

ON POINT

READING AND CRITICAL THINKING SKILLS

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TEACHER'S GUIDE

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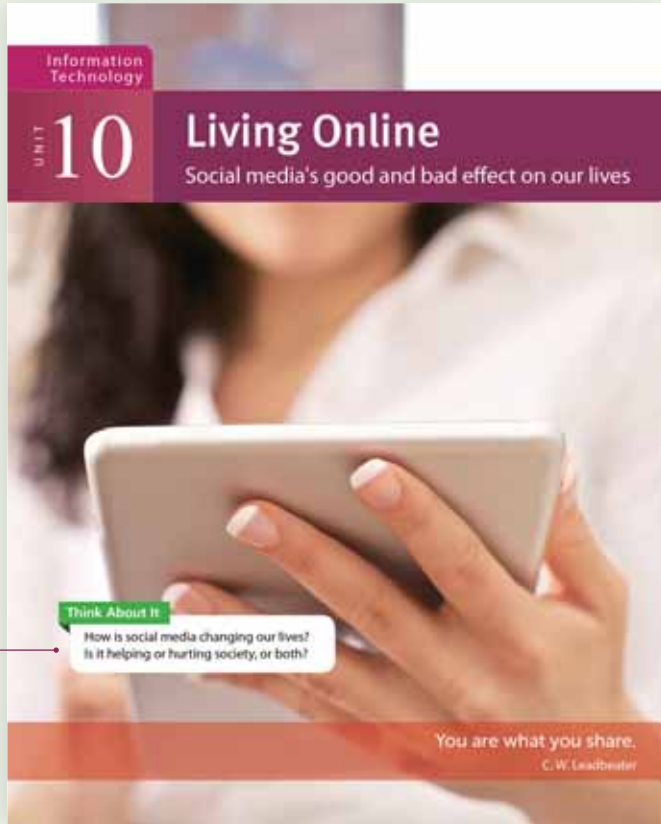
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UNIT OVERVIEW

STUDENT BOOK

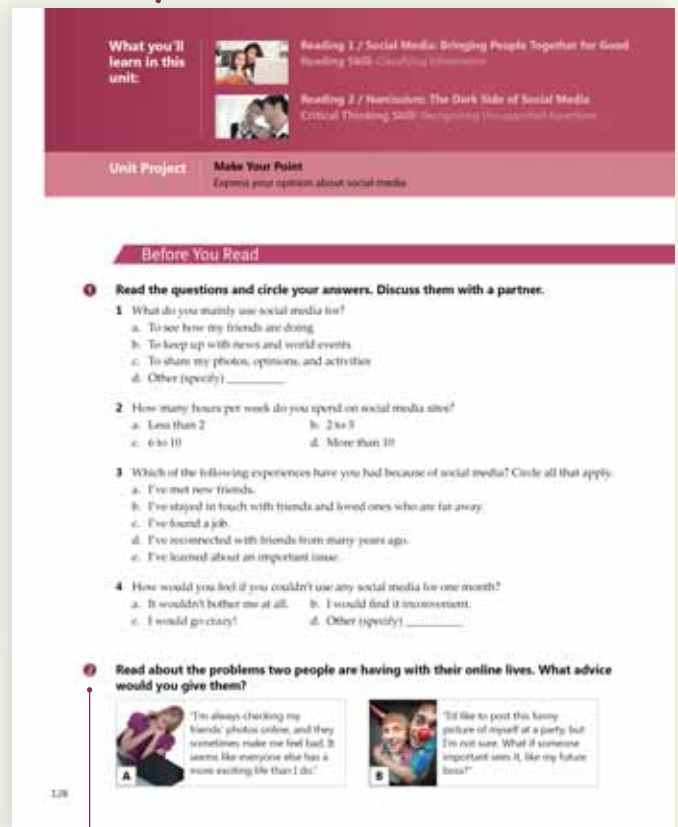


FOCUS QUESTION

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.

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

Underline five ways in which social media can help your professional development.

review it: to look for private information about someone, especially in a sneaky way

research: a written summary of one's work history

realtime: 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: '_____'

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

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

THINK AND DISCUSS

1. Read the excerpt from the reading passage.

Social Profiles 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?

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.

SECOND READING

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

Read the article.

Narcissism: The Dark Side of Social Media

By Theodore Lev

Every year, Oxford Dictionaries chooses a Word of the Year—the word or phrase that has attracted the most interest over the previous twelve months. In 2013, that word was “selfie”: a photo that you take of yourself, usually to share online. According to Oxford, use of this word went up by 17,000 percent during 2013. This is not surprising to anyone who uses Facebook, Twitter, or similar services, all of which are full of such photos. 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.

It's important to be clear about the definition of narcissism. In psychology, the term can refer to a major personality disorder. But more generally, it is also a personality trait that we all have to a greater or lesser degree. Experts in the field use a test called the Narcissistic Personality Inventory (NPI) to measure this trait. It has a 40-point scale, with an average score of about 15. People who score above 20 on the NPI are termed narcissists. They have certain aspects in common. In particular, 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.



Research finds a strong positive correlation between frequent tweeting and a high NPI score.

Social media sites are **inherently** a narcissist's dream. For one thing, narcissists prefer shallow relationships because deep ones require them to think about other's feelings, not just their own. And what could be shallower than a Facebook “friendship”? Gaining large numbers of online friends—or, better yet, “followers”—feeds narcissists' sense of their own importance. And posting photos and **constant** status updates satisfies their desire to show off. Sure enough, there is a great deal of research showing that narcissists have more social media contacts and post more often. In one 2013 study, subjects took the NPI and then supplied information about their Twitter use. The study's authors found a **considerable** correlation between frequent tweeting and a high NPI score.

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

1. **obsession** n. something a person thinks about constantly

2. **correlation** n. a relationship in which two things happen or change together

3. **ego** n. the opinion a person has about himself or herself

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FOOTNOTE DEFINITIONS

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

Reading 2

FOCUS ON CONTENT

1 Choose the best answer.

1 What is the passage about?

- A recent rise in narcissism.
- Disadvantages of social media.
- The causes and effects of narcissism.
- The relationship between social media and narcissism.

2 What does the author mainly do in paragraph 2?

- Clarify the meaning of narcissism.
- Illustrate why narcissism is harmful.
- Explain the significance of the NPI.
- Show how social media creates narcissists.

3 The study mentioned in paragraph 3 found that narcissists _____.

- follow more people on Twitter.
- post more often on Twitter.
- can be identified by the content of their tweets.
- spend more time thinking about their tweets.

4 What is the main point of paragraph 4?

- Narcissists enjoy social media more than other people do.
- Everyone wants to make a good impression online.
- Social media can make people more narcissistic.
- People are never completely honest online.

5 What can we infer about narcissists from paragraph 5?

- People quickly get tired of them.
- Their friends usually don't know they are narcissists.
- Their worst behavior is online.
- People rarely criticize them.

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

- “Selfie” was Oxford Dictionaries' Word of the Year for 2013.
- Narcissists are those who score 15 or above on the NPI.
- One aspect of narcissism is a lack of empathy for others.
- The *Narcissism Epidemic* partly blames social media for the rise in narcissism.
- Narcissists tend to be uncooperative when they are in charge.

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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) First of narcissists' admirers stay around for long after getting to know them better, and that must get lonely. However, (2) in the end, narcissists hurt 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 Catherine isn't **inherently** bad for you; it's fine if taken in reasonable amounts.
a. extremely b. by nature c. in any way
- 4 These **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 2 activities.

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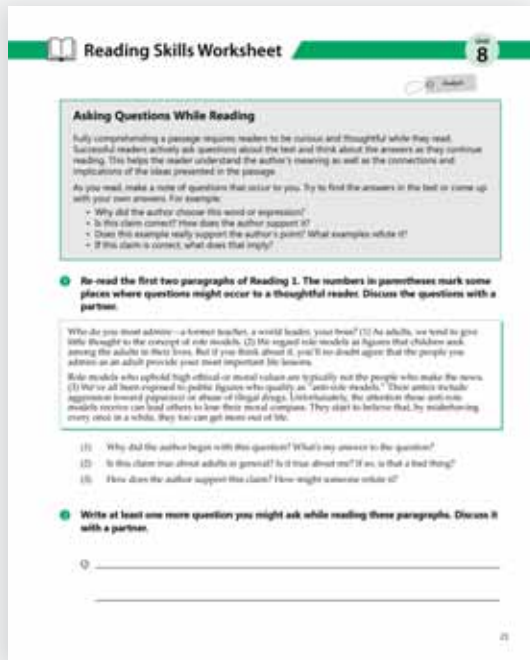
INTEGRATED WRITING ACTIVITIES

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 Social Animals

OBJECTIVES

- Practice making connections beyond the reading passage
- Learn to detect arguments (premises and conclusions)
- Discuss and write about whether people should care about others' views of them

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

Elicit responses to the title page photo. Where are the people? What are they doing? Is there anyone doing something different?

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 quotes about not following the crowd 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 Bernard Baruch?

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

Arrange students into pairs to discuss whether they agreed or disagreed with the statements.

❶ Conduct a quick survey of the student pairs to determine what agreement or disagreement with each statement suggests about their character.

Answers will vary.

❷ Arrange students into pairs to discuss the meaning of the sayings. Elicit answers to reach a consensus.

Sample Answer:

I think the first saying means that even if everyone disagrees with you, you will ultimately win if you are right and you stick to your belief in this. I think the second saying means that if you don't make your own decisions, you'll never accomplish anything important.

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

READING PREVIEW (5-10 minutes) Page 3

Arrange students into pairs or small groups to come up with thoughts on whose opinions should and should not matter to people.

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

Sample Answer:

I think only the opinions of people you respect should matter, as well as those of people who have some power over your life. That usually means your family and friends, and maybe your boss. You should ignore the opinions of people you don't know or like.

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).

Marginal Questions and Answers:

Q1: What point was the author making by asking the woman this question?

→ He was making the point that what the woman's sister's opinion of her should matter to her because the sister is a very important person in her life.

Q2: What is "bicker"?

→ It's a process of selecting upperclassmen into eating clubs.

Q3: Why was the author's roommate so upset?

→ He was very upset because he had been at the top of his class in high school, but now he was accepted by only one club—and the lowest one in the club hierarchy.

Q4: According to the author, whose opinion matters more, your boss's or your neighbors'?

→ The opinion of your boss matters more than that of your neighbor.

Q5: Why do some people judge others unfavorably, according to the author? Underline the information.

→ Your good qualities notwithstanding, some people will disapprove of you because they are in the business of looking down on everyone and judging them unfavorably because of their own emotional needs.

C1: What is the author's main purpose?

(1) To explain why we dislike being judged by others

(2) To argue that some people's opinions should matter more than 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 most of the eating clubs
- 2 all his friends were in his club
- 3 immediate family's opinion
- 4 don't matter
- 5 pay attention to

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 *Making Connections*.

