we can all understand each other if we try, and learning from each other's differences can be interesting.
<i>Conclusion</i>	Without these crucial ingredients, I do not believe a friendship can truly last.

UNIT 6 Beauty Sells

OBJECTIVES

- Practice reading for specific purposes
- Learn to identify premises and conclusions in an argument
- Discuss and write about the use of beauty in advertising

TITLE PAGE (5-10 minutes) *Page 71*

Elicit responses to the title page photo. Does the title page photo effectively grab students' attention? In what ways does it do so? What product might the photo be advertising?

Arrange students in pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into pros and cons.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know of any beauty/advertising/lying-related quotes from their first language. (If possible, have students search the Internet for these quotes.) Do they express ideas similar to or different from the quote from H.G. Wells?

BEFORE YOU READ (5-10 minutes) *Page 72*

Arrange students in pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to discuss the most common answers. Have students provide examples of ads to support their opinions.

Answers will vary.

As an extension, ask student pairs to come up with examples of advertisements that are truthful or untruthful and then share their examples with the class.

❷ Also conduct a quick survey to find out the most and least popular choices and the reasons for this. Note and discuss any trends in the way different genders or nationalities answer.

Sample answer:

I like image B the best. It shows people having a good time, so it makes the product more appealing.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 73

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 73

Arrange students into pairs or small groups to come up with predictions for why advertisers might use beautiful people in advertisements.

Elicit the predictions from two or three pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

I think advertisers use beautiful people mainly to get people's attention. The better-looking a person in an ad is, the more likely we are to notice the ad. Also, people might like a product more if they see an attractive person using it. And in some cases, they might think the product could make them more attractive, too.

READING (15-20 minutes) Pages 74-75

Choose a student to read each paragraph aloud. (Alternatively, play audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students look at the picture of the man with the halo over his head. Then ask them to discuss

whether they agree with the idea of the halo effect. If they do not agree, ask them to explain their reasons.

Marginal Questions and Answers:

Q1: What is the author's main point? Underline it.

→ The power of beauty in advertising is undeniable, and it has deep roots in human psychology.

Q2: What two aspects of appearance do both sexes prefer? Circle them.

→ Both men and women like facial symmetry and smooth skin in the opposite sex.

C1: What term does the author define in this paragraph? Underline the term and the definition.

→ Surely, the power of beauty is magnified by what psychologists call the "halo effect." . . . We tend to attribute all kinds of great qualities to attractive people simply because they are attractive.

Q3: What were the two types of ads used in the study?

→ They were ads that used evidence such as facts and figures about the product, and ads using non-rational influence, such as an attractive person.

MAPPING IDEAS (5 minutes) Page 76

Give students time to fill out the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1 attention
- 2 attractive people
- 3 The halo effect
- 4 be like them / have their lifestyle
- 5 thinking carefully

READING SKILLS WORKSHEET (10 minutes) Page 185

Have students turn to page 185 in the Skills Workbook.

Select students to read aloud the brief passage *Recalling/Extracting Information*.

Focus students' attention on (ask them to underline or highlight) these important lines:

What is the reading about? What is the author's main point? What important reasons, facts, and details does the author give to explain the main point?

To skim means to quickly look over a text to get a general idea of what it is about.

To scan means to quickly look through a text for specific information.

Next, give students time to work on activities 1, 2, and 3.

Elicit answers from students.

Answers:

❶

1 a 2 b 3 b

❸

- 1** hundreds, paragraph 2
- 2** twenty-four, paragraph 4
- 3** non-rational influence, paragraph 4

FOCUS ON CONTENT (5-10 minutes) Pages 76-77

Give students time to answer sections 1, 2, and 3 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 not in passage **2** too general **3** too specific **4** main idea

❷

- 1** health, youth, and genetic fitness
- 2** stare longer at it
- 3** a lifestyle
- 4** transferred to the product
- 5** the decision-making centers of their brains

3

1 b 2 c

Explanation for #2: Readers can infer that readers can resist the influence of beauty in advertising by thinking carefully because the passage states that people are not powerless against advertising (line 55) and that we should be aware of how advertisers use psychology against us (line 56).

THINK AND DISCUSS (10 minutes) *Pages 77-78*

Arrange students in pairs or small groups to discuss the questions.

❶ Elicit answers from the class. Find out if students are familiar with the advertised products other groups have come up with. Survey students to find out which advertisement is the most effective and find out the consensus view as to why.

Sample answer:

One product advertised in this way is a perfume called Diamonds. The TV ad shows a famous, beautiful actress with a handsome man at a glamorous party. I think it's effective because it suggests that wearing that perfume could make you more attractive and make your life more exciting.

❷ Elicit answers from the pairs/groups in the class. As an extension, students could attempt to act out a television advertisement selling one of these products. Students could prepare a short script and acting sequence and perform their advertisements in front of the class.

Sample answer:

I think ads using beautiful people would be most effective for the jeans. Since it's clothing, an attractive person could make the product look as good as possible. Plus, beauty is more important to our choices in clothes than to our choices in refrigerators or snacks.

VOCABULARY REVIEW (5 minutes) *Page 78*

Give students time to match the words to the definitions on their own.

Ask students to read the words and definitions. Correct and clarify any incorrect answers.

Answers:

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

READING 2

VOCABULARY PREVIEW (5 minutes) Page 79

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 79

Arrange students into pairs or small groups to brainstorm the ways the two images might make women feel. Ask students to write a list of these reasons so that they can refer to them later in the writing section.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I think picture A could make women feel bad if they compare themselves with the woman in it. No one ever looks that perfect! Picture B might have a more positive effect because the woman looks like many women do in real life.

READING (15-20 minutes) Pages 80-81

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see answers below).

Marginal Questions and Answers:

C1: What is the author's main purpose in this article?

- (1) To inform
- (2) To persuade
- (3) To entertain

Q1: Underline two reasons why images of women in ads are unrealistic.

→ One is the strong preference for very thin women in the beauty and fashion industries. . . . The other reason is photo retouching.

Q2: According to the Dove survey, what percentage of women said ads made them feel self-conscious?

→ Forty percent of women did.

Q3: Will advertisers likely support or oppose the proposed law discussed in the passage?

→ Advertisers will probably oppose the law. Using beauty in ads is very effective, and this law could reduce the effectiveness of ads.

FOCUS ON CONTENT (5-10 minutes) Page 82

Give students time to answer questions 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

1

1 d 2 a 3 b 4 c 5 a

Explanation for #2: Readers can infer that the author agrees with Seth Matlin about advertising because the author writes that because of Matlin advertisers are coming under pressure to end practices that are harmful to girls and women (lines 12-13) and then she states: "And it's about time," which shows that she approves.

Explanation for #4: Readers can infer that some girls start smoking because cigarettes might help them lose weight because the passage states that girls who want to lose weight are more likely to smoke cigarettes because cigarettes help control the appetite (lines 45-49).

2

1 F 2 F 3 T 4 T 5 F

IDEAS IN ACTION (5-10 minutes) *Page 83*

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question they would like to ask a partner.

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 Just as they do with women, these images might affect men's expectations about how women ought to look. They could give men the idea that women should be very thin, and cause them to judge average-sized women as overweight and therefore less attractive.

2 I think many girls and women are influenced by comments about their appearance from people they know. Girls who are overweight often get teased by classmates, and I know of some unmarried women who feel pressure from their parents to lose weight. This can make them feel bad about themselves.

As an extension, ask students to change perspective: how do images of men in advertisements affect the emotional and physical well-being of men, and how do those images of men affect the way women think of men? How are these effects similar to and/or different from the effects of women in advertising?

CRITICAL THINKING (10 minutes) *Pages 83-84*

Select students to read aloud the brief passage *Identifying Premises and Conclusions*

Have students complete questions 1, 2, and 3 on their own. Elicit answers from the class.

Answers:

1 P,C 2 P, P, C 3 C, P, P, P

As an extension, arrange students into pairs or small groups and have them write premises and conclusions based on what they discussed in *Ideas in Action*.

VOCABULARY REVIEW (5 minutes) Page 84

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

WRITING WORKSHEET (15-60 minutes) Pages 186-187

Have students turn to pages 186-187 in the Skills Workbook.

Explain to students that they must choose Option 1 or Option 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange ideas for peer editing and allow time afterward for rewriting.
2. Have students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

Opinion 1 Yes, I think there should be laws to regulate the use of beauty in ads.
Reason 1 Many ad images send a dishonest message about what a product can do.

<i>Explanation/Example</i>	No product can make someone look like the model in a manipulated photo, and false advertising is wrong.
<i>Reason 2</i>	Seeing beautiful people in ads can make people spend money irresponsibly.
<i>Explanation/ Example</i>	Research suggests that ads with attractive people make us think less before buying.
<i>Reason 3</i>	Unrealistic images in ads are harmful to girls and women.
<i>Explanation/ Example</i>	Many normal girls are influenced by magazine ads to think they are overweight.
<i>Counter-argument</i>	Some people argue that laws are not needed because people can simply choose to ignore ads.
<i>Refutation</i>	Research shows that ads have an emotional effect on people, and we cannot completely control our emotions.
<i>Conclusion</i>	The use of beauty in ads is harmful and should be controlled.
<i>Opinion 2</i>	No, I do not think there should be laws to regulate the use of beauty in ads.
<i>Reason 1</i>	People are smart enough not to be fooled by advertisers.
<i>Explanation/Example</i>	Once we are aware of how ads try to manipulate our emotions, they no longer work.
<i>Reason 2</i>	Everyone has the right to freedom of expression, including advertisers.
<i>Explanation/ Example</i>	In a free country, the government should not control the media. Otherwise, it might try to limit other ideas it disagrees with.
<i>Reason 3</i>	We all enjoy looking at beautiful people.
<i>Explanation/ Example</i>	Research shows that our preference for attractive faces is hard-wired.
<i>Counter-argument</i>	People say that images of beautiful women in ads are harmful to the average woman.
<i>Refutation</i>	The desire of women to be thin and young-looking is part of our culture, not the result of advertising. Advertising just reflects it.
<i>Conclusion</i>	Ads may try to manipulate viewers with images of beautiful people, but regulation is not the answer.