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.

1

Answers:

- 1 Text-to-world
- 2 Text-to-text
- 3 Text-to-self

2

Sample Answers:

- 1 The passage reminded me of an article I read about how students at Ivy League colleges like Princeton are very competitive and ambitious.
- 2 The passage reminded me how important my family's approval is to me.
- 3 The passage made me think about how painful it must be for people to feel disliked by others, even strangers.

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

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 main idea 2 too specific 3 inaccurate 4 not in passage

❷

1 F 2 T 3 F 4 F

❸

1 b 2 a

Explanation for #1: Readers can infer that the author joined Court Club despite his disappointment (b) because he states that he discovered that all his friends were *also* at Court and that he then had a wonderful time the next two years (lines 28-29). The use of the word “also” suggests that the writer, too, was at Court, so he must have joined Court Club.

THINK AND DISCUSS (10 minutes) Pages 7-8

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

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:

- ❶
 - I think you have to pay attention to others’ opinions when it affects your reputation. For example, if a coworker spreads damaging rumors about you, it could hurt your career. In that case, you have to care.
 - Once, I forgot to pay before leaving a restaurant. The cashier ran after me and shouted, and some strangers saw this happen. I felt really embarrassed because they probably thought I had done it on purpose.
 - Yes, a man in my building complained about noise when I had some friends over one night. I hadn’t realized how loud we were, and I felt sort of guilty.

- ② I agree with the author that family matters most, so my parents' opinions are the most important to me. My favorite professor comes in second. She is very intelligent and successful in the field that I want to enter, so her opinion matters a lot to me.

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 anticipated 2 assessing 3 dynamic 4 internalize 5 forthcoming 6 notwithstanding
7 inspection 8 likewise

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

READING PREVIEW (5-10 minutes) Page 9

Arrange students into pairs or small groups to brainstorm what the expression “go along to get along” might mean and why it might be a bad idea.

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

Sample Answer:

“Go along to get along” means to agree with everyone else in order to be liked and to remain friendly with them. It might be a bad idea because what is popular isn’t necessarily right or good. For example, I know a lot of people who have cheated on tests because other people were doing it and they wanted to fit in.

READING (15-20 minutes) Pages 10-12

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 does “it” refer to? Underline it.

→ The idea of “going along to get along” may well be necessary for surviving school life, but I have a piece of advice for graduates: Do not carry it into the real world.

Q2: Underline two ways in which following others leads to bad decisions.

→ Ads commonly include terms like “best-selling” and “number-one” because people like to buy brands that are already popular. And they do so even if an almost identical product is cheaper. Many people also tend to vote for the most popular candidate because they want to be on the winning team—which does not seem like the best way to choose a leader.

Q3: What is the implied answer to the question “Who’s sillier”?

→ The implied answer is that the person who achieves nothing out of fear of being laughed at is sillier.

C1: What does the author mainly use to support her point in this paragraph?

- (1) Personal experience
- (2) Examples
- (3) Research

Q4: Circle two possible explanations for the UK violence.

→ One is what psychologists call “deindividuation,” which seems to happen when a group considers itself under threat. Each individual’s identity becomes temporarily less important than their group identity, and the group’s values become their own for the

moment—even if those values include violence. The other theory says that in unfamiliar situations people are unsure how to behave, so they look to others for cues.

FOCUS ON CONTENT (5-10 minutes) Pages 12-13

Give students time to answer the questions 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 c 2 d 3 a 4 a 5 b

Explanation for #1: Readers can infer that the author sympathizes with students’ desire to be liked (c) because she states that “schools are not the best places to learn the value of maintaining individuality” (lines 10-11) and the “idea of ‘going along to get along’ may well be necessary for surviving school life” (lines 12-13). These both suggest she understands that students feel a lot of pressure to fit in and be liked.

Explanation for #5: Readers can infer that deindividuation can lead to very negative consequences (b) because the author explains how it can lead to “mob mentality,” which “refers to the often destructive and uncharacteristic behavior of people when they are part of an angry crowd” (lines 48-50). She further lists examples of this destructive behavior.

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 No, I don’t think schools should try to teach character. That is the job of parents rather than teachers. Schools have limited resources, so they should concentrate on the basic subjects. Besides, character is best learned by example and experience rather than in a classroom.

2 Nelson Mandela is another example of someone who achieved great things by resisting authority. Even though he was sent to prison, he never gave up on his convictions, and he helped to change his country. I've never really resisted authority. But I once had a teacher who was a bully and treated us badly. I always wanted to stand up to him, but I was afraid of being punished.

CRITICAL THINKING (10 minutes) Pages 13-14

Select students to read aloud the brief passage *Detecting Arguments (Premises and Conclusions)*.

Elicit some examples of passages that are premises and conclusions.

Remember:

-premises usually start with expressions like: *because, since, for example*

-conclusions usually start with expressions like: *so, therefore, thus, for these reasons*

Give students time to work on the activity. Then elicit answers from the class to ensure everyone understands.

Answers:

1 P 2 P 3 P 4 C 5 C 6 P 7 P

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:

1 liberated 2 inconceivable 3 integrity 4 definitive 5 deviate 6 pursue

7 nonetheless 8 insight

WRITING WORKSHEET (15-60 minutes) Page 172

Have students turn to page 172 in the Skills Workbook.

Explain to students that they must fill in the corresponding worksheet. 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</i>	The opinions of my parents and close friends matter to me, but those of acquaintances and strangers do not.
<i>Main idea 1</i>	I care most about what my parents think.
<i>Explanation/Example</i>	I respect my parents more than I respect anyone else, and I know they love me. Therefore, they are worth listening to.
<i>Main idea 2</i>	After my parents, I care most about my close friends' opinions.
<i>Explanation/Example</i>	I chose my friends because of their goodness and intelligence, and they know me well, so their insights are always welcome.
<i>Main idea 3</i>	I don't care what casual acquaintances or strangers think.
<i>Explanation/Example</i>	There is no logical reason to worry about the opinion of someone you will never see again.
<i>Counter-argument</i>	Some people think that all opinions are important because every opinion tells something about you.
<i>Refutation</i>	However, people can only form valid opinions of you if they know you well, so strangers' opinions mean nothing.
<i>Conclusion</i>	The importance of others' opinions should depend on how much you respect and value them as people.

Unit 2 The Online Generation

OBJECTIVES

- Practice clarifying new words in a reading passage
- Learn to recognize and evaluate analogies
- Discuss and write about whether the Internet improves our lives

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

Elicit responses to the title page photo. What are the women doing? How old do you think they are?

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

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 computer, Internet, or technology-related quotes or commonly held beliefs or warnings 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 Pablo Picasso?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the most common reasons for using the Internet. Also find out the most popular “other” choices.

Answers will vary.

❷ Conduct a quick survey to find out which behaviour is worse and why? List the pros and cons of each behavior.

Sample Answer:

In the first picture, a boy is playing computer games. If you spend a lot of time alone doing this, it's not good for you socially. Furthermore, you don't get enough exercise. In the other picture, everyone is looking at their cell phones instead of talking to each other. So they miss out on enjoying each other's company and building their relationships.

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

READING PREVIEW (5-10 minutes) Page 17

Arrange students into pairs or small groups to discuss what technology they would miss the most if technology were not allowed in their homes.

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

Sample Answer:

If my parents forbade me from using technological gadgets in the house, the one that I would miss the most would be my tablet. I do many things on my tablet every day, including chatting with friends, surfing the Internet, and playing games. I would feel strange if I could not use it.

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).

Marginal Questions and Answers:

Q1: What was the mother’s main worry about her children’s Internet use? Underline it.
→ “My concern,” she says, “was that we had ceased to function as a family. . . . we simply weren’t connecting with one another in real space and time in any sort of authentic way.”

Q2: How did each of the three children respond to the ban on Internet use? Circle the information.
→ Anni began studying in the university library and cooking lasagna. Bill rediscovered his saxophone and got into reading novels by the Japanese author Haruki Murakami. Sussy, as the youngest and most technologically literate, struggled more. . . . she moved to her dad’s house for the first six weeks. Eventually, however, she accepted the idea of a night not lit up by the glow of the computer and found that her irregular sleep patterns had disappeared.

Q3: What happened to the children’s technological habits at the end of the experiment?
→ They did not give up their technological habits.

Q4: What changes did this experiment bring to the family? Circle at least three.
→ . . . her older two teenagers have both taken holidays from Facebook, albeit not permanent ones. Bill sold his gaming console to buy a new saxophone, and Anni still prefers to study in the library, in a social-networking-free zone.

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 children
- 2 six months / half a year
- 3 objections
- 4 playing music, and reading novels
- 5 to go offline

READING SKILLS WORKSHEET (10 minutes) Page 173

Have students turn to page 173 in the Skills Workbook.

Select students to read aloud the brief passage *Clarifying New Words*.

Next, give students time to work on the activity.

Then elicit answers from students.

Answers:

- 1 Definition: not controlled; free
 Context clue type: explanation
- 2 Definition: worried; afraid; concerned
 Context clue type: synonym
- 3 Definition: something people do for pleasure outside of work; a hobby
 Context clue type: examples
- 4 Definition: driven by a strong desire; addicted
 Context clue type: antonym

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, 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 T 2 F 3 I 4 T

3

1 a 2 b

Explanation for #2: Readers can infer that Susan felt the experiment was mostly a success (b) because, even though her family went back to using technology, there were also lasting changes (lines 65-68) and they have fond memories of their vacation from technology.

THINK AND DISCUSS (10 minutes) Pages 21-22

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

Elicit answers from the class. Have most students taken a technology vacation? What were some of the most interesting reasons for doing so or not doing so? What were the most interesting things that they did with their extra time? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

- ❶
 - No, I have never taken a technology vacation before. I think it would be interesting to try after reading about Susan's experiment. I wonder how many days I could last.
 - There are a few activities I would like to do. I would like to learn another foreign language and play more sports.
- ❷
 - I would try to give a few different reasons to my children about the benefits of not using technology at home. Mainly, I'd try to convince them of two things in particular. First of all, we'd have more time to talk to each other, which would be good for our relationships with each other. We'd also have more time for more meaningful and healthier activities, like hobbies or sports.

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:

1 illustrate 2 authority 3 parallel 4 initiate 5 albeit 6 transform
7 access 8 submit

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

READING PREVIEW (5-10 minutes) Page 23

Arrange students into pairs or small groups to brainstorm reasons why people need the Internet. 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:

There are a number of reasons that it is important to know how to use the Internet. One is that many jobs these days require people to access the Internet, so a person must have the necessary skills to get hired. Another is the vast amounts of information and services available online, which you will miss out if you don't use the Internet.

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 whether they agree with the author regarding the answers to the marginal questions (see the answers below).

Marginal Questions and Answers:

C1: What three arguments against the Internet did the passage refer to? Underline them.
→ For example, they blame the Internet for exposing children to violence and other adult content. People have also had their personal information such as their name, address, bank accounts, and credit card numbers stolen by online thieves. Then, there is the problem of Internet addiction.

Q1: What are two Internet applications that teachers are using as tools for learning? Circle them.

→ Facebook and other sites to be a better medium for communicating with their students. Google Drive and other cloud platforms have also proven effective.

C2: Find one fact and one opinion in this paragraph. Circle them.

→ Fact: (Sample answer) Statistics show that more than fifty percent of today's jobs require some degree of technology skills.

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 d 2 c 3 b 4 a 5 d

Explanation for #5: Readers can infer that the author hopes more parents will get involved in their children's online lives (d) because he states that parents have a "vital role to play" in their children's lives when it comes to the internet (lines 51-52) and goes on to detail the ways in which parents should monitor their children's online activities.

❷ 1 ✓

2 Teachers use Facebook to communicate with their students.

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.

Sample Answers:

1 I agree. Parents should know their children's passwords to online sites until they become older. Children are too young to know what is best for them and to judge if a situation is dangerous for them. But parents should not completely ban them from going online because children need to know how to use the Internet.

2 Other examples of bad influences online include online gambling, Internet slang, and various kinds of scams. Parents should consider blocking such sites or information, or advise their children of the dangers.

CRITICAL THINKING (10 minutes) Pages 27-28

Select students to read aloud the brief passage *Recognizing and Evaluating Analogies*.

Arrange students in pairs to work on the two activities. Elicit answers from the class to ensure understanding.

As an extension, have the pairs create a few of their own analogies and make them into an activity in the style of activity 2. You can give them a few topic suggestions to get them started, such as: *studying a foreign language is like . . . , traveling abroad is like . . . , eating/ordering food in a foreign country is like . . . , asking someone from another country on a date is like . . . , etc.*

Answers:

1

1 b 2 c

- 2 1**
- a. They are the same in that dogs and young children cannot take care of themselves.
 - b. They are different in that children typically require more personal attention and care, and for a longer period, than dogs do.
 - c. Yes. People shouldn't own a dog unless they are able to take care of it, as they would do with their children.

- 2
- a. They are the same in that having a job and going to school are responsibilities that require people to spend time and effort on completing tasks on time.
 - b. They are different in that people are paid to do a job but not typically paid to go to school.
 - c. No. Some people perform well in school, but they may not have the ability or the skills to be good at the job they are hired for, and vice versa.

VOCABULARY REVIEW (5 minutes) Page 28

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 f 4 e 5 h 6 b 7 c 8 a

WRITING WORKSHEET (15-60 minutes) Pages 174-175

Have students turn to pages 174-175 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:

- Opinion 1* Although the Internet has drawbacks, I believe it does improve modern life in several ways.
- Main idea 1* The Internet is a great way for young people to learn social skills for communicating with others.
- Explanation/Example* By interacting with various kinds of people online, users are exposed to opinions and cultures different from their own. In the process, they learn to be more open-minded.
- Main idea 2* Social networking sites are great tools that schools can make use of for educating students.
- Explanation/Example* Facebook and Google Drive, for example, are effective for connecting teachers with their students through instant messaging and document sharing.
- Main idea 3* The Internet is a vast resource of information and services.
- Explanation/Example* It enables people to find information and services easily without leaving their home or workplace.
- Counter-argument* A common complaint is that young people in particular are spending so much time online such that they neglect their work and lack exercise.
- Refutation* Still, I do not think this is sufficient reason to deny the contributions of the Internet and restrict its use. Instead, parents should set rules and closely monitor their children's Internet usage to avoid addiction.
- Conclusion* In this way, young people can be protected from the dangers of the Internet while still benefiting from its many positive aspects.
-
- Opinion 2* While it has many advantages, I feel that the Internet has made life worse for several reasons.
- Main idea 1* The Internet has had a negative impact on people's offline relationships with their family and friends.
- Explanation/Example* It is common to see families or friends in public places focusing on their cell phones or tablets instead of talking to each other. So they may be together, but they are not really connected.
- Main idea 2* Many people, especially youngsters, are addicted to the Internet.
- Explanation/Example* As with other kinds of addictions, people who spend too much time online are risking their health. They can become overweight or depressed from a lack of exercise and sleep.
- Main idea 3* Young people are exposed to the abundance of harmful content readily available on the Internet.
- Explanation/Example* There is a lot of adult content that children can easily access online. Studies show that viewing violent or sexual content can be damaging to children's minds.
- Counter-argument* Some people argue that the Internet is a valuable resource for learning

and an important tool for education.

Refutation This is true to a certain extent, but I think that parents must still significantly limit their children's usage by prohibiting Internet access at home.

Conclusion Although we can't ignore the power of the Internet, we must recognize its negative impact on our lives so that we can limit its use while taking advantage of its strengths.

Unit 3 Addicted to Fame

OBJECTIVES

- Practice making predictions from clues connected to a reading
- Learn to identify deductive and inductive arguments
- Discuss and write about interest in celebrities

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

Elicit responses to the title page photo. Who are the people in the photo? What are they doing? If students don't suggest the idea of "celebrity," provide it. How do you know that they are photographing a celebrity?

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

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 related to being talented and/or famous 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 John Wooden?

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

Arrange students into pairs to discuss the questions.

- 1 Conduct a quick survey of the student pairs to find the most famous person that they have met.

Answers will vary.

Also conduct a quick survey to find out who the most popular people are in their home country and why they are so famous.

② *Sample Answers:*

1 Li Na is a tennis player who won the Australian Open in 2014. J. K. Rowling is the author of the bestselling *Harry Potter* books. Jay-Z is a very successful rapper and record producer. One Direction is a well-known pop group.

2 I'm most interested in knowing more about J. K. Rowling because I love the *Harry Potter* books. I'd like to find out how she came up with the idea for the books and how becoming rich and famous has changed her life.

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

READING SKILLS WORKSHEET (10 minutes) Page 176

Have students turn to page 176 in the Skills Workbook.

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

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.

① *Sample Answers:*

1 negative

2 New York or Hollywood

3 “Celebrities Taking Over the World” – The author will probably talk about famous people’s influence on politics.

4 “A Return to Sanity” – The author might advise people not to pay too much attention to celebrities.

② *Sample Answer:* why Scarlett Johansson was in that bar

③ *Answers will vary.*

READING PREVIEW (5-10 minutes) Page 31

Arrange students into pairs or small groups to come up with ideas about why it might be bad for people to care too much about celebrities.

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

Sample Answer:

One reason is that it distracts people from things that are more important, like important world issues or even their own families and careers. Also, most celebrities are admired for the wrong reasons, such as beauty or wealth. They are not necessarily good or intelligent people.

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).

Marginal Questions and Answers:

Q1: Why was the author surprised to see Scarlett Johansson? Why was she there?

Underline the information.

→ The bar is a dive, home to a variety of locals. . . . It turned out (after consultation with the bartender) that the young Hollywood star was in the bar meeting an ex-boyfriend who was a guitarist in a local band.

Q2: How does the author contrast Los Angeles with New York City in this paragraph?

→ In Los Angeles the rich and famous live behind enormous gates, but in New York celebrities live among ordinary people and go about doing ordinary things.

C1: What conclusion does the author intend readers to draw from this paragraph?

(1) Celebrities have too much influence on politics.

(2) Celebrities are not well-informed about politics.

Q3: What mental illness does the author describe? Underline its name and definition.

→ A mental illness has even been identified to describe those who follow celebrities too closely. It is called Celebrity Worship Syndrome.

Q4: What does Jon Katz compare celebrity to?

→ He compares celebrity to fast-burning fuel for the “media machine.”

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 predominant **2** Tabloids **3** the media **4** voted **5** exhortations

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

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 too general **2** inaccurate **3** too specific **4** main idea

- 2
- 1 Gawker Stalker is a website about New York celebrities.
 - 2 ✓
 - 3 ✓
 - 4 A former TV executive wrote that celebrity worship is like “a national religion.”

3

1 a 2 d

Explanation for #2: Readers can infer that, when the author writes “if we all thought like that” he means “if we were all less impressed by fame” because he is referring to the way one local was unimpressed with Scarlet Johansson, a famous actor, being in the same bar (lines 66-68) he was in.

THINK AND DISCUSS (10 minutes) Pages 35-36

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

Elicit answers from the class. Do most students think this is normal? Which celebrities are most likely and least likely to be worshipped? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

- 1
 - Yes, I think it’s pretty common. In the news recently, a man was arrested for following and bothering a famous actress that he was obsessed with.
 - There are several athletes that I really admire, but I don’t worship them. I appreciate their talent, but I don’t think about them all the time or see them as gods. I know they’re just people.
 - I think a lot of popular singers are worshipped. Young people put pictures of them on their walls, and at concerts they scream and even cry. Fans wait in long lines to get their autographs or just to see them in person. This seems like worship to me.
- 2 I probably wouldn’t approach the person. For one thing, celebrities are always being bothered by fans, and they probably don’t like it. Also, I’d be really nervous and wouldn’t know what to say.

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 publications 2 phenomenon 3 bulk 4 commodity 5 predominant 6 confer
7 dominates 8 devoted

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

READING PREVIEW (5-10 minutes) Page 37

Arrange students into pairs or small groups to brainstorm how celebrities might feel about the paparazzi. Ask students to write a list of these reasons so that they may 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 celebrities probably have mixed feelings about paparazzi. On the one hand, they need paparazzi to increase their fame and help their careers. On the other hand, paparazzi make it hard for them to maintain their privacy.

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: Who is Daniel Ramos?

→ He is a celebrity photographer who was attacked by Kanye West when he tried to take pictures of West.

Q2: How do the media help celebrities? Underline the information.

→ . . . the celebrities get free press that increases their chances of staying relevant in the entertainment business.

C1: What objection to his argument does the author address in this paragraph? Underline it.

→ In effect, they're doing nothing more than creating buzz. Of course, the paparazzi do this for entirely selfish reasons.

C2: Circle two examples of cause and effect in this paragraph.

→ (Sample answer) This buzz does much more than yield a handful of paparazzi big paychecks. It actually generates people's interest in the stars. . . . After all, higher box office sales fuel the stars' careers and make them wealthy in the process.

C3: What is the author's argument in this paragraph?

→ The author's argument is that the media attention benefits society. The media give celebrities attention, and celebrities can use this attention to promote charities and causes, thereby benefiting society.

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 d 3 a 4 b 5 c

Explanation for #2: Readers can infer that the author believes that famous people are wrong to object to paparazzi (d) because he points out that the famous people's careers actually benefit from the attention.