UNIT 7 Studying Online: Future or Fad?

OBJECTIVES

- Practice making connections beyond the text
- Learn to recognize and use dependent and independent premises
- Express opinions about learning online

TITLE PAGE (5-10 minutes) *Page 85*

Elicit responses to the title page photo. Where is the woman in the photo? What is she doing? Does she look comfortable? Does she look productive?

Arrange students in pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into pros and cons.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know the word *paradox*. If not, explain that a paradox is an apparent contradiction, such as education interfering with learning as in the quote. Ask students if they know of any paradoxes or any education-related quotes from their first language. (If possible, have students search the Internet for these quotes.) Do they express ideas similar to or different from the quote from Albert Einstein?

BEFORE YOU READ (5-10 minutes) *Page 86*

Arrange students in pairs to discuss the questions.

- ❶ Conduct a quick survey of the student pairs to discuss the most common answers.

Answers will vary.

- ❷ Ask pairs/groups to share their answers with the class. Note and discuss any differences in the way male students answered compared to female students.

Sample answer:

Big classes offer lots of opportunities for discussion and debate, but the teacher can't get to know most of the students. One-on-one teaching can be tailored to each student, but you miss out on group activities. Online learning is convenient and cheap, but not everyone is comfortable using technology.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 87

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 87

Arrange students into pairs or small groups to come up with a short list of positive and negative aspects related to parents hiring an Internet tutor for their children.

Elicit a few positive and negative aspects of hiring an Internet tutor from two or three pairs/groups and discuss any interesting or unusual answers.

Sample answer:

I think it depends on the age of the child. It saves time and might be helpful for older kids, but younger kids need personal interaction.

READING (15-20 minutes) Pages 88-89

Choose a student to read each paragraph aloud. (Alternatively, play audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author's point of view in the passage.

Marginal Questions and Answers:

Q1: What change is described in this paragraph?

→ Now the less affluent can be like the rich and have a tutor at their fingertips, thanks to the advent of virtual tuition.

Q2: Underline three facts given so far that show online tutoring is growing in the UK.

→ Now the Tutors' Association is also turning its attention to the emerging online sector.
So are many parents.

The online tutoring service Tutorhub has been among those at the receiving end of parents' attention. "We've seen a 500 percent growth in demand over the last twelve months, across every subject imaginable, at every level . . .," says its founder, Jon Ellis.

It's a similar story for MyTutorWeb. Since its launch last year, this online service has enabled 3,500 tutoring sessions, delivered at £17 an hour. On most days, it signs up six new parents in search of tutors.

Q3: Why does Simply Learning Tuition cost more than other sites?

→ It costs more because it offers face-to-face sessions with teachers on site in addition to online lessons.

C1: What conclusion can you draw from the information in the previous two paragraphs?

→ Some tutoring websites, like Tutorhub and MyTutorWeb, have rules to protect their students' safety, so they are fairly safe.

C2: How would you describe the author's point of view in this passage?

→ The author seems biased toward online tutoring, since she doesn't discuss any of the drawbacks.

MAPPING IDEAS (5 minutes) *Page 90*

Give students time to fill out the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1 Growth
- 2 3,500 tutoring sessions
- 3 long
- 4 Multi-discipline tutoring agencies
- 5 checked
- 6 rapport

READING SKILLS WORKSHEET (10 minutes) Page 188

Have students turn to page 188 in the Skills Workbook.

Select students to read aloud the brief passage *Making Connections*.

Focus students' attention on (ask them to underline or highlight) these important lines:

A text-to-text connection relates the passage to another piece of writing.

A text-to-self connection relates the passage to your own life.

A text-to-world connection relates the passage to your other knowledge.

Next, give students time to work on activities 1 and 2.

Elicit answers from students.

Answers:

1

1 b 2 a 3 a

2

Answers will vary.

FOCUS ON CONTENT (5-10 minutes) Pages 90-91

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 not in passage **2** too general **3** main idea **4** too specific

❷

1 d **2** b **3** a **4** b

Explanation for #2: Readers can infer that Adrian Markovac is generally pleased with his tutoring because he says it is easy to set up a tutorial and that the tutor teaches like a normal teacher in school (lines 32-34).

Explanation for #3: Readers can infer that King's Tutors is fairly expensive because it is a multi-discipline agency, which comes "at a price" (line 43). This means that it is expensive.

THINK AND DISCUSS (10 minutes) Pages 91-92

Arrange students in pairs or small groups to discuss the questions.

❶ Elicit answers from the class. Survey the students to find out if the majority of the students in the class would rather have virtual or face-to-face tutoring.

Sample answer:

I think I'd prefer having a face-to-face tutor. Somehow, it seems more personal and meaningful to me. Also, I think I'd feel strange talking to someone over a webcam. I'd want to meet someone twice a week—maybe for an hour or an hour and a half. I'd want them to go over some of the things I didn't understand from my classes, and explain the answers to some of the questions I got wrong on tests.

❷ Have students write a short explanation for their answers and then choose two or three groups to read their answers to the class. Survey the class to find out which of the two students in the pictures the class believes is more likely to benefit from virtual tutoring.

Sample answer:

I think Stephen would benefit more from a virtual tutor. He's older, and it takes discipline and maturity to study online. Also, I think reading would be harder to teach over the Internet.

VOCABULARY REVIEW (5 minutes) Page 92

Give students time to match the words to the definitions and complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1

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

2

1 ensure 2 reinforce 3 sector 4 implement

READING 2

VOCABULARY PREVIEW (5 minutes) Page 93

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 93

Arrange students into pairs or small groups to predict two criticisms the author might have about online education.

Elicit these predictions from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I think the author might talk about how it is easier to cheat in an online course, and about the inability of students to interact personally with their teachers and fellow students.

READING (15-20 minutes) Pages 94-95

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see answers below).

Marginal Questions and Answers:

C1: What do you think is the author's main purpose in this passage?

- (1) To inform
- (2) To entertain
- (3) To persuade

C2: The author does not think home is a good place to study. What reason(s) does she give? Underline them. Is her argument convincing?

→ Learning requires intense focus. The fewer distractions there are, the more easily you can learn. Can you really concentrate on classwork at home? Based on my own experience with online learning, the answer is clearly "no." To start with, the home is filled with distractions.

Q1: Underline the main idea of this paragraph.

→ To really learn something, we need to focus on one task and one task only.

Q2: The author thinks that the human element of education helps develop two abilities. Circle them.

→ Making education a personal, real-life experience, with eye contact and body language, helps students develop social [skills] and presentational skills.

FOCUS ON CONTENT (5-10 minutes) Page 96

Give students time to answer the questions in sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 b 2 d 3 a 4 d 5 d

Explanation for #2: Readers can guess, or infer, that the author thinks Mr. Forbes's article was unrealistic because she explains that the article did not take into account realistic problems like distractions at home (paragraph 5).

Explanation for #5: Readers can infer that the author would be in favor of rules against using cell phones in classrooms because they would distract students from focusing on the class (lines 37-39).

❷

1 c 2 b 3 d 4 a

IDEAS IN ACTION (5-10 minutes) Page 97

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question they would like to ask a partner.

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 They should not study at home, where there are the most distractions. Instead, they can go to an Internet café or another place with an Internet connection.

2 Video conferencing can be used so that students and the instructor can see each other's faces and hear each other's voices.

CRITICAL THINKING (10 minutes) Pages 97-98

Select students to read aloud the brief passage *Putting Arguments in Standard Form; Dependent and Independent Premises*.

Have students complete questions 1, 2, and 3 on their own. Elicit answers from the class.

Answers:

1 I 2 D 3 I

As an extension, have students come up with their own arguments in “standard form” with either dependent or independent premises. Next, call upon a few students to read aloud their arguments. At the same time, the teacher should write the arguments on the board using the horizontal line setup as shown in the example. Call upon students to decide for themselves whether the premises of the arguments are dependent or independent.

VOCABULARY REVIEW (5 minutes) Page 98

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

WRITING WORKSHEET (15-60 minutes) Pages 189-190

Have students turn to pages 189-190 in the Skills Workbook.

Explain to students that they must choose Option 1 or Option 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are

filled out, have students write the information into a complete essay. If time permits, have students exchange ideas for peer editing and allow time afterward for rewriting.