❷

- 1 had arguments with paparazzi
- 2 a lack of privacy
- 3 arrange to be photographed
- 4 society as a whole

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 I think the best way to refute this claim is to point out that many celebrities have children. Children are innocent and did not choose to become famous. Violating their parents' privacy often means violating their privacy, too, and that is wrong.

2 If I were a celebrity, I would work for the rights of disabled people. This is important to me because I have a cousin who uses a wheelchair. I think there is a lot of misunderstanding and discrimination when it comes to the disabled, so I would try to change that.

CRITICAL THINKING (10 minutes) Pages 41-42

Select students to read aloud the brief passage *Identifying Deductive and Inductive Arguments*.

Arrange students into pairs or small groups to do the activities. Elicit answers to ensure everyone understands.

As an extension have each pair/group come up with their own deductive and inductive arguments. The topics for these arguments can be open, but suggest something related to their class, studies, and/or travels. Then have the pairs/groups share their arguments with the class to see if others can distinguish their deductive arguments from their inductive arguments.

Answers:

1 Inductive **2** Inductive **3** Deductive

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 thereby **2** utilize **3** persistent **4** coordinate **5** collapsed **6** exploited

7 cycle **8** exceeded

WRITING WORKSHEET (15-60 minutes) Pages 177-178

Have students turn to pages 177-178 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:

- Opinion 1* Yes, people should pay less attention to celebrities.
Reason 1 The focus on celebrities distracts society's attention from more important issues.
Explanation/Example It was reported that more people voted in the American Idol contest than in the presidential election.
- Reason 2* Famous entertainers have too much power over other areas of life.
Explanation/Example Politicians expend great effort to get celebrity endorsements, but celebrities are not qualified to make political decisions.
- Reason 3* Like everyone else, famous people have a right to privacy.
Explanation/Example Because of their immense popularity, celebrities are stalked and photographed by paparazzi without their permission.
- Counter-argument* Some people may point out that celebrities often help educate the public on important issues.
Refutation However, publicity from celebrities rarely results in any real change.
Conclusion People are wasting valuable time and invading others' privacy when they follow the details of celebrities' lives.
- Opinion 2* No, there is no need for people to stop paying attention to celebrities.
Reason 1 Following celebrity news is a fun, harmless pastime.
Explanation/Example People enjoy learning about celebrities as a way of taking a break from their busy, stressful lives.
- Reason 2* The media attention that celebrities receive helps both parties.
Explanation/Example The media make money, and the celebrities get publicity that advances their careers.
- Reason 3* It's more effective for famous people to raise public awareness about important issues.
Explanation/Example Paul McCartney has brought attention to causes involving animal rights.
- Counter-argument* Some people argue that the immense public interest violates celebrities' right to privacy.
Refutation But that is a minor sacrifice compared to the great advantages of publicity.
Conclusion Public interest in celebrities hurts no one and benefits everyone.

Unit 4 Parenting Styles

OBJECTIVES

- Practice comparing and contrasting
- Learn to assess the reliability of sources
- Discuss and write about the best way to raise children

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

Elicit responses to the title page photo. Who are the people in the photo? What are they doing? What is their relationship? Explain your answer.

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 for each option.

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 related to parenting 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 Carl Jung?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find out if they had strict parents and whether they think they are better people because of their strict parents.

Answers will vary.

❷ Also conduct a quick survey to find out what most students think is the best way to discipline a young child and/or the most common way that they were disciplined as children.

Sample Answer:

I think that the best way to discipline a young child is to make the child stay in the corner for a few minutes. I think that a few minutes must feel like a long time for such a young kid. While alone in the corner, the child will probably think about what he or she has done wrong.

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

READING PREVIEW (5-10 minutes) Page 45

Arrange students into pairs or small groups to come up with three ways to prevent a child from doing something dangerous or to stop a bad behavior.

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

Sample Answer:

One way to make a child stop a dangerous behavior is to remove the child from the place where that behavior can occur, like a kitchen with a hot stove or a yard with a violent dog. Another way is to spank the child so he or she will learn to associate that behavior with pain. A third way is to make the child serve a time-out and explain to the child why the behavior was dangerous or unwanted.

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).

Marginal Questions and Answers:

Q1: Underline the definition of behaviorism in the passage.

→ Behaviorism is a theory of learning. It states that children repeat behaviors that they perceive to bring a desired reward. At the same time, they cease behaviors that they perceive to bring punishments.

Q2: Why does time-out work well with younger kids? Underline the answer.

→ To such children, ten minutes may feel like hours. This is a strong punishment for kids who just want to play.

Q3: Underline a reason why some parents spank their kids.

→ Spankings are common and are often used when parental frustration leads the parent to lash out.

Q4: Why does the cognitive model work best with kids over the age of 7? Circle the reason.

→ After age 7, children undergo major cognitive changes that allow them to develop greater reasoning skills.

Q5: Why does the author talk about “bribes”? Explain in your own words.

→ The author says that, to some parents, giving rewards for good behavior seems like giving bribes to their children.

C1: What is the author’s point of view about spanking? Describe it in your own words.

→ The author thinks that spanking is not as effective as behaviorism or cognitive approaches, even when a child is acting irrationally or emotionally.

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 rewarded

2 punished

- 3 consequences
- 4 spanking
- 5 reason and clarification
- 6 7 years

READING SKILLS WORKSHEET (10 minutes) Page 179

Have students turn to page 179 in the Skills Workbook.

Select students to read aloud the brief passage *Comparing and Contrasting*.

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 Both 2 While 3 On the one hand 4 However

❷

Behaviorism: 1, 2, 6 **Both:** 5 **Cognitive Model:** 3, 4

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

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 d 2 b

Explanation for #2: Readers can infer that the author would most likely agree that spanking is not the most effective way of achieving positive results (b) because he states that studies show non-spanking methods can be effective (lines 16-18) and that behavioral and cognitive models work better than spanking (lines 68-73).

❸

1 F 2 F 3 T 4 T 5 T

THINK AND DISCUSS (10 minutes) Pages 49-50

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

Elicit answers from the class. Encourage students with different opinions to explain and support their ideas.

Sample Answers:

❶ My parents used the behavioral model on me quite often when I was a little kid. One particular situation stands out in my mind. I once interrupted my grandmother when she was speaking. My mom was there, and she gave me a look! I knew what the look meant without her saying a single word! I never interrupted my grandmother after that. So, yes, it was very successful in changing my behavior.

❷ Parents should use the cognitive model to discipline teenagers. By that age, kids are old enough to respond well to reason. I think that most kids know they need to get good grades. If my kid had just failed two classes, I would explain to him or her in a calm and intelligent way why failing classes is bad for his or her future. That would probably be enough to solve the problem.

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

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

READING PREVIEW (5-10 minutes) Page 51

Arrange students into pairs or small groups to brainstorm the possible benefits and drawbacks of having very strict parents. Ask students to write a list of these reasons so that they may 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:

There are a couple of advantages to being strict. For one thing, kids learn how to follow important rules from an early age. Also, I think that the kids of strict parents might not get into trouble as often as other kids do. But there are disadvantages, too. Some children don't like rules, so they might rebel against them. Also, some of these kids might become very angry with their parents. This would create unhappiness in the family, making it hard to live together peacefully.

READING (15-20 minutes) Pages 52-54

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 is Caplan’s main idea about raising successful kids? Say it in your own words.
→ Caplan thinks that Amy Chua’s children’s success might be due to their genes rather than her parenting method.

Q2: Why does Caplan mention Chua’s husband?
→ Caplan points out that Chua considers the liberal way in which her husband was raised as “doomed to fail” and yet her husband is very successful.

Q3: According to Chua, why is her husband successful? Circle her reason.
→ Some people are just self-motivated—my husband was.

C1: Chua did not give Sophia the choice of playing music or not. Underline the evidence in this paragraph supporting that statement.
→ My daughter Sophia said she would never have developed her love of music if it wasn’t for me. . . My husband was given a choice by his mother when he was about 6—do you want to start playing the violin or play with your friends? He chose friends, of course. He still came out great, but he regrets not reading music. I feel a responsibility . . .

Q4: What is Caplan’s main goal in raising his kids? Circle it.
→ But the point is to make sure they treat people decently.

Q5: What is Caplan’s view on why people in developed nations are having fewer children? Underline it.
→ In developed nations, birth rates are low, and I think that is due to people feeling having kids is a cross to bear.

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 a 2 c

❷

Amy Chua: c, d, e **Bryan Caplan:** b, f

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. Note the most common and/or most interesting responses.

Sample Answers:

1 I think that kids could react very strongly if their parents are too strict. Some kids do certain things just because their parents don’t want them to. Likewise, kids might not do something— like get good grades or learn to play a musical instrument—just because their parents want them to.

2 I definitely think that some people regret not being forced to do things while they were young. For example, I love listening to music, but I can’t play any instruments. I wish my parents had forced me to learn to play the piano when I was young.

CRITICAL THINKING (10 minutes) Pages 55-56

Select students to read aloud the brief passage *Assessing the Reliability of Sources*.

Give students time to work on activities 1 and 2. Then elicit answers to ensure everyone understands.

As an extension, arrange students into pairs or small groups to create one or two of their own “choose the best source” questions. After, have the pairs/groups share their questions with the class to see if students can choose the best source.

Answers:

❶ 1 . . . the result is parents don't have much effect on their kids.

2 Most of my book is based on a summary of 40 years of adoption and twin studies

Yes

No

Yes

❷

1 Source 1 2 Source 2 3 Source 2 4 Source 1

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

WRITING WORKSHEET (15-60 minutes) Pages 180-181

Have students turn to pages 180-181 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:

Opinion 1 I think that the best way to raise children is to be strict.
Counter-argument Some parents would disagree. They prefer to raise their children in a more liberal way, letting them make decisions for themselves.
Refutation But this is not a good idea. Kids need to learn to follow rules about how to behave at home, at school, and in society.
Reason 1 Very young kids do not know what behaviors are wrong or dangerous.
Support 1 According to research, these children need adult interventions that connect rewards and punishments to behavior.
Reason 2 Older kids' behaviors or decision-making processes can often be irrational.
Support 2 Studies have found that these children, although capable of higher-level thinking, are often driven by emotions in making decisions. They need guidance to make them understand the consequences of their behavior.
Conclusion Parents must be strict with their children. But they have to adapt their parenting style as the child grows. Kids who learn how to behave will grow up knowing how to behave properly in different situations.

Opinion 2 I think that the best way to raise children is to use what author Bryan Caplan calls the "serenity method."
Counter-argument Some parents would disagree. They prefer to raise their children in a strict way, making all the decisions for them.
Refutation But this is not a good idea. If parents do everything for them, the kids will never learn to do things for themselves.
Reason 1 Some kids react very strongly to their parents' strict rules.
Support 1 Author Bryan Caplan mentions in the article "Is strict parenting better for children?" that his parents did not force him to learn to play a musical instrument—if they had, he probably would hate music today.
Reason 2 Parents really don't have that much influence on their kids in the long run.
Support 2 Studies show that genetics plays a big role and that parents' guidance plays a fairly minor role.
Conclusion The best way to raise children is by using a liberal approach. Too much control over children can make them resentful and rebellious. On the other hand, kids that are happy and independent are more likely to grow up to be happier and more successful adults.

Unit 5 Honesty: Not the Best Policy?

OBJECTIVES

- Practice asking questions while reading
- Learn to evaluate statistics
- Discuss and write about whether it is acceptable to lie

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

Elicit responses to the title page photo. Does crossing fingers have the same meaning in the students' culture(s)? In what other situations (for what other purposes) do some people cross their fingers?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and establish which side most students take.

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 truth- or lie-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 William Blake?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the most common answers they give in terms of how often they lie and whether they would lie to improve their chances of getting a job. What answers do most students give? What explanations do they give for these answers?

Answers will vary.

❷ Also conduct a quick survey to find out which pictures students believe present the most acceptable circumstances for people to lie in. Do most students agree? What reasons do they give for their answers?

Answers will vary.

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

READING SKILLS WORKSHEET (10 minutes) Page 182

Have students turn to page 182 in the Skills Workbook.

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

Focus students' attention on the four main points at the end. Do students feel like they do these things when reading a text? Have students identify what points they may have done less frequently.

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

Then elicit answers from students.

Sample Answers:

- ① (1) I'd say this claim is true about me and most people I know. Even though we know everyone lies sometimes, we usually don't expect to be lied to.

(2) Yes, they're good examples of the author's point. They're common situations in which people lie for understandable reasons.

(3) The author probably means consequences like conflict in the relationship and the loss of trust.
- ② Q: Why does the author end the first paragraph with a question?
A: I think the author wants readers to think about the topic of the next paragraph, which tells why people lie even though they know it's wrong.

READING PREVIEW (5-10 minutes) Page 59

Arrange students into pairs or small groups to come up with reasons for why people might choose to lie to each other. In what circumstances do students think lies mostly happen, and what are the emotions that lead to them lying?

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

Sample Answer:

I think one emotion that makes people lie is fear, especially of being punished for something like bad grades. Another is compassion for another person. If your friend is upset because of an awful haircut, you might lie and say it doesn't look that bad to make him or her feel better.

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). Also, have students think of the examples the author gives of different circumstances in which people lie because of the mood they were in etc. Can students identify with any of their circumstances? Have any students done of these things in the past?

Marginal Questions and Answers:

Q1: Based on this paragraph, what are the main reasons that people lie?

→ People lie mainly to get what they want or to get out of what they don't want.

C1: Can the work of Gaspar and Schweitzer be considered a reliable source? Why or why not?

→ Yes, it's probably a very reliable source. The study was done in 2013, so it is very recent. Also, the authors of the study are from reputable universities. What they say on this topic is probably trustworthy.

C2: What does the author mainly use to support her point in this paragraph?

- (1) Research results
- (2) Personal experience

(3) Imaginary examples

Q2: According to this paragraph, what might prevent people from lying? Underline the information.

→ However, if you're caught, you might feel significantly worse. And the next time you're tempted to tell a lie, you'll remember the remorse and guilt you felt, and you'll restrain yourself.

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 speeding ticket
- 2 Affective (Emotional)
- 3 mood
- 4 telling the lie / lying / the lie
- 5 remorse/guilt

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

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 inaccurate 2 not in passage 3 main idea 4 too specific

❷

- 1 Few → Most
- 2 ✓
- 3 emotions → cognitive and motivational causes
- 4 catch someone lying → successfully lie / aren't caught for lying / get away with lying

3

1 c 2 d

Explanation for #1: Readers can infer that Gaspar and Schweitzer thought previous explanations of lying were incomplete (c) because the passage states that Gaspar and Schweitzer argue that an emotional, or affective, basis for lying is just as important as the cognitive and motivational bases that previous explanations had focused on.

THINK AND DISCUSS (10 minutes) *Pages 63-64*

Arrange students in pairs or small groups to discuss the questions. Ask students to give examples for the second question in part 1.

Elicit answers from the class. Are there any more common examples?

For part 2, ask students (anonymously if necessary) what they would say in those circumstances. What response do more of the students give?

Sample Answers:

- ❶
 - Yes. Years ago, I broke a lamp in my apartment while playing with a basketball, but I told my mom that my little brother had done it. He was too young to be punished, so it seemed harmless. She believed me, and I remember feeling pretty clever. I also felt relieved not to be in trouble.
 - Yes. A lot of ordinary people lie to the government, especially about taxes, and they feel fine about it. I don't really blame them. I believe many people see the tax laws as unfair and harsh, so they think the government deserves to be lied to.
- ❷
 - I would probably lie and say I know nothing about it. I'd feel angry at my friends and guilty about lying. However, I know I'd feel even guiltier if I got them into trouble. And I'd be afraid of them finding out that it was because of me.

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 restrain 2 imposition 3 eroded 4 committing 5 Coincidentally 6 adjust
7 accompanied 8 affective

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 the pronunciation of the target vocabulary and have students repeat.

Answers:

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

READING PREVIEW (5-10 minutes) Page 65

Arrange students into pairs or small groups to brainstorm reasons or situations in which it might be acceptable to lie. 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:

One obvious situation is when you get a present that you don't like. You usually lie and say you like it so as not to be rude and hurt the other person's feelings. Another case is when you don't want to accept an invitation. It's kinder to make up an excuse such as having other plans than to say you're not interested.

READING (15-20 minutes) Pages 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).

As a further extension, have students consider whether, as mentioned in the passage, they lie in approximately half of their conversations with their mother (or father). Do students agree that they lie this much?

Marginal Questions and Answers:

Q1: How did the author's mother react to his stealing? Underline the information.

→ When my mom finally found out, she didn't punish me, instead saying that my guilt had been punishment enough.

C1: Circle three statistics given as percentages in this paragraph. What do the numbers represent?

→ Another study, cited in *The Day America Told the Truth*, revealed that it's not just moms to whom people lie, as **75 percent** of people lie to their friends, **73 percent** to their siblings, and **69 percent** to their spouses. / These percentages show the number of people who lie to different kinds of important people in their lives.

C2: Which conclusion can be drawn from this paragraph?

- (1) Children learn how to lie by observing their parents.
- (2) Parents shouldn't worry too much if their children lie.

Q2: What is the "glaring contrast" mentioned by the author? Underline the information in the paragraph.

→ First, parents tell children to always be honest. . . . Contrary to her usual teaching, Mom actually instructs her son to tell a lie.

Q3: What would the author do in the situation described in this paragraph?

- (1) Lie
- (2) Tell the truth

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 d 2 c 3 b 4 a 5 b

Explanation for #2: Readers can infer that most people are often lied to without knowing it (c) because the author states that about three of every four lies go undetected (lines 15-16).

2

1 T 2 F 3 F 4 F

IDEAS IN ACTION (5-10 minutes) Page 69

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. Which lies did students think were most or least common? What reasons did students give for these answers?

What lies do students think were most malicious? Ask students whether they have ever told these lies or have been on the receiving end of such lies?

Sample Answers:

1 Based on my own experience, I'd say that lying to avoid conflict or embarrassment is the most common. I do this almost every day! For example, when someone won't stop talking on the phone, I might say I have to go eat dinner. I don't want to hurt their feelings.

2 A lot of gossip is malicious. People exaggerate or even make up things about people they don't like in order to embarrass them or hurt their reputation. And when people cheat on their partners and lie about it, that is certainly harmful to the other person and to the relationship.

CRITICAL THINKING (10 minutes) Pages 69-70

Select students to read aloud the brief passage *Evaluating Statistics*.

Have students read through the passage and then have them think of some examples where statistics might be used to fool people or make people believe something that may not be entirely true. (This could include magazines, advertisements, and sales) Ask students if they can think of specific examples where they think statistics may have been used like this.

Then have students look through the two arguments from the passage that use statistics. Have students discuss them with a partner and choose an answer.

Answers:

- ❶ 1 No information given
2 Yes
- ❷ 1 Yes
2 No information given

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 confirmed 2 incompatible 3 Contrary 4 empirical 5 revealed 6 deduce
- 7 justification 8 institute

WRITING WORKSHEET (15-60 minutes) Pages 183-184

Have students turn to pages 183-184 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:

- Opinion 1* Yes, I think it is sometimes morally acceptable to lie.
Reason 1 Being completely honest often means hurting others' feelings.
Explanation/Example It is simply cruel to tell someone that they look terrible or that their jokes aren't funny. And it does not accomplish anything.
- Reason 2* Many lies are harmless and are told to make life easier.
Explanation/Example When you make an excuse not to attend a party, you get what you want and no one gets hurt.
- Reason 3* It is not wise to tell the truth if it puts someone else in danger.
Explanation/Example The reading passage cites the example of an abusive husband looking for his wife after she left him. In such a situation, lying is morally necessary.
- Counter-argument* It is true that when someone is caught in a lie, it can damage the liar's relationship with the person who was lied to.
- Refutation* But many lies are minor and harmless, not serious betrayals of trust, and these I consider acceptable.
- Conclusion* While telling the truth is usually best, people need not feel guilty if they lie with no intention to hurt others or in order to protect another person.
-
- Opinion 2* No, I do not think it is ever acceptable to lie.
Reason 1 If you allow yourself to lie once or twice, it can easily become a habit.
Explanation/Example Successful liars experience a "cheater's high," which could become addictive.
- Reason 2* By lying, people cause harm to themselves.
Explanation/Example Every time people lie, it erodes their self-image as an honest, upright person.
- Reason 3* Telling lies hurts others and damages people's relationships with each

other.

Explanation/Example If you catch your friend in a lie, your feelings are hurt and you will never fully trust that person again.

Counter-argument There are situations in which telling the truth might put someone else in danger.

Refutation However, by simply refusing to say anything, people can avoid lying without risking harm to another person.

Conclusion Being truthful is beneficial to your self-image and your relationships with others. So you should adopt the policy never to lie.

Unit 6 To Mars!

OBJECTIVES

- Practice making inferences
- Learn to classify claims
- Discuss and write about whether people should colonize Mars

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

Elicit responses to the title page photo. What do the students think the objects in the photo are? Do students think, realistically, that people will travel to Mars in the next 20 years? Why or why not?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into those who want to and those who don't want to. What common reasons do students give for each side?

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 life beyond Earth. (If possible, allow students to search the Internet for these quotes.) What idea or ideas are expressed in the quotes they give?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to establish which statements they strongly agree and strongly disagree with most frequently. Ask students to give reasons for their responses. What percentage of students say they would like to travel to another planet?

Answers will vary.

❷ Also conduct a quick survey to find out which picture represents the strongest reason for people not to go to Mars? What reasons do students give for their choices?