2. Have students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.

3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answer:

<i>Opinion 1</i>	I would rather study online.
<i>Reason 1</i>	It is much more affordable.
<i>Explanation/Example</i>	Online courses are significantly cheaper than traditional classes, which seem to get more expensive all the time.
<i>Reason 2</i>	It is convenient.
<i>Explanation/ Example</i>	You never have to commute to class, and you can make your own schedule.
<i>Reason 3</i>	Students have a much larger selection of teachers or tutors.
<i>Explanation/ Example</i>	By searching online, you can find the instructor who is most qualified and best suits your needs. At a traditional school or university, you have fewer choices.
<i>Counter-argument</i>	Critics claim that online education lacks the human element.
<i>Refutation</i>	With chat and video conferencing, students and teachers can interact just as much as in a traditional classroom.
<i>Conclusion</i>	Virtual classrooms have many advantages and should be offered for all students to choose.

<i>Opinion 2</i>	I would rather study in a traditional classroom.
<i>Reason 1</i>	Outside the classroom, there are too many distractions.
<i>Explanation/Example</i>	Without a teacher's supervision, it is too easy to get distracted by social media and other temptations when you should be studying.
<i>Reason 2</i>	Effective education requires face-to-face interaction.
<i>Explanation/ Example</i>	Students can only learn certain important skills, such as how to give presentations, when they are with other students.
<i>Reason 3</i>	An online degree does not receive as much recognition as a traditional degree.
<i>Explanation/ Example</i>	In one study, only a third of adults felt that one could get a good education online.
<i>Counter-argument</i>	Some people think virtual learning is a good choice because it is cheaper.
<i>Refutation</i>	In education, as in everything else, you get what you pay for. It is

cheaper because it is lower in quality.

Conclusion The traditional ways of teaching and learning are best and should not be replaced.

Unit 8 I Want to Be Like You

OBJECTIVES

- Practice reading for specific purposes
- Learn to assess the strength or weakness of the author's arguments by asking questions while reading
- Discuss and write about the importance and problems of having role models

TITLE PAGE (5-10 minutes) *Page 99*

Elicit responses to the title page photo. Who is the boy in the photo looking at? What does his body language suggest he is thinking?

Arrange students in pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and ask some of the students to explain with examples why they feel their chosen characteristic is the most important.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why. Ask students if they have any examples of someone in their family who did not listen to their elders but ended up imitating them anyway.

As an extension, ask students if they know any role model or parent-child-related quotes from their first language. (If possible, have students search the Internet for these quotes.) Do they express ideas similar to or different from the quote from James Baldwin?

BEFORE YOU READ (5-10 minutes) *Page 100*

Arrange students in pairs to discuss the questions.

- 1 Conduct a quick survey of the student pairs to discuss the most common answers.

Answers will vary.

- 2 Ask pairs/groups to share their answers with the class.

Sample answer:

I think most young people would choose the soccer player as a role model because many of them dream about being famous athletes. However, I prefer the doctor as a role model because I want to have a career that helps people.

As an extension, choose one or two of the more famous characters that students suggest for section 1, question 2, and then find out by a show of hands whether everyone agrees that this person is in fact a good role model. If there is disagreement, ask students on opposing sides of the argument to explain why they feel this person is a good/bad role model.

Alternatively, place students into three groups and have each group argue in favor of why either A (soccer star), B (doctor), or C (businesswoman) is the best answer for the section 2 question.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 101

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 101

Arrange students into pairs or small groups to come up with a short list of reasons why adults either do or do not need role models in their lives.

Elicit and discuss any interesting or unusual answers.

Sample answer:

I think adults need role models, at least when they are young and still have a lot to learn. It's useful to have someone you admire who can give you guidance on how to succeed.

READING SKILLS WORKSHEET (10 minutes) Page 191

Have students turn to page 191 in the Skills Workbook.

Select students to read aloud the brief passage *Asking Questions While Reading*.

Focus students' attention on (ask them to underline or highlight) these important lines:

Successful readers actively ask questions about the text and think about the answers as they continue reading.

As you read, make a note of questions that occur to you.

Why did the author choose this word or expression?

Is this claim correct? How does the author support it?

Does this example really support the author's point? What examples refute it?

If this claim is correct, what does it imply?

Next, give students time to work on activities 1 and 2.

Elicit answers from students.

Sample answers:

- ❶ 1 The author asked this question to get readers thinking about the topic of role models and relate the article to their own lives. My own answer to the question is my grandfather.

2 I don't think it is true about adults in general, though it probably is for many. As for me, there are several people I think of as role models and who have a great influence on me

3 The author supports the claim with examples of the types of news stories we usually see about celebrities behaving badly—attacking paparazzi and abusing drugs. Someone could refute her claim by giving examples of heroes we often hear about on the news, such as Aung San Suu Kyi, who won the Nobel Peace Prize.
- ❷ Why did the author use the word *antics* instead of a more common word like *actions*? It's probably because antics has the additional meaning of "attention-getting," which has a negative connotation. That helps make her point about how anti-role models get a lot of attention.

READING (15-20 minutes) Pages 102-103

Choose a student to read each paragraph aloud. (Alternatively, play audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author's point of view in the passage.

Marginal Questions and Answers:

Q1: What is an “anti-role model”?

→ An anti-role model is a famous person who is often in the news—but for bad behavior, not good.

Q2: The author gives two examples of bad behavior by a boss. Circle them.

→ At meetings, he brags about how he sold faulty merchandise to a client. Or perhaps this individual misled a customer into agreeing to an unfair deal.

C1: What argument does the author make in this paragraph? Underline it.

→ When employees have ethical leaders, they like them more. Just as importantly, they will behave in more positive ways within the organization.

Q3: What are the three ways people learn how to be ethical leaders? Underline them.

→ One way people become ethical leaders is by having ethical role models when they are young. . . . Mentors are a second source of learning. . . . The third way to learn how to be an ethical leader . . . is by observing “top” managers.

Q4: In the survey, what factor most influenced the employees’ ratings of their managers? Underline it.

→ Instead, the employee ratings of their managers rested most heavily on whether the managers reported that, as adults, they had been ethically mentored.

MAPPING IDEAS (5 minutes) Page 104

Give students time to fill out the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1 Anti-role models
- 2 Ethical
- 3 like
- 4 Mentors
- 5 children

FOCUS ON CONTENT (5-10 minutes) Pages 104-105

Give students time to answer sections 1, 2, and 3 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too general 2 main idea 3 too specific 4 inaccurate

❷

1 ✓

2 ✓

3 Brown and Trevino asked employees how ethical their managers seemed.

4 Most of the managers in the study had ethical role models as children.

❸

1 c 2 b

Explanation for #2: Readers can infer that the highly rated managers had ethical mentors as adults (b) because the passage states that: “employee ratings of their managers rested most heavily on whether the managers reported that, as adults, they had been ethically mentored” (lines 60-62).

THINK AND DISCUSS (10 minutes) Pages 105-106

Arrange students in pairs or small groups to discuss the questions.

❶ Elicit answers from the class. Survey the students to find out who the anti-role models are and whether there is agreement that these anti-role models have a negative influence on people.

Sample answer:

The person is an actor. He gets into trouble with the law all the time. He was recently kicked off an airplane because he got into a fight. And he often says rude things on social media. I think he has a negative influence. People admire him because he's a successful actor, so they repeat the offensive things he says.

❷ Have students write a short explanation for their choices and then choose two or three groups to read their answers to the class. Survey the class to find out whether there is any consensus view of the best qualities for a boss. Ask students if there is another quality (or qualities) not listed in the question that is important for a boss to have.

Sample answer:

The two qualities I want most in my boss are "knowledgeable" and "willing to be a mentor." When I start working, I will have a lot to learn. I need a boss who has useful knowledge and is willing to pass it on to me.

VOCABULARY REVIEW (5 minutes) Page 106

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 eventually 2 Furthermore 3 ethical 4 role 5 source 6 process

7 demonstrate 8 acquired

READING 2

VOCABULARY PREVIEW (5 minutes) Page 107

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) *Page 107*

Arrange students into pairs or small groups to think of two possible problems with viewing athletes as role models.

Elicit answers from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

I think one problem is that a lot of star athletes are very young and therefore immature. That means they tend to make a lot of mistakes. Another problem is that athletic talent isn't really a good reason to admire someone. People should look for qualities like intelligence, courage, and honesty in role models.

READING (15-20 minutes) *Pages 108-109*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along). After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see answers below).

Marginal Questions and Answers:

Q1: Name the three athletes cited who were once viewed as role models.

→ Lance Armstrong, Oscar Pistorius, and Tiger Woods.

Q2: What is the author's point about athletes and education in this paragraph?

→ The author is saying that many successful athletes do not consider education as important to their careers.

C1: What is the author's point of view on John Cena?

→ The author thinks that John Cena is actually a good role model.

C2: What do you think is the author’s main purpose in this passage?

- (1) To inform
- (2) To persuade
- (3) To entertain

FOCUS ON CONTENT (5-10 minutes) Page 110

Give students time to answer the questions in sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 d 2 a 3 c 4 b 5 a

Explanation for #2: Readers can infer that the author supports Nike’s decision to fire Armstrong because he states that the firing “proved to be a smart move” (line 5).

Explanation for #5: Readers can infer that John Cena plays heroic roles because the passage states that he “is a superhero in the ring,” (line 44) and that he “has never played the role of the villain” (line 55).

❷

1 T 2 F 3 T 4 F

IDEAS IN ACTION (5-10 minutes) Page 111

Arrange students into pairs or small groups to discuss the questions.

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 I agree. When you become a star athlete, you know you will have power over young minds. And whenever you have power, you have a duty to use it responsibly. If you don’t want that responsibility, you should do something else for a living.

2 I think a lot of kids see their older siblings as role models. I always looked up to my brother, who is ten years older than I am. I think that is usually good. Your siblings understand you and can give you advice directly. Many kids also see actors and singers as role models, which is not good. Trying to imitate celebrities makes people superficial and silly. And a lot of celebrities behave badly.

CRITICAL THINKING (10 minutes) Pages 111-112

Select students to read aloud the brief passage *Revealing Unstated Premises (Assumptions)*.

Have students complete questions 1 and 2 on their own. Elicit answers from the class.

Sample answers:

- 1**
 - a. People who make a lot of money cannot relate to the average citizen.
 - b. I agree with it. When you are extremely rich, it's probably difficult to understand the concerns of someone who is not.
- 2**
 - a. People without a university education cannot be good role models.
 - b. I disagree with it. College isn't for everyone, and many smart, good people don't have a lot of formal education.

As an extension, have students come up with their own arguments based on Reading 2. Next, call upon a few students from the class to read aloud their arguments. At the same time, the teacher should write the arguments on the board using the horizontal line setup as shown in the example. Call upon students to come up with any unstated premises that the arguments might have.

VOCABULARY REVIEW (5 minutes) Page 112

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | | | |
|---------------------|-------------------|--------------------|-----------------|-------------------|-------------------|
| 1 media | 2 emphasis | 3 ambiguous | 4 decade | 5 relevant | 6 contract |
| 7 generation | 8 rely | | | | |

WRITING WORKSHEET (15-60 minutes) Page 192

Have students turn to page 192 in the Skills Workbook.

Explain to students that they must choose the most important role model that they know personally and provide three reasons to support their choice. Remind them to refer back to their readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange ideas for peer editing and allow time afterward for rewriting.
2. Have students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	My most important role model is my mother.
<i>Reason 1</i>	She demonstrates humanity, as all role models should.
<i>Explanation/Example</i>	My mother always shows care and compassion, especially in the way she works hard to take care of our entire family.
<i>Reason 2</i>	She provides a realistic role model.
<i>Explanation/Example</i>	Unlike famous entertainers or athletes, my mother is a role model that I can relate to and try to imitate.
<i>Reason 3</i>	She can give me guidance directly.
<i>Explanation/ Example</i>	As someone who knows me closely and whom I communicate with every day, my mother can guide me better than anyone else can.
<i>Counter-argument</i>	Many people look for role models among the rich and famous, whose lives seem perfect.
<i>Refutation</i>	As scandals in professional sports show, many admired celebrities are anything but perfect.
<i>Conclusion</i>	I hope to be like my mother, and I think everyone should look for a role model whom they know personally.

Unit 9 The Road to Happiness

OBJECTIVES

- Practice uncovering facts and opinions
- Learn to detect complex arguments
- Discuss and write about what children need to be happy and successful

TITLE PAGE (5-10 minutes) *Page 113*

Elicit responses to the title page photo. How does the image attempt to demonstrate happiness? What other images can students think of that might do the same?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into pros and cons.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any parenting-related quotes from their first language. (If possible, have students search the Internet for these quotes.) Do they express ideas similar to or different from the quote by Rabindranath Tagore?

BEFORE YOU READ (5-10 minutes) *Page 114*

Arrange students into pairs to discuss whether they agree or disagree with the statements.

❶ Conduct a quick survey of the student pairs to find which statements students agree with most. Have some students explain why they think this.

Sample answer:

I completely disagree with the statement that kids should enjoy stress-free lives. How can kids ever learn to handle problems, then? And I definitely don't agree that unhappy kids grow up to be unsuccessful adults. I don't see a close connection between the two, actually. I do, however, believe that for a kid to really be happy, he or she must feel loved. I also agree that overcoming difficulties is a necessary part of the process of achieving success.

② Again, survey the students to find the most common choices. Ask students to provide examples for each of the four ways to raise children. Note and discuss any differences in the way students from different countries (or different genders) respond.

Sample answer:

I think each of these things is important for a kid's happiness and success in life. But if I had to choose the most important one, I'd say show them that you love them. Kids have to know that they are loved—if they do not feel loved, they most likely will not be happy children. And this may extend into their adult life and affect their ability to be happy and successful.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 115

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 115

Arrange students into pairs or small groups to come up with things they think are important for a happy childhood.

Elicit these ideas from two or three of the pairs/groups and discuss any interesting or unusual ones. Are certain ideas more common among the students?

Sample answer:

There are a few basic things that I feel a kid needs to be happy. First, he or she must have loving parents. Second, a kid should be given the freedom to be what he or she truly is. Third, kids need to be able to play and have fun by themselves—without having an adult present all the time.

READING (15-20 minutes) *Pages 116-117*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students discuss the opinion given by Hugh Jenkins that parents should allow children to be who they are with respect for their feelings, tastes, and ideas. Do students agree with this idea? If not, have them give their own ideas and suggestions.

Marginal Questions and Answers:

C1: What argument is the author making in this paragraph? What is her conclusion?

→ The author is arguing that kids who feel loved will be able to value and love other people, and that is an important source of happiness. Her conclusion is that it is very important for kids to feel loved.

Q1: How can a parent help a child feel safe? Underline two ways.

→ “Children are helped to feel secure,” Penelope Leach says, “when their wishes are considered, and their ideas and thoughts are taken seriously. They also need to know what is expected of them, that their parents care where they are and what they are doing. . . .”

C2: What argument is the author making in this paragraph? What is her conclusion?

→ The author is saying that parents need to admit it when they make mistakes so their child can respect and believe what they say and at the same time the child will feel respected. Her conclusion is that parents must understand that, like adults, children need respect.

C3: What claim is the author making in this paragraph? How does she support it?

→ The author claims that most parents agree that play is important for kids and different from improvement activities. She supports her claim with a quote from an expert that describes the important things that kids learn from unstructured play.

Q2: What effect did the child’s controlling mother have on him? Explain in your own words.

→ The child whose mother controlled him too much couldn’t independently make decisions about what to do.

MAPPING IDEAS (5 minutes) Page 118

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

1 Conditions **2** loved **3** secure **4** Justice **5** play **6** happiness

READING SKILLS WORKSHEET (10 minutes) Page 193

Have students turn to page 193 in the Skills Workbook.

Select students to read aloud the brief passage *Facts and Opinions*.

Focus students' attention on the definitions for facts and opinions:

*An **opinion** is something that someone:*

- *believes has occurred (e.g., Justin probably left the party because he was angry.)*
- *believes exists (e.g., I think that there is life beyond earth.)*
- *believes is true (e.g., Earth is the most beautiful of all the planets.)*

*A **fact** is something that:*

- *occurs (e.g., The temperature on the sunny side of the moon reaches 134 degrees Celsius.)*
- *has occurred or is certain to be true (e.g., The Antarctic ice sheets are getting thicker.)*
- *exists (e.g., There are many different forms of life.)*

Place students in pairs and have each pair give an example of an opinion and a fact.

Next, give students time to work on activities 1 and 2.

Then check the students' answers to see if they got any questions wrong. Were there any questions that several students got wrong? If so, discuss the difficulty with students.

Answers:

❶

1 Opinion 2 Fact 3 Opinion 4 Fact 5 Opinion 6 Fact

❷

1 Opinion 2 Fact 3 Opinion 4 Fact 5 Fact 6 Opinion



FOCUS ON CONTENT (5-10 minutes) *Page 118*

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too general 2 not in passage 3 inaccurate 4 main idea

❷

1 c 2 b

❸

1 d, e 2 g, f 3 a

THINK AND DISCUSS (10 minutes) *Pages 119-120*

Arrange students in pairs or small groups to discuss the questions.

❶ Ask students whether they think there would be a difference in how parents show love to their children in different countries (e.g. America or the UK). What do students think the main differences are? Elicit answers from the class. What are the most common suggestions students give?

Sample answer:

It means parents will always love their child no matter what the child does. One way in which parents might show unconditional love is by not taking away their love even when the child misbehaves and gets punished. I think that if parents give love with conditions, the child might feel that he or she is never good enough. In addition, the child would probably be very judgmental.

❷ Which picture do most students choose? Ask students to give an explanation for their choice.

Sample answer:

In my own experience, playing sports in a group is the best way to prepare for life. Through sports, I learned how to work with others toward a goal. Also, I learned how to win graciously and how to lose without complaining about it.

VOCABULARY REVIEW (5 minutes) Page 120

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

READING 2

VOCABULARY PREVIEW (5 minutes) Page 121

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) *Page 121*

Arrange students into pairs to discuss whether they think it is a good idea to give prizes to all athletes who take part in a competition. Then have them think of two pros and two cons for each side. Ask students to write their answers down.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

There are a couple of reasons that giving everyone a prize is good. First, no one will feel bad about not performing well. Second, it promotes equality among the students. But there are bad effects, too. First, if everyone gets a prize, there's really no reason to study in the first place. Also, I think that excellent students deserve credit for their hard work. If everyone gets a prize, they won't get the recognition they deserve.

READING (15-20 minutes) *Pages 122-123*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

Q1: What evidence did the student's mother give for her opinion?

→ The student's mother said that she had read research.

Q2: Why do parents not want their children to fail? Circle the reason(s).

→ Overprotective parents are afraid their children will suffer from low self-esteem if they fail, insisting that their children will fare better in sports and school if they start the learning process with inflated confidence.

C1: Underline the conclusion to the author's argument in this paragraph.

→ Indeed, such rewards lose the very effect that they were designed to produce—they no

longer motivate anyone. The result? Marginal players, as well as winning teams and top students, simply stop working so hard.