Sample Answer:

Actually, I think all of these are possible reasons. And in many ways they're all related to one another. But if I have to pick the most important one, I'd say it's low interest. Most people these days just aren't that interested in space travel. They all have their own lives to live, and a trip to Mars just seems like a fantasy to them.

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

READING PREVIEW (5-10 minutes) Page 73

Arrange students into pairs or small groups to come up with some reasons why they would or wouldn't want to live on Mars. What are the positives and negatives they think of?

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

Sample Answer:

I can think of several reasons for building a colony on Mars. First, it would be a great place to do scientific research. Who knows what we could learn there? Second, I think it would help bring the world together. If people from all nations collaborated on a project of this scale, we might see how much we all need each other and what we could accomplish if we work together. Finally, I think that it's important to push humankind's limits. Building a colony on Mars would certainly do that!

READING (15-20 minutes) Pages 74-75

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 of the reasons they would give for travelling to Mars. Ask them why they think they would be suitable candidates for travelling to Mars. Also ask them whether they would be scared and have them consider why or why not. Have some students explain their answers.

Marginal Questions and Answers:

Q1: How long will the colonists remain on Mars? Circle it.

→ . . . to spend the rest of their lives on the Red Planet.

C1: Underline the source of the criticism mentioned in this paragraph. Do you think this source is reliable?

→ . . . the second man to walk on the moon, Buzz Aldrin, is very skeptical about the timings given by the Mars One project. / I don't think that Buzz Aldrin is a particularly reliable source for this opinion. He was an astronaut, not an engineer or a scientist. Also, he went to the moon many decades ago. Technology has progressed a lot since then, so I'm not sure that he is really qualified to give opinions about this project.

Q2: Why does Maggie Lieu talk about the moon missions? Underline the reason.

→ This mission would have a similar effect on people's imagination.

Q3: Lieu mentions why it's important to do scientific research on a trip to Mars. Circle the reason(s) she gives.

→ If you want the science community on board, you have to give them some results. So just going to Mars for the fun of it, or a TV program, which is what they're trying to make it out to be, would cost a lot for not very much.

Q4: What does Lieu see as the main reason for going to Mars? Underline it.

→ I see this project as the same, testing man's capability.

Q5: Macdonald describes several sources of food for the colonists. Circle at least three.

→ We'll be bringing some basic canned food to keep us going until we start actually growing our own food. In the long term, it'll be hydroponically grown vegetables and insects for protein. Potentially, later on, you could further supplement your diet by bringing in some frozen fish eggs and starting a little pond. I'd like to find a way to grow some tea on Mars.

MAPPING IDEAS (5 minutes) Page 76

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

Elicit answers from the class.

Answers:

- 1 radiation
- 2 funding
- 3 international cooperation
- 4 science
- 5 (living) environment
- 6 adaptable/trained

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 *Making Inferences*.

Have students read through the first page of the reading passage in unit 5 (p 60). Have students see if they can infer any information from the text. Ask students to read out and explain what lead them to these inferences.

Next, have students read the two short excerpts and get them to answer the questions below.

Then elicit answers from students and have them explain their inferences.

Answers:

1 b 2 c

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 too general 2 not in passage 3 inaccurate 4 main idea

❷

1 d, e 2 b

❸

1 T 2 F 3 F 4 I 5 T

Explanation for #4: Readers can infer that Ryan Macdonald is not concerned about his possible life on Mars because he states that there is risk in everything and that people will live longer on Mars than on Earth (lines 60-63).

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

Arrange students in pairs or small groups to read the excerpt and discuss the questions. Have students note down the benefits they think that could come from this mission. Elicit answers from the class. What are the most common benefits that students write down? What are the negative sides that students see?

For part 2, have students look at the pictures. Ask them to identify which goal they think would be most effective for getting funding for the mission. Which picture do students think would be most effective? Ask some students to explain their reasons. As an extension, have students come up with their own idea to try and receive funding for the mission. Discuss any creative answers.

Sample Answers:

❶ I think that the colonization would answer one question once and for all—is there life on Mars? And even if there isn't life there now, there might have been in the past. For this purpose, the colonists could search for fossils. In general, I think that human beings are explorers by nature. So all of humanity would benefit if we venture further than we've been before. On the negative side, the money for the project might be better spent here on Earth. After all, we have plenty of problems here that need to be dealt with.

② I would concentrate on describing the benefits of pushing humankind's limits. I think that humans are explorers by nature. By establishing a colony on Mars, people will go farther than they ever have. Indeed, it will be the first step in the exploration of the stars! This idea will no doubt resonate with many people. Who wouldn't want to give a few dollars to such a worthy cause?

VOCABULARY REVIEW (5 minutes) Page 78

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 b 3 d 4 c 5 a 6 b 7 c 8 c

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

READING PREVIEW (5-10 minutes) Page 79

Arrange students into pairs or small groups to brainstorm the difficulties people might face in colonizing Mars. 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:

For one thing, the environment on Mars is very different from that on Earth, so it would be hard to live there. Also, very few people would be there, so it would be quite lonely. Certainly, you'd miss your family and friends back on Earth. Plus, there isn't much to do for fun there. So, people would get really bored, I guess.

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, have students think of some positive ideas to counter the negative points presented by the author. Also, ask students to consider whether these negative arguments would stop them from travelling to Mars if they could. What do students say?

Marginal Questions and Answers:

C1: Underline the author's main claim in this paragraph.

→ They must know that the journey to Mars and the subsequent colonization of the planet will be anything but a walk in the park.

Q1: Underline an effect of the lack of gravity on the muscles. Circle its effect on the bones.

→ The lack of gravity causes major problems like **bone loss** and muscle atrophy.

C2: The author describes the effects of extended isolation. Do you consider his source reliable?

→ The source is a professor of social psychology at the University of Chicago, which is quite a reputable school. And he is commenting about something that is directly related to his field. So, I'd say the source is reliable.

Q2: The author claims that the ill effects of isolation are not reversible for the colonists. Why is this so?

→ The effects can only be reversed by social interaction, which will be lacking with the small number of colonists on Mars. Yet the technology does not exist yet to allow them to return to Earth.

Q3: List the health and other risks to human life on Mars mentioned in this paragraph.

→ The risks include severe—and sometimes widespread and prolonged—dust storms,

carbon dioxide poisoning (due to the atmosphere consisting mostly of this gas), low atmospheric pressure (which could cause one's saliva to boil), and much higher levels of radiation from the sun (which could cause cancers).

FOCUS ON CONTENT (5-10 minutes) Page 82

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.

As an extension after the reading is completed, ask students to consider whether they agree with their authors arguments (in part 2) or whether they think he is biased. Have students explain their answers.

Answers:

❶

1 c 2 a 3 a

Explanation for #2: Readers can infer that colonizers will be trained in basic medical techniques because the author states that colonizers would have to perform their own medical procedures (lines 33-34), which logically would require some basic training.

❷

1 e 2 d 3 c 4 b 5 a

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 consider how isolation would affect the people in the group. How do students think they would be affected by the isolation?

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

Sample Answers:

1 Without a doubt, I would be most concerned about my physical health. For one thing, the high levels of radiation would be scary. Without adequate protection from it, the chances of developing cancer would be high. In addition, I would be terrified that my space suit would fail while outside, and the lack of air pressure would cause the saliva in my mouth to boil!

2 Isolation could cause the colonists to develop serious depression after a while. Some colonists might go crazy and harm or even kill the others.

CRITICAL THINKING (10 minutes) Pages 83-84

Select students to read aloud the brief passage *Classifying Claims*.

Give students a few minutes to think of one or two definitions and predictions based on these definitions. Ask them to say them out loud to the class. Then have students decide whether these predictions are weak or strong.

Next, have students look at the two excerpts and answer the questions. Ask students to explain their reasons for their answers.

Answers:

1 Based on the cold, hard facts, I would suggest that these potential future “Martians” have not actually considered the challenges that face them after leaving the cozy confines of Earth.

2 The Mars One foundation is a Dutch company that has set its sights on establishing a colony of humans on Mars as soon as 2025, and they have a long list of prospective colonizers willing to take a one-way trip.

3 Being stranded on Mars will be a challenge in itself as the planet is an inhospitable host for human life. / Anyone stepping outside would also have to put on a protective suit. / . . . so without a suit the colonist’s saliva will actually boil!

4 Carbon dioxide—if you remember anything from middle school science—is a poisonous gas in large amounts.

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

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

Have students turn to page 186-187 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:

- Opinion 1* I would definitely be willing to take a one-way trip to Mars as one of the first colonizers.
- Counter-argument* Of course, life on Mars would be extremely difficult—I don't deny this. The isolation itself would make life tough for sure.
- Refutation* But I wouldn't be alone. And I would most likely train for many years with the team before the actual mission. Actually, isolation is a minor issue compared with what the mission can achieve for science.
- Reason 1* I want to be a scientist after college. Going to Mars would give me a great opportunity to make some incredible scientific discoveries.
- Support* For one thing, we could find out once and for all whether life exists on the Red Planet. Or we could hunt for fossil evidence of life that existed there long ago, if not now. The only way to do this effectively is to go to Mars

and look around.

Reason 2 I think that human beings are natural explorers, and I want to go where no humans have ever been before.

Support Throughout history, people have moved from place to place. There are very few places on Earth that have not been explored yet. So we should look beyond our planet. I think that sooner or later humans will go to Mars, and I would like to be among the first!

Conclusion While life on Mars will not be easy, I'm ready for the challenge. I would go there not only to make scientific discoveries but also to make history.

Opinion 2 I would definitely not want to take a one-way trip to Mars as one of the first colonizers.

Counter-argument Of course, it would be great to make some incredible scientific discoveries. We might finally be able to answer the age-old question of whether life exists on Mars.

Refutation But the cost of making that discovery would be too great. Since the technology for returning to Earth doesn't exist yet, I would have to live the rest of my life on the Red Planet.

Reason 1 Life on Mars would not only be difficult but also dangerous. Besides, the journey to get there itself would be dangerous enough.

Support Scientists just don't know what the long-term effects of zero gravity are on the human body. And they do not yet have a way to provide protection against the high levels of radiation from the sun. The physical dangers of space travel and colonization are clear.

Reason 2 The psychological impact would be worse. I know that I could not stand the isolation for such a long time.

Support I'm the type of person who naturally likes to be around other people. Otherwise, I tend to get extremely lonely. In addition, I like to meet new people all the time, but on Mars this would of course be impossible.

Conclusion While the mission would be the exploration of a lifetime, I wouldn't want to live on the planet. For reasons of physical safety and psychological well-being, I'll stay right here on Earth—where I belong.