Q3: What does the author think is the best way to build real self-esteem? Underline it.

→ As a teacher, I can tell you that it's triumph over adversity that builds true self-esteem.

Q4: What is the main idea of the passage? Underline it.

→ Children can only achieve success if they're allowed to make mistakes—and learn in the process.

FOCUS ON CONTENT (5-10 minutes) Page 124

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 c 2 b 3 d 4 b 5 a

Explanation for #3: Readers can infer that most bosses are not primarily concerned with their employees' self-esteem (d) because the passage states that bosses don't pass out free prizes but instead reward performance (lines 41-43).

Explanation for #4: Readers can infer that the author would most likely agree that overcoming difficulties is necessary for building real self-esteem (b) because he states, "I can tell you that it's triumph over adversity that builds true self-esteem" (lines 46-47).

❷

1 F 2 F 3 T 4 T 5 F

IDEAS IN ACTION (5-10 minutes) Page 125

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question that they would like to ask their partner(s).

Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Sample answers:

1 I don't think that kids are happier if they have easy lives that are free of challenge. It is very satisfying to solve a difficult problem. This is true for both kids and adults. If kids' lives are too easy, they'll never have the chance to try and fail repeatedly but then ultimately succeed. So, they'll never even know the joy of such success. Easy lives are just that—easy. They're not necessarily happy ones.

2 Failure has definitely helped me. I had a terrible time with math at an early age. But I kept trying, and I never gave up. I failed again and again. But slowly I began to figure out how to solve the problems. Now I'm good at math. But if I had not failed—and kept trying—I still wouldn't be any good at it.

CRITICAL THINKING (10 minutes) Pages 125-126

Select students to read aloud the brief passage *Detecting Complex Arguments*.

Have students read the excerpt from Reading 2. Then have students look at the steps below the paragraph. Students should place the steps in order and then fill in the outline on the beginning of page 126.

Answers:

- 1** Rewards motivate when they have value.
- 2** Giving rewards to everyone makes the rewards worthless.
- 3** The value of anything is inversely proportional to its supply.
- 4** Giving rewards to everyone increases their supply and decreases their value.
- 5** Thus, rewards that are passed out to everyone cannot motivate people to work hard.

VOCABULARY REVIEW (5 minutes) Page 126

Give students time to complete the questions and match the words to the definitions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1

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

2

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

WRITING WORKSHEET (15-60 minutes) Page 194

Have students turn to page 194 in the Skills Workbook.

Explain to students that they must develop a response to the question and then fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Claim</i>	Children need independence and challenges to achieve success later in life.
<i>Counter-argument</i>	Some parents might think that they should make their kids as happy as possible by providing them with everything they need and want.
<i>Refutation</i>	However, this will just spoil the kids.
<i>Reason 1</i>	Spoiled kids may find that they cannot cope in a competitive environment later on.
<i>Explanation/Example</i>	Kids who have everything may think they do not need to work hard to get what they want. By taking things easy, they will lose their ability to compete at work.
<i>Reason 2</i>	Children need to face challenges in their lives.
<i>Explanation/Example</i>	By doing so, they will learn how to handle and solve problems. In this way, little problems won't bother them so much. And they will learn

from an early age that life isn't always so easy.

Reason 3 Children need time to play by themselves—without adult guidance.

Explanation/Example All too often, well-meaning parents guide their kids' playtime to make it more "educational."

But kids need to learn to explore the world on their own. It helps them become more independent.

Conclusion Spoiling kids and just making them happy will not lead to success in life. But a mix of independence and challenges definitely can do the job.

Unit 10 Living Online

OBJECTIVES

- Practice classifying information
- Learn to recognise unsupported assertions
- Discuss and write about the positive and negative effects of social media

TITLE PAGE (5-10 minutes) *Page 127*

Elicit responses to the subtitle (social media's good and bad effect on our lives). What do students think are the pros and cons of social media for individuals?

Arrange students into pairs or small groups and have them discuss the *Think About It* questions. Then elicit answers and identify the most commonly mentioned problems and benefits.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any quotes from their first language that are related to this topic or related to expressing themselves publicly in some way. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different from the quote from C. W. Leadbeater?

BEFORE YOU READ (5-10 minutes) *Page 128*

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the main reasons that students use social media. What is the most popular response given by students? Also, do a quick survey and establish how much time the average student spends on social media each day.

Answers will vary.

❷ Have students look at the two pictures and consider what they would say to help the people in those situations. Discuss any interesting or unusual suggestions.

Sample answers:

(A) I think she should spend less time on social media if it makes her feel bad. Also, she should remember that people tend to put their best or most interesting photos online.

(B) I think it's best not to post anything that could be embarrassing. More and more companies are researching people online before hiring them, so he should be careful.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 129

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 129

Arrange students into pairs or small groups to brainstorm the benefits that come from using social media.

Elicit these benefits from two or three of the pairs/groups and discuss any interesting or unusual ideas.

Sample answer:

I think the main way social media helps people is to keep them from being bored. Whenever I'm on the bus or waiting in line, I can look at new photos or updates from my friends on my phone. Also, social media is great for advertising. It brings together job hunters and employers as well as buyers and sellers. And sites like Twitter help people stay up to date with the news.

READING (15-20 minutes) Pages 130-131

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students offer any experiences they have had of social media improving their lives, perhaps through joining a club or learning about a subject, or at their university.

Marginal Questions and Answers:

C1: What is the author's point of view in this passage?

→ The author tries to be neutral on the issue but is clearly biased toward social media.

Q1: Underline two ways in which social media can help your professional development.

→ In addition to the major social networking sites, career sites such as Monster.com and Goinglobal.com allow users to post their résumés, interests, and goals. . . . Job seekers can also perform fine-tuned searches of openings to find the perfect match—anywhere in the world. And once users obtain their dream job, social media allows them to make useful contacts with others in their industry so they can exchange ideas and keep up with trends.

Q2: Why is the word “attend” in quotation marks?

→ It is in quotation marks because one doesn't actually attend the events but only sees them over video chat.

C2: Circle the main point that the author makes in this paragraph. Underline the two examples given in support of this argument.

→ Social sites can improve life on a larger scale, too, by bringing attention to important causes. . . . After the 2010 earthquake in Haiti, for example, the Red Cross used its accounts on Twitter and other sites to request donations. In two days, it raised \$32 million in funds. . . . In January 2011, Wael Ghonim, an Egyptian computer engineer, created a Facebook page about a young man named Khaled Saeed. Saeed had died while being held by police, apparently after being severely beaten. Ghonim's page, titled “We Are All Khaled Saeed,” gained hundreds of thousands of followers. It became a gathering place for critics of President Hosni Mubarak's regime. When Ghonim called for mass protests, others echoed the call on social media, and tens of thousands took to Cairo's Tahrir Square. On February 11, 2011, Mubarak resigned.

MAPPING IDEAS (5 minutes) Page 132

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1** useful industry contacts
- 2** social support system
- 3** family and friends
- 4** life challenges (illness, addiction, etc.)
- 5** Activism / Bringing attention to social causes
- 6** Protesting Mubarak's regime in Egypt

READING SKILLS WORKSHEET (10 minutes) Page 195

Have students turn to page 195 in the Skills Workbook.

Select students to read aloud the brief passage *Classifying Information*.

Next have students think of the different benefits they discussed earlier in relation to social media. Could these benefits be categorized into more specific groups? Have students try to think of some different groups or categories.

Next, give students time to work on the activity below the reading. Are the three categories different to the categories they came up with?

Answers:

Advantages to Individuals: Support from those with similar problems / Keeping in touch with distant loved ones / Finding the perfect job

Advantages to Society: Charities reaching donors / Bringing attention to causes

Possible Disadvantages: Workers less productive / Employer “snooping” / Increased self-obsession

FOCUS ON CONTENT (5-10 minutes) Pages 132-133

Give students time to answer sections 1, 2, and 3 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

1

1 main idea 2 too specific 3 too general 4 inaccurate

2

1 F 2 F 3 T 4 F 5 T

3

1 b 2 c

Explanation for #2: Readers can infer that the person quoted has a child with autism because he or she says that “*we* do these things knowing that somewhere out there *another* parent will get it” (lines 43-45). The words *we* and *another* suggest that the speaker is one (parent with an autistic child) already.

THINK AND DISCUSS (10 minutes) Pages 133-134

Arrange students in pairs or small groups to discuss the questions in part 1.

1 Ask the students to discuss if there are any photos or things they have not shared on social media because of the possibility of it being seen by future prospective employers.

Elicit answers from the class. Are there any common themes among the students' responses?

Sample answers:

I don't think employers should research applicants this way. People ought to be allowed to keep their personal lives separate from their work lives. Employers should just consider your skills and your experience.

No, I haven't. But I'm very careful about who I share things with online. I don't make my information public, and my contacts are only people I trust.

② Allow students time to think about the questions and write their answers individually. Then elicit answers from several students and note any common themes or interesting ideas.

Sample answer:

Last year, a six-year-old boy went missing in my town. His parents asked people on social media to share his photo, so I shared it with all my contacts. It was easy to do, and I thought everyone should help so that the boy could be found quickly. Luckily, the boy was found and returned home safely. The police had received important information from social media users who recognized him from the picture.