Unit 7 The Millennial Generation

OBJECTIVES

- Learn to understand author's purpose
- Learn to identify and evaluate causal arguments
- Discuss and write about Generation Y job seekers

TITLE PAGE (5-10 minutes) Page 85

Elicit responses to the title page photo. What do students think is expressed by the photo in relation to the unit title? Ask students if they think the workplace in the photo looks appealing and/or normal.

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into yes and no. Also elicit reasons and organize them into the appropriate category.

Have students discuss the meaning of the quote. Call on a few students to find out what they think the quote means and whether they agree or disagree with the idea.

As an extension, ask students if they know any wisdom-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 George Orwell?

BEFORE YOU READ (5-10 minutes) Page 86

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find what is important to them in regard to work. Which statements do most students strongly agree or disagree with? What explanations do they give for their answers? For example, do students think social media has had a bad influence on how young people work?

Answers will vary.

❷ Also conduct a quick survey to find out what students believe to be the most and least important qualities for an employer. What reasons do students give to support their answers?

Sample Answer:

I think a positive attitude is the most important of the four qualities, because if you don't care about your job, you won't try hard to be good at it even if you have the right skills. Next is social skills because teamwork is a big part of most jobs. IT skills are important, but basic computer skills can be picked up on the job quite easily. Lastly, I think too much respect for authority can be a bad thing because it might prevent change.

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

READING PREVIEW (5-10 minutes) Page 87

Arrange students into pairs or small groups to come up with ways in which the newest generation might be different from past generations. In what ways might they be more effective in the workplace? In what ways might they be less effective?

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

Sample Answer:

One difference is that women today are more likely to value their careers as much as men do. In my parents' generation, most women didn't work after they got married. I also think young people today are more individualistic. They're more likely to challenge the rules and question what their bosses say.

READING (15-20 minutes) Pages 88-89

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).

As a further extension, have students consider the views of those UK students from generation Y regarding how much time they want to spend working at home (30-70%). Do students think this is possible in their country? Ask students to give reasons why or why not.

Marginal Questions and Answers:

Q1: What does Ailsa McNeil have in common with many other members of Generation Y?

→ They are not interested in jobs with long hours or in large companies, unlike previous generations.

C1: Underline the statistics in this paragraph. Find the sample size noted earlier in the passage, and circle it.

→ The study found that 85 percent of Generation Y wanted to spend 30 percent to 70 percent of their time working from home. More than half wanted a flexible working arrangement. / A study of more than 2,500 people in this group . . .

Q2: How are companies adjusting to the new generation of workers?

→ They are offering employees perks that might appeal to them more than just a high salary— things like flexible hours and the chance to work from home.

Q3: What are two factors that affect people’s attitudes toward employment according to Simon Walker? Circle them.

→ He argued that they were partly dictated by age but also by circumstances.

MAPPING IDEAS (5 minutes) Page 90

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

Elicit answers from the class.

Answers:

- 1 time off for travel or charity work
- 2 they are dissatisfied / work is not fulfilling and fun
- 3 flexible hours, chance to work from home, and other perks
- 4 hierarchy
- 5 the head / chief executive of his company about a decision

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 *Understanding the Author's Purpose*.

Choose a previous reading passage from the book (for example, unit 4 page 46). Have students read through the first 3 paragraphs and have them identify the main purpose of the passage. Also, have students identify what the main purpose of each paragraph is.

Next, give students time to work on activities 1 and 2. Have students read the 2 excerpts and do the questions. Then elicit answers from students. What reasons do students give for their answers?

Answers:

❶ 1 a

2 *Sample answer:*

The author lists facts from research, defines a term for the reader, and does not express an opinion.

❷ 1 c

2 *Sample answer:*

The author clearly expresses an opinion ("This is entirely unfair") and then gives reasons to support it.

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

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. As an extension for section 2, have students explain why they chose True or False for their answers.

Answers:

❶

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

❷

1 T 2 F 3 F 4 T 5 F

❸

1 b 2 c

Explanation for #1: Readers can infer that many of Generation Y do not think their parents found fulfillment in their work (b) because the passage cites research that claims these people “have seen their parents in stressful jobs working long hours and realize that hard work for big companies apparently *does not bring* prosperity and *happiness*” (lines 17-20).

THINK AND DISCUSS (10 minutes) Page 91-92

Arrange students in pairs or small groups to discuss the questions. Elicit answers from the class.

Have students write down or consider the main differences between Generation Y in their country and in the UK. Would it be possible or acceptable for them to have the same attitude or expectations as those in the UK? Ask students to explain their responses.

Sample Answers:

❶

- Since they grew up in hard economic times, they might value job security and salary more than young British people do. And as only-children, they might feel more responsibility to take care of their parents financially. So they probably are less likely to quit their jobs due to a lack of fulfillment.
- I think my country's Generation Y has a lot in common with Britain's. My friends and I agree that it's important to do work that you feel good about and enjoy. We'd like to make good money, but it's not the most important thing.

• One disadvantage is that a job that's fun and fulfilling might not always be available. The job market is competitive, so if you're too picky, you could end up with no job at all. Also, taking a lot of time off and prioritizing your personal life could mean that your work suffers. Then you might accomplish less, miss opportunities for promotions, or even be fired.

- ② For me, the two most important criteria are “doing work that helps others” and “lots of free time and vacation.” Like most members of Generation Y, I want my job to be fulfilling. Also, I don't want my life to be centered on work. I want to spend time with family and friends, which means I'll need plenty of free time and vacation.

VOCABULARY REVIEW (5 minutes) Page 92

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 prioritize 2 policy 3 widespread 4 convince 5 norm 6 conception
7 cyclical 8 compensation

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

READING PREVIEW (5-10 minutes) Page 93

Arrange students into pairs or small groups to brainstorm the qualities that employers may look for in employees. 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. As a short extension, you could ask students to identify possible differences in qualities between their country and the UK. What qualities do students discuss?

Sample Answer:

Employers today probably value young people's computer skills since they're better at this than any other generation. I think they probably also value creativity a lot since there's so much competition to constantly come up with new ideas.

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 the answers below).

Marginal Questions and Answers:

C1: Circle a fact and underline an opinion in this paragraph.

→ These perceptions and the tight job market should be taken into account when members of Gen Y apply for any job. They should look at making themselves as attractive as possible to employers.

Q1: Circle three fields that Millennials are especially suited for.

→ This makes them a natural fit for companies seeking expertise in technology, marketing, and networking.

Q2: What is one way job seekers can demonstrate that they have a good work attitude? Underline it.

→ Listing any past experiences for which a good attitude was beneficial to the end goal of any activity is another great way to impress a future boss.

C2: What conclusion can you draw from the passage? Underline it.

→ In today's tough job market, Millennial job seekers need to provide a potential employer with great reasons to hire them.

FOCUS ON CONTENT (5-10 minutes) Page 96

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. As an extension, for the True or False questions in section 2, have students explain why they chose true or false for their answers.

Answers:

1

1 c 2 d 3 b 4 a 5 d

Explanation for #1: Readers can infer that Generation Y still face tough competition for jobs (c) because the passage states that the economy of the present still has not fully recovered from the 2008 financial crisis and that it is important for new workers to strategize their career development (lines 3-6).

2

1 F 2 T 3 T 4 F

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 that they would like to ask their partner(s).

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

As an extension, have students think of the qualities they think they have. Ask them to say which qualities they would mention about themselves in an interview. What qualities are most common among the students?

Sample Answers:

1 Yes, in a way. I don't think most Millennials have a poor work ethic or expect too much. But I do think these qualities are more common in Generation Y than in previous generations. The world has changed a lot since their parents were young. Millennials' lives in general have been easier, so a lot of them might be kind of spoiled.

2 I think they should ask about opportunities for advancement, which shows that they have ambition and determination. And they should emphasize their creativity. Ideas and innovation are more important to our economy than ever.

CRITICAL THINKING (10 minutes) Pages 97-98

Select students to read aloud the brief passage *Identifying and Evaluating Causal Arguments*.

Have students discuss some causal arguments or concepts that they are aware of (an example of causation could include smoking and an increase in cancer rates. An example of correlation could include wearing XXXL t-shirts and incidents of heart disease. Wearing an XXXL t-shirt does not cause heart disease). Have students discuss whether these are correlation or causation. What answers do they give?

Then have students read the three arguments and circle the correct type of objection. Elicit and review the answers.

Answers:

- 1 A third factor
- 2 Reversed cause and effect
- 3 Correlation but not causation

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:

❶

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

❷

1 inadequate 2 enhance 3 financial 4 strategize

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 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 members of Generation Y make good employees.
<i>Reason 1</i>	They are the most technologically advanced generation in history.
<i>Explanation/Example</i>	This is the first generation to have been born during the Internet Age. Computer skills will only increase in importance in the future economy.
<i>Reason 2</i>	Millennials don't care much about hierarchy, which can lead to innovation and positive change.
<i>Explanation/Example</i>	Junior employees often have great, original ideas. It's good that young people today are not afraid to speak out in front of their bosses.
<i>Reason 3</i>	Young people today seek meaning in what they do.
<i>Explanation/Example</i>	Research shows that most Millennials are not motivated mainly by money but by fulfillment. If you give them meaningful goals, they will pursue those goals with enthusiasm.
<i>Counter-argument</i>	Some employers think Millennials have bad attitudes.
<i>Refutation</i>	This is how every generation sees the later one. The older generation will have to accept that this is the new way of thinking.
<i>Conclusion</i>	Millennials are certain to have a positive impact on the workplace by bringing to it new ways of thinking about work and life.

Opinion 2 No, I do not think members of Generation Y make good employees.

Reason 1 They tend to be presumptuous.

Explanation/Example Because of new parenting styles, Millennials are used to getting their way. As a result, they feel less of a need to try hard.

Reason 2 Today's young people are more focused on their personal lives than on their careers.

Explanation/Example Research shows that Millennials want a lot of time off to travel and are likely to quit their jobs if they feel dissatisfied.

Reason 3 Generation Y lacks people skills and is easily distracted.

Explanation/Example They have grown up with social media, which causes them to have more difficulty communicating face to face. And they get distracted by social media even while at work.

Counter-argument Young people have an advantage when it comes to knowledge of technology.

Refutation Having technology skills is not enough. Workers today have to be all-rounders, and many Millennials aren't.

Conclusion Employers are better off hiring older, more experienced workers because they get better value and greater loyalty from them.

Unit 8 Going to School—At Home

OBJECTIVES

- Practice summarizing information
- Learn to evaluate deductive arguments
- Discuss and write about the pros and cons of homeschooling

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

Elicit responses to the title page photo. Ask students to discuss whether homeschooling is common in their country. Have students explain their answers.

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 explain what they think it means and to say whether they agree with it or not. Ask if they are surprised by the source of the quote (Einstein) and ask why.

As an extension, ask students if they know any education-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 Albert Einstein?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to establish which statements they most or least strongly agreed with. Have students explain the reasons for their views. As a further question, ask students if they feel unsure about some of their answers (for example, because they may not know students who are homeschooled).

Answers will vary.

❷ Also ask students to compile a list of different reasons they wrote for the two pictures. Ask students to share these reasons with the class.

Sample Answer:

Learning in a classroom is good because kids can make friends and help each other with their schoolwork. But kids learn differently and at different speeds, so some kids will fall behind and others will get bored. In contrast, parents who teach their kids at home can design lessons to suit their kids' interests and personalities. However, since it's not that common, the kids might wish they could go to school like their friends do.

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

READING PREVIEW (5-10 minutes) Page 101

Arrange students into pairs or small groups to come up with reasons why homeschooling might be beneficial for certain types of students. Then have students discuss the reading preview question.

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

Sample Answer:

I think one reason is that kids may get bullied at school. Also, parents may not like the influence that other students at school may have on their children, such as pressure to start smoking.

READING (15-20 minutes) Pages 102-103

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 read the second paragraph again. Ask students if they think their parents could do a better job educating them than the teacher does. Elicit responses from students.

Marginal Questions and Answers:

Q1: In what countries is homeschooling becoming more common?

→ Homeschooling is becoming more common in the US and several other countries, especially Australia, Canada, and South Africa.

Q2: The author mentions one possible objection to his or her argument in this paragraph. Underline it.

→ Opponents of homeschooling object that it lacks the reliable structure of a “real” school, not to mention teachers with training and expertise.

Q3: What does the author mainly use to support his or her point in this paragraph?

(1) Scientific research

(2) Explanations and examples

(3) Personal experience

Q4: What are two reasons that some parents don’t want their kids to be socialized in school?

→ Some parents want religion to be a major part of their children’s education, yet in many countries promoting religion is prohibited in public schools. Then there are parents who want to avoid negative peer pressure on their children in school, and they want to be the predominant influence on their kids’ characters.

Q5: What is the author’s point of view on homeschooling? Find at least one clue and circle it.

→ The author is biased toward homeschooling. / The change from home education to universal schooling occurred only over the last two hundred years or so. Perhaps it’s time to reconsider that change.

MAPPING IDEAS (5 minutes) Page 104

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

Elicit answers from the class.

Answers:

- 1 Homeschooled kids/children/students / Homeschoolers
- 2 Personalized
- 3 Opponents
- 4 values
- 5 influence

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 *Summarizing*.

After reading the passage, have students discuss where they might read or see summaries. Elicit answers from students. (Examples could include essay/article conclusions, cover letters, newspapers, film or book reviews, etc.).

Next, give students time to work on activities 1 and 2 and get them to summarize the short texts.

Then have some students read out their summaries. Have other students identify any important aspects that were missed.

Answers:

- ❶ Included - 1, 2, 4
3 - Not in the passage
5 - Too specific

❷ *Sample Answer:*

One advantage of unschooling, in which kids freely follow their own interests, is that it lets parents learn with their kids. Another is that it prepares children for adulthood by imitating the independent way that adults learn.

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

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 inaccurate 2 not in passage 3 too specific 4 main idea

❷

1 b 2 a 3 c 4 a

Explanation for #3: Readers can infer that the author thinks knowledge is not the most important aspect of a good teacher (c) because she cites homeschooling parents who contend that “education does not consist of passing facts from one person to another according to a set schedule” (lines 33-34) and generally supports schooling at home, where parents might not be as knowledgeable in such facts as teachers in a school.

THINK AND DISCUSS (10 minutes) Pages 105-106

Arrange students in pairs or small groups to discuss the questions. Elicit answers from the class. What are the most common answers students give to the questions? What alternatives do students give for making friends if a student is homeschooled?

For section 2, what teaching equipment or things do students think would be lacking at home? Do a quick survey of students to identify the most common things they think would be missing. As an extension, ask some students to describe how they think this would affect teaching and learning at home.

Sample Answers:

❶

- Yes, there was a boy at my elementary school who was bullied because he was very small for his age. People called him names and laughed at him. Nothing was done about it. I wish I had defended him, but I think the teachers should have paid more attention and stopped it.
- I don’t think the “cool” kids really influenced the rest of the students. Everyone was influenced by their own close friends more than by anyone else.

- The reading mentions volunteer work and religion, so those are two ways that homeschooled kids could make friends. They could also join a sports team.

② Homeschoolers lack access to expensive science equipment and a school library. One thing these parents could do is to form a group to purchase such equipment together and share it. As for library facilities, there are public libraries, as well as a lot of books and information available online.

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

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

②

1 maximize 2 prohibit 3 transmit 4 accommodates 5 practitioner

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

READING PREVIEW (5-10 minutes) Page 107

Arrange students into pairs or small groups to discuss the negative aspects of homeschooling. Then 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:

As far as I know, it is not illegal in my country, but it is not common. I don't know anyone who is homeschooled. It's probably illegal in many countries because governments want to make sure all kids receive a quality education. And it would be hard for them to supervise homeschooling activities.

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 the answers below).

As a further extension, have students discuss whether they think isolation is a serious risk in homeschooling. What explanations do they give for their responses?

Marginal Questions and Answers:

C1: What is the unstated assumption in this paragraph about homeschooling parents?

- (1) Most don't have college degrees.
- (2) Most are not qualified to teach.

Q1: Circle two ways in which children benefit from studying with others.

→ Classmates compete with and challenge one another. . . . And they can help one another.

Q2: Is the German education minister probably for or against homeschooling?

→ The German education minister is probably against homeschooling because his or her

view is that public school helps children develop the positive attitudes that are needed in a multicultural society.

Q3: What percentage of kids in the US are homeschooled?

→ Between three and four percent of US children are homeschooled.

Q4: Why does the quoted blogger feel a bit like a foreigner?

→ Because she had been homeschooled, she had been cut off from popular culture. So she was missing cultural knowledge and shared background that could help her relate to others better in college.

FOCUS ON CONTENT (5-10 minutes) Page 110

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. Also, have students discuss whether they fully agree with the reasons given by the author in section 2. Ask students to explain their answers.

Answers:

❶

1 a 2 d 3 d 4 b

Explanation for #1: Readers can infer that the author believes homeschooling parents do not know enough about all school subjects (a) because she states that education of children is too important to be left to parents who *may not be qualified* (lines 6-7). She also points out that schools have many teachers who are trained in specific subjects and she asks: *How many parents are experts in advanced math, world history, and biology?* (lines 18-19)

❷

1 d 2 a 3 b 4 c

IDEAS IN ACTION (5-10 minutes) Page 111

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. As an extension, have students vote on whether they think homeschooling should be legal or illegal in their country. What reasons do students give for their responses?

Sample Answers:

1 Yes, I think it should be legal because parents have a right to make decisions about their kids' education. Governments can regulate it by requiring homeschooled students to take a test once a year to make sure they are learning.

2 I would respond by saying that limited exposure to pop culture might be a good thing. A lot of our pop culture is violent, silly, or crude. Many kids spend too much time watching TV and playing computer games, and not enough time reading or exercising.

CRITICAL THINKING (10 minutes) *Page 111-112*

Select students to read aloud the brief passage *Evaluating Deductive Arguments*.

Then place students in pairs and have them come up with some examples of sound arguments and unsound arguments. Have students present their arguments to other pairs. The other pairs should state whether the arguments are sound or unsound. Have some pairs do this in front of the class.

Next, have students do sections 1 and 2. Elicit responses from students.

Answers:

- ❶** **1** Valid
- 2** Invalid

❷ *Sample answer:*

I think argument 1 is both valid and sound because both its premises are true. Some people might disagree with premise (1), but I think it's true. Standardized tests are too simple to measure complex things. And premise (2) seems logical to me as standardized tests would be the simplest way to measure homeschooling students. Argument 2 is invalid because it's possible for students to excel even without competition. So the conclusion can be false even if both premises are true.

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 integrating 2 outcome 3 ideologies 4 unparalleled 5 adequately 6 fundamentally
7 minority 8 ministers

WRITING WORKSHEET (15-60 minutes) Pages 192-193

Have students turn to pages 192-193 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 think it is better for children to be homeschooled. |
| <i>Reason 1</i> | Homeschooling brings the family closer. |
| <i>Explanation/Example</i> | If they don't have to follow a school schedule, the family can spend more time together and do more activities together, such as taking learning trips. |
| <i>Reason 2</i> | Homeschooling gives kids more freedom to learn in their own way. |
| <i>Explanation/Example</i> | No one knows kids better than their parents, which makes parents best qualified to accommodate their children's learning styles and interests in their education. |
| <i>Reason 3</i> | Homeschooling produces better academic outcomes. |
| <i>Explanation/Example</i> | Kids who learn at home have been found to consistently perform better on standardized tests. |

Counter-argument Opponents claim that homeschooled kids do not have social lives.
Refutation School is not the only place for kids to make friends. They can do so through clubs, religious groups, and sports.
Conclusion Learning at home benefits students in a variety of ways, and I think the homeschooling movement will continue to grow.

Opinion 2 I think it is better for children to attend school.
Reason 1 Many homeschooled children grow up feeling lonely.
Explanation/Example They are seen as different because they are in the minority, and they cannot join school clubs and teams.
Reason 2 Schoolteachers have more subject knowledge and training than most parents.
Explanation/Example Teachers have specialties, while parents cannot know enough about all the different school subjects to teach them properly.
Reason 3 It is good for society if everyone attends public school.
Explanation/Example Schools bring together people of all races, religions, and social classes, and this teaches children tolerance.
Counter-argument Homeschooling parents cite problems such as bullying in public schools.
Refutation Considering the benefits of public school, these problems are a reason to reform the school system, not to give up on it.
Conclusion Parents who homeschool are making a mistake that they and their children will regret.

Unit 9 The Creative Personality

OBJECTIVES

- Practice monitoring and clarifying your understanding of a reading passage
- Learn to assess deductive arguments (*modus ponens* and *modus tollens*)
- Discuss and write about the most important qualities for people in the creative field

TITLE PAGE (5-10 minutes) Page 113

Elicit responses to the title page photo. What is happening in the photo? What are the people doing?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into a list from most common to least common.

Also, have students discuss the meaning of the quote. How do artists break rules and why would that be a good thing? 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 art-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 Pablo Picasso?

BEFORE YOU READ (5-10 minutes) Page 114

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find out which traits are associated with being creative and explain why.

Answers will vary.

❷ Also conduct a quick survey to find out the most and least common adjectives used to describe the people in the photos.

Sample Answers:

A curious, bright. The boy seems like the type of kid who always wants to understand how things work. Maybe he'll be an inventor.

B creative, dreamy. The woman appears to be good at painting, and her clothes are unusual. It seems like she's daydreaming as she looks at the scenery.

C organized, strict. The man looks like a serious professional who doesn't like people to act silly or break the rules.

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

READING PREVIEW (5-10 minutes