VOCABULARY REVIEW (5 minutes) Page 134

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 obtain 2 networking 3 approximately 4 Granted 5 regime 6 intrinsically
7 investigating 8 funds

READING 2

VOCABULARY PREVIEW (5 minutes) Page 135

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 135

Arrange students into pairs or small groups to discuss whether using social media makes people more self-conscious as well as more concerned with their own image. Ask students to write down the ideas they come up with.

Then have students look at the pictures in the book. Which users do students think are most likely to be narcissists? Elicit reasons for the students' decisions.

Sample answer:

I think Person B is most likely to be a narcissist. He seems to care a lot about his looks and went to a lot of trouble to take a good photo of himself. Person D is probably the least likely to be a narcissist because he or she isn't even in the photo.

READING (15-20 minutes) Pages 136-137

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

C1: What is the author's point of view on social media? Circle the words and phrases that provide clues.

→ The author is biased against social media.

Selfies are just one way in which online socializing encourages obsession with ourselves and how others see us. The rise of social media is definitely both rewarding and increasing narcissism, and that is bad for everyone.

C2: Does the author clearly define the term *narcissist*? Circle the definition.

→ Yes, the author does.

... they tend to brag, love attention, believe they are "special," and have trouble empathizing with others. In short, to be a narcissist is to be self-centered, with an inflated ego.

Q1: Underline three ways people promote themselves on social media.

→ You post your most clever thoughts and remarks. You share your most flattering

selfies, taken in the most interesting places. And you “like” the movies, music, and TV shows that you think will make the best impression.

Q2: Underline four usual characteristics of narcissists.

→ This relates to narcissists’ tendency to expect a lot and give little. . . . Research has found that they tend to blame other people for their own failures, react aggressively to any criticism, and show reluctance to cooperate if they are not in charge.

FOCUS ON CONTENT (5-10 minutes) Page 138

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author’s purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 d 2 a 3 b 4 c 5 a

Explanation for #5: Readers can infer from paragraph 5 that people quickly get tired of narcissists (a) because it states that people rarely stay around for long when they get to know narcissists better (lines 49-51).

❷

1 T 2 F 3 T 4 T 5 F

IDEAS IN ACTION (5-10 minutes) Page 139

Arrange students into pairs or small groups to discuss the questions. Elicit answers from some pairs/groups. Identify the most common reasons that students agree and disagree with the questions. Also note any interesting or unique answers that students give.

Sample answers:

1 I think the author is correct. People seem to be more self-centered, thinking more about themselves and less about others. For example, I think it's rude to use your phone at the table during a meal, but many people do it all the time, without apologizing.

2 Yes, I've felt the pressure. I like looking at my friends' photos online, but they make me want to post photos that are just as good. I take a lot more pictures of myself now than I used to.

CRITICAL THINKING (10 minutes) Pages 139-140

Select students to read aloud the brief passage *Recognizing Unsupported Assertions*.

Have students look through the passage and see if they can find two or three examples of assertions. Can they find any support for these assertions in the text?

Then have the students read through the two short excerpts and answer the questions below. After students complete the questions, have them give their reasons in support of or against the statements.

Answers:

1 Yes, it is. The examples of what people usually post online support the assertion.

2 *Sample answer:* Yes, I agree with it. I have friends who have become much more concerned with how they look to others since they started using social media often.

3 No, it isn't.

4 Yes, it is. The NPI example and the study both support it.

5 *Sample answer:* I agree with both assertions. I've known some narcissists, and I did get tired of them quickly! They also expected more from me than they gave, which supports the second assertion.

VOCABULARY REVIEW (5 minutes) Page 140

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

WRITING WORKSHEET (15-60 minutes) Pages 196-197

Have students turn to pages 196-197 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	I believe social media is making our lives better in several ways.
<i>Reason 1</i>	Social media allows us to stay in contact with friends and family.
<i>Explanation/Example</i>	Thanks to social media, I can easily share my photos with my family and friends overseas.
<i>Reason 2</i>	Through social media, we can get help and support from people with problems similar to ours.
<i>Explanation/Example</i>	There are countless online support groups for those suffering from all sorts of illnesses.
<i>Reason 3</i>	Online social networks make it easy for us to support our favorite causes.
<i>Explanation/Example</i>	I was able to make an online donation to victims of an earthquake through a social networking site.
<i>Counter-argument</i>	Many people are concerned about losing their privacy, especially when it comes to their employers.

Refutation However, this problem can be avoided simply by being careful about what you post online.

Conclusion When used properly, social media helps both individuals and society as a whole.

Opinion 2 I believe social media is making life worse for everyone.

Reason 1 Social media is partly responsible for the recent rise in narcissism.

Explanation/Example In their book *The Narcissism Epidemic*, two psychologists argue that online socializing tends to make us obsessed with ourselves.

Reason 2 People waste huge amounts of time on social media.

Explanation/Example I have missed deadlines because I was too distracted by social media to work.

Reason 3 It's very hard to use social media and keep your privacy.

Explanation/Example Many employers are snooping on job applicants by checking their social media pages.

Counter-argument People who like social media claim that it is very valuable for keeping people in touch.

Refutation However, phones and email are enough to serve this purpose, without all the disadvantages.

Conclusion Social media does more harm than good, and everyone would be better off avoiding it.

Unit 11 Get Some Rest

OBJECTIVES

- Practice asking questions to read actively
- Learn to classify statements
- Discuss and write about the best ways to help with sleeplessness

TITLE PAGE (5-10 minutes) *Page 141*

Ask students to talk about whether they ever suffer from sleeplessness. If so, what reasons do they give for this?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then ask students whether they think the causes of sleeplessness may have changed over the past few generations. What are the different reasons they provide?

Also, have students discuss the meaning of the proverb. Ask students to consider whether they think it is good advice.

As an extension, ask students if they know any sleep or health related quotes/proverbs from their first language. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different to the Irish proverb?

BEFORE YOU READ (5-10 minutes) *Page 142*

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the students to identify whether they get enough sleep and whether they often fall asleep on public transport, etc. Identify which answers are most common. Also, ask students to suggest reasons for these trends.

Answers will vary.

❷ Also conduct a quick survey to find which picture represents the reasons people experience sleeplessness. How many of the students think these pictures are responsible for their own sleeplessness (if any students experience sleeplessness).

Sample answer:

I think that schoolwork is definitely the reason that most young adults don't get enough sleep. I spend about twelve hours a day in school and doing homework. And I only sleep about five hours a night!

READING 1

VOCABULARY PREVIEW (5 minutes) Page 143

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 143

Arrange students into pairs or small groups to come up with reasons for why people might not be able to sleep well. Have students discuss the problems that arise from a lack of sleep.

Elicit these ideas from two or three of the pairs/groups and discuss any interesting or unusual answers.

Sample answer:

I think the biggest problem with not getting enough sleep is tiredness. This means that people can't function as well as they normally would. In addition, a lack of sleep can make a person easily annoyed. Finally, I think that a lack of sleep might cause serious health problems because our bodies need rest, just like they need food and water.

READING SKILLS WORKSHEET (10 minutes) Page 198

Have students turn to page 198 in the Skills Workbook.

Select students to read aloud the brief passage *Asking Questions to Read Actively*.

Then ask students to consider whether they normally read in this way. What do students say?

Next, give students time to work on activities 1 and 2.

Finally, place students in pairs and ask them if they agree with each other in relation to the comments on the right.

Sample answers:

- ❶ (1) How does this relate to the writer's main point?
(2) What will the writer probably discuss next?
- ❷ 1 The author claims that people can develop serious health problems if they don't sleep enough. This provides a reason in support of the main point, that people should make sleep more of a priority.

2 The author doesn't mention why a nap on the weekend won't eliminate a sleep debt, nor does he suggest an alternative. I guess the writer will next talk about the benefits of being well rested.

READING (15-20 minutes) *Pages 144-145*

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students think about issues of sleep deprivation in their own country. Do students think that people in their own country suffer from a lack of sleep? Are students aware of issues that have been raised in the media regarding this?

Marginal Questions and Answers:

C1: The author says, "Perhaps it should be." Describe his point of view on sleep in your own words.

→ The author thinks that many people do not value sleep as much as they should.

- Q1: What happens to people who don't get any sleep at all? Underline the information in the passage.**
→ If totally deprived of shut-eye, humans ultimately die.
- C2: The author suggests that the "Starbucks culture" is a reflection of the sleeplessness problem and NOT its cause. Circle the word that reveals this idea.**
→ "The dependency on caffeine and the whole Starbucks culture is certainly one **proof** that our society is sleepier than ever before," said William Dement, a sleep researcher at Stanford University in Palo Alto, California.
- Q2: In what ways can a lack of sleep affect people's thinking ability? Circle at least two ways.**
→ Sleep deprivation has a very negative impact on cognitive abilities, creativity, and alertness. It has been shown to adversely affect language skills, decision-making, and memory.
- Q3: How does sleeplessness affect a person's weight? Underline the information in the passage.**
→ A lack of sufficient sleep leads to increased appetite and late-night snacking as well as decreased physical activity.
- Q4: What are four positive effects of getting more sleep? Circle them.**
→ "Some of the improvements in performance, in mood, in cognitive ability, and in energy were really dramatic, almost superhuman," he said.

MAPPING IDEAS (5 minutes) Page 146

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1** 24/7 culture **2** insomnia **3** sleepwalking **4** concentrate
5 hallucinations **6** immune

FOCUS ON CONTENT (5-10 minutes) Pages 146-147

Give students time to answer sections 1, 2, and 3 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too general **2** not in passage **3** inaccurate **4** main idea

❷

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

❸

1 c **2** d

Explanation for #2: Readers can infer that people with sleep problems are ill more often than the general population (d) because the passage states that compared to an average total sleep time of seven to eight hours per night, the risk of developing obesity rises twenty-three percent with just six hours of sleep per night, fifty percent with only five hours per night, and seventy-three percent with four hours per night (lines 53-56).

THINK AND DISCUSS (10 minutes) *Pages 147-148*

Arrange students in pairs or small groups to discuss the questions. Elicit answers from the class. Can students identify any 24-hour activities in their own culture that might be different from other parts of their country or two other countries in the world? Also, ask students if there are any 24-hour activities they sometimes engage in. Are there any common answers among students?

For question 2, which picture do students think is the worst outcome of sleep deprivation? Ask students to note down specific details.

Sample answers:

❶ My country definitely has a 24/7 culture. Many people work fifty or even sixty hours per week. Students put in lots of time studying. Of course, everyone likes staying out late with friends, especially on weekends! You can even order food any time of the day or night. There is always something to do, no matter what time it is. This really affects young adults. They're often tired and

tend to drink too much coffee. Sometimes I'd like things to slow down, but all in all I think the 24/7 culture is inevitable in this face-paced Internet age.

❷ I think that cognitive difficulties are the most serious consequences of a lack of sleep. Of course, the other problems are bad, too. But we lose everything if we lose our ability to think clearly.

VOCABULARY REVIEW (5 minutes) Page 148

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

READING 2

VOCABULARY PREVIEW (5 minutes) Page 149

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 149

Arrange students into pairs or small groups to brainstorm pros and cons of using sleeping pills. Ask students to write a list of these reasons so that they can refer to them later in the writing section. Ask students to state whether they agree or disagree with the use of sleeping pills. What do most students say? Ask them to give reasons for their answers.

Sample answer:

I've never taken sleeping pills, but I imagine that they do have some benefits. For one thing, they are a blessing to people who have difficulty sleeping because of pain or sickness. However, a big drawback is people can become dependent on them for sleep. In general, I think it's a bad idea to take pills to treat every little problem.

READING (15-20 minutes) Pages 150-151

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

C1: What claim about sleep medications did the author make to the woman? Underline it.

→ Despite my assertion that sleeping medications did more harm than good, she decided to try drug therapy for her sleeplessness.

Q1: What does the author think is a better treatment for sleeplessness? Circle it.

→ Cognitive Behavioral Therapy, or CBT, is a more effective and less harmful method of treating sleeplessness.

C2: The author makes a recommendation for the use of sleeping pills. Underline it.

→ But no one should take sleeping aids for more than a few days, or a few weeks at the most.

Q2: Circle two negative effects of sleeping pills found in the study.

→ Dr. Daniel Kripke, co-director of research at Scripps Clinic in San Diego, found in a study of 10,500 people taking sleeping pills that the prolonged use of such meds led to a thirty-five percent higher risk of cancer. . . . His study also found that patients taking sleep medications were more than four times as likely to have died during the 2.5-year follow-up study as those who did not take the drugs.

Q3: Circle a possible drawback of CBT.

→ On the other hand, CBT **requires time and effort to become effective** but has no negative effects in the long run.

Q4: Underline at least three advantages of CBT over drug therapy.

→ . . . CBT requires time and effort to become effective but has no negative effects in the long run. . . . Another clear advantage of CBT over drug therapy is a doctor's ability to individualize respective treatments. . . . But the upside is that once the good habits are formed, they can be kept up indefinitely with no negative side effects.

FOCUS ON CONTENT (5-10 minutes) Page 152

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 c 2 b 3 d

Explanation for #1: Readers can infer that the author would most likely agree that drugs should be avoided if an effective alternative treatment exists (c) because the whole article describes how CBT is safer and more effective than drug therapy. This idea is introduced in the third paragraph and expanded upon in each paragraph after. For example, drugs can be addictive, they can increase risk of diseases like cancer, and their benefits can be short lived.

❷

CBT: c, e

Drug therapy: d, f

IDEAS IN ACTION (5-10 minutes) Page 153

Arrange students into pairs or small groups to discuss the questions. Elicit answers from some pairs/groups. Note the most common and/or most interesting responses.

Also, ask students why they chose either sleeping pills or CBT. Ask students to explain their reasons for their answers.

Sample answers:

1 I can think of a couple of reasons why there are so many sleeping medications. The main reason is that lots of people probably have trouble sleeping. So there is a big market for these drugs. But I also have a feeling that drug companies make a lot of money from selling sleeping pills. So they would want to promote the widespread use of their drugs.

2 I would definitely prefer CBT to drug therapy. In general, I think lots of the health problems that we face are really behavior problems. Sleep is no different. So recommendations such as cutting out caffeine, not working in bed, and not exercising late at night make sense.

CRITICAL THINKING (10 minutes) *Pages 153-154*

Select students to read aloud the brief passage *Classifying Statements*.

Elicit some examples of each type of statements from students (e.g. prediction, definition, etc.)

Then have students read the two excerpts and do the questions that follow.

Answers:

1 c

2 To make matters worse, the quality of sleep, as my colleague discovered, isn't as good as natural sleep, and leaves you feeling sleepy the next day.

3 b

4 The doctor instructs his patients not to spend time in the bedroom or on the bed unless it's time to go to sleep. He also suggests avoiding exercise or working before bed as it can excite the patient to the point where he or she cannot relax.

VOCABULARY REVIEW (5 minutes) *Page 154*

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

WRITING WORKSHEET (15-60 minutes) Page 199

Have students turn to page 199 in the Skills Workbook.

Explain to students that they must look at the opinion and fill in the corresponding worksheet. Have students complete the 2 causes/arguments in favor of the premise as well as the counter-argument. Also remind them to refer back to the readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion</i>	The leading causes of sleeplessness include too much work and too much caffeine. People can solve the problem by changing their behavior.
<i>Cause 1</i>	The most common cause of sleeplessness is the fact that people are just too busy.
<i>Explanation/Example</i>	As a student, I seldom get to bed before midnight. Sadly, my parents suffer from the same problem because of the demands of their jobs. This in turn causes another problem.
<i>Cause 2</i>	To help them stay awake for long hours, many people drink a lot of coffee.
<i>Explanation/Example</i>	This only makes the problem of sleeplessness worse. The caffeine keeps people awake when they go to bed, which means they are more tired the next day.
<i>Cause 2</i>	Some people think that sleeping pills provide a quick fix for the problem.
<i>Explanation/Example</i>	But the harmful effects of taking these pills over the long run have been documented in a number of clinical studies. So pills are not the answer.
<i>Counter-argument</i>	Changing behavior just might work. To start with, people need to cut back on caffeine consumption. But the real cure will only come after people evaluate their work schedules.

Solution We must evaluate our schedules and our priorities in general so that we can change our behavior. By doing this, we can finally solve the serious problem of sleeplessness.

Unit 12 The Ethics of Eating

OBJECTIVES

- Practice identifying causes and effects
- Learn to consider objections to arguments
- Discuss and write about the morality of eating meat

TITLE PAGE (5-10 minutes) *Page 155*

Elicit responses to the title page photo. Ask students why they think that photo may have been used? Do any students feel guilty about eating meat when they look at the photo?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Are any students in the class vegetarians? Ask the students to discuss whether they believe there are more or fewer vegetarians in their country than in other countries.

Also, have students discuss the meaning of the quote. Call on a few students to find out whether they agree or disagree with this idea and why.

As an extension, ask students if they know any vegetarian or similar food-related quotes from their first language. (If possible, allow students to search the Internet for these quotes.) What ideas do these quotes express?

BEFORE YOU READ (5-10 minutes) *Page 156*

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the extent to which they agree with the statements. Which statements do students strongly agree or disagree with? What reasons do students give for these beliefs?

Answers will vary.

❷ Have students note down their answers to the questions. What answers do students provide? Are there any unusual or interesting answers? Are any of the meat-eaters in class also hunters, fishers, or farmers with experience in killing the animals they eat?

Sample answer:

I eat meat, but I don't think I could still eat it if I had to kill the animals myself. I've never had to do that before, and I think it would be too hard.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 157

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 157

Arrange students into pairs or small groups and ask them to discuss whether they think it is unethical to eat meat. Then ask them the question, how common is it to be a vegetarian in their country.

Elicit these answers from two or three of the pairs/groups and discuss any interesting or unusual predictions.

Sample answer:

Vegetarians are not very common in my country. I'd guess that less than ten percent of people are vegetarians. They face some inconveniences, such as having fewer choices at restaurants. And some people make fun of them because they think not eating meat is silly.

READING (15-20 minutes) Pages 158-159

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students consider the picture on page 159. Do the students think that knowing the animals would make them more likely to be vegetarian? Ask students to explain their answers.

Marginal Questions and Answers:

- Q1: What two reasons did adults give the author for eating meat? Circle them.**
→ Yet when I tried to talk with adults about it, I was told that animals were different, or that God provided them for us to eat.
- Q2: Why did the author start a vegetable farm? Underline her reason.**
→ Although it seems naive to me now, I felt that a large part of people's frustrations were based on not being able to feed their families.
- C1: What is the author's point of view on her daughter's behavior?**
(1) Amused
(2) Admiring
(3) Angry
- Q3: What two things happened as a result of the letter to the board? Underline them.**
→ The board responded by doing a survey, which led to a reversal of the decision to introduce meat into the school, at least for the kindergarteners.

MAPPING IDEAS (5 minutes) Page 160

Give students time to fill in the graphic organizer on their own.

Elicit answers from the class.

Answers:

- 1 suffered when they were killed
- 2 an organic vegetable farm in Kibera
- 3 a book
- 4 the change to a meat diet at the school
- 5 apologizing for being vegetarian / feeling ashamed for being vegetarian

READING SKILLS WORKSHEET (10 minutes) Page 200

Have students turn to page 200 in the Skills Workbook.

Select students to read aloud the brief passage *Causes and Effects*.

Focus students' attention on the words given in the short text:

so, thus, since, therefore, because (of), as a result (of), due to, thanks to, and lead/led to

As an extension, you could ask students to think of other words or phrases that perform the same function (i.e., link cause and effect).

Next, give students time read through and do the 4 questions below.

Then elicit answers from students for each of the short texts.

Sample answers:

- 1 Cause: Having gotten to know them as I did / Effect: it was not hard to imagine how greatly they suffered when taken to the slaughterhouse
- 2 Cause: my larger commitment to non-violence / Effect: to truly become a vegetarian
 Cause: my 5-year-old daughter / Effect: I've begun to examine my own inaction when it comes to animal rights
- 3 Cause: I felt that a large part of people's frustrations were based on not being able to feed their families / Effect: I started an organic vegetable farm in the heart of Kibera
- 4 Cause: Noting that her response had included "we" / Effect: I asked for her comments so that I could draft a letter to the board
 Cause: the children could eat cheese and drink milk / Effect: a cow would not have to be killed

FOCUS ON CONTENT (5-10 minutes) Pages 160-161

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 too general **2** not in passage **3** main idea **4** too specific

❷

1 c **2** a **3** c **4** b

Explanation for #2: Readers can infer that the members of the youth group were not vegetarian (a) because they laughed and felt the author's vegetarian diet was very odd (lines 32-33).

THINK AND DISCUSS (10 minutes) Pages 161-162

❶ Arrange students in pairs or small groups to read the excerpt and discuss the questions. Have students discuss whether they agree or disagree with the little girl's comment.

Elicit answers from the class. Do most students agree or disagree with her? What are the reasons students give for people becoming vegetarians?

Sample answer:

I don't think the girl's reason is very good since it's based on feelings and not logic. Other reasons people become vegetarian are that it's wrong to take a life unless it's absolutely necessary, that eating meat is bad for the environment, and that a vegetarian diet is healthier. I think the first of these arguments is the best. It's sad when any living thing dies for no good reason.

❷ Have students discuss the three different pictures in activity 2. Which picture do students think would be most effective? What reasons do students provide for their answers?

Sample answer:

I think the last image would be the most effective. It shows how the animals we eat are treated poorly, having to live in cramped cages. This should bother people the most.

VOCABULARY REVIEW (5 minutes) Page 162

Give students time to match the word to the definitions on their own.

Ask students to read the words and definitions. Correct and clarify any incorrect answers.

Answers:

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

READING 2

VOCABULARY PREVIEW (5 minutes) Page 163

Give students a minute or two to read the sentences and choose the synonyms.

Choose students to read each sentence. Then elicit answers for the meaning of each target word. If necessary, model the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 163

Arrange students into pairs or small groups to brainstorm the different reasons that people should eat meat. Ask students to write a list of these reasons so that they can refer to them later in the writing section.

Elicit these reasons from two or three of the pairs/groups and discuss any interesting or unusual ones.

Sample answer:

Old cave paintings show that early humans hunted animals. If humans have always eaten animals, then maybe we have evolved to need meat. Furthermore, many animals hunt other animals for food. You could argue that it can't be wrong to kill animals for food since it's so common in nature. Perhaps most important, meat helps muscles grow, which is a good reason to make it part of our diet.

READING (15-20 minutes) Pages 164-165

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the

students might have. If there is a marginal question beside the paragraph, elicit answers to it from the students.

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

- Q1: What comparison does the author make in this paragraph? Underline it.**
→ The moral arguments against eating meat are like Babe; they have an emotional appeal, but they cannot stand up to objective scrutiny.
- Q2: What is the author's opinion of factory farming?**
→ The author thinks that factory farming causes animals to suffer unnecessarily in ways that should be made illegal.
- Q3: The author suggests two ways to avoid buying meat from factory farms. Underline them.**
→ Those who object to the methods of industrial agriculture can try a farmers' market, or look for labels that read "organic," "free-range," or "cruelty-free."
- Q4: The author mentions two things in meat that are important for our health. Circle them.**
→ Animal products have high-quality protein, meaning they contain all the amino acids (the "building blocks" of protein) essential for our health. No vegetable does. Meat, along with dairy and eggs, is also high in vitamin B12, which is integral to healthy brain function and the production of blood.
- Q5: What is the main point of this paragraph? Underline it.**
→ Apparently, there is no way for humans—or other animals—to avoid eating feeling beings.
- C1: What is the author's main purpose in this passage?**
(1) To inform
(2) To persuade
(3) To entertain

FOCUS ON CONTENT (5-10 minutes) Page 166

Give students time to answer sections 1 and 2 on their own.

Elicit answers from the class. In particular, inference and author's purpose questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 c 2 a 3 d 4 a 5 d

Explanation for #2: Readers can infer that the author thinks the movie *Babe* has a strong emotional impact (a) because he writes that the moral arguments against eating meat have an emotional impact like *Babe*. (lines 9-10). He also states that people who see the film and do not question the practice of eating meat have no heart (lines 2-3).

❷

1 c 2 a 3 d 4 b

IDEAS IN ACTION (5-10 minutes) Page 167

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with their own questions relating to vegetarianism.

Elicit answers from some pairs/groups. Do students think it would be more ethical to hunt their own food? Discuss any interesting answers.

Sample answers:

1 I think there's a lot of evidence for this idea. For example, like other animals that eat meat, we have sharp teeth that are specially designed for chewing meat. Also, our closest relatives, chimpanzees, eat both meat and vegetables.

2 I agree, because at least the animals are able to live naturally in the wild, and they don't suffer by having to live in cages. Still, I'm against hunting because I don't think it's necessary to kill animals for food.

CRITICAL THINKING (10 minutes) Pages 167-168

Select students to read aloud the brief passage *Considering Objections*.

Have students think about any objections they had while reading through the passage. Are there any arguments or points they disagreed with? Note down any objections that are raised by more than one student. Why did students object to these parts?

Then have students match the points with their objections on the right.

Following this, students should create an objection to the statement in part 2. Do many students raise the same objection? Discuss any interesting ideas.

Answers:

❶

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

❷ *Sample answer:*

The fact that something is enjoyed by most people does not make it OK. People may enjoy sleeping late instead of going to work or class, but that doesn't mean they should.

VOCABULARY REVIEW (5 minutes) Page 168

Give students time to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1 apparently **2** objective **3** Advocates **4** function **5** reluctance **6** Evolutionary
7 accurate **8** integral

WRITING WORKSHEET (15-60 minutes) Pages 201-202

Have students turn to pages 201-202 in the Skills Workbook.

Explain to students that they must choose Opinion 1 or Opinion 2 and fill in the corresponding worksheet. They do not need to do both worksheets. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

1. Have students fill out the worksheet and write the essay in class. First monitor progress and give feedback as students work individually on filling in the worksheet. Once the worksheets are filled out, have students write the information into a complete essay. If time permits, have students exchange essays for peer editing and allow time afterward for rewriting.
2. Have the students fill out the worksheet in class and write the essay for homework. Again, monitor progress and give feedback to students as they work individually on filling in the worksheet.
3. Have students both fill out the worksheet and write the corresponding essay for homework. In this case, the worksheet could be handed in with the essay so the teacher can check both.

Sample answers:

<i>Opinion 1</i>	Yes, I think it is morally acceptable to eat meat.
<i>Reason 1</i>	It is possible to produce meat without treating the animals cruelly.
<i>Explanation/Example</i>	There are cruelty-free farms that treat animals well and do not keep them in small cages.
<i>Reason 2</i>	Killing in order to live is part of nature.
<i>Explanation/Example</i>	Many animals, including some of those we eat, also kill other animals for food.
<i>Reason 3</i>	Good health requires meat in our diet.
<i>Explanation/Example</i>	There are no plants that have vitamin B12, which the human body needs.
<i>Counter-argument</i>	Vegetarians say it is wrong to kill a sentient being.
<i>Refutation</i>	Even plants may be sentient; for example, some are known to respond to stress.
<i>Conclusion</i>	The arguments against eating meat are weak, and people should eat it without guilt.

<i>Opinion 2</i>	No, I do not think it is morally acceptable to eat meat.
<i>Reason 1</i>	Animals killed for meat experience pain and suffering.
<i>Explanation/Example</i>	Factory farms keep animals indoors in small cages for their entire lives.
<i>Reason 2</i>	Eating meat is bad for the environment.
<i>Explanation/Example</i>	Animal farming produces a lot of pollution and uses up too many

resources.

Reason 3 Meat is not necessary for a healthy diet.

Explanation/Example By choosing foods carefully and taking vitamin supplements, vegetarians can be perfectly healthy.

Counter-argument Advocates of eating meat claim that it is OK because many animals besides humans do it.

Refutation Unlike other animals, humans can think about right and wrong and make moral choices.

Conclusion There is no moral justification for using animals as food, and everyone should switch to a vegetarian diet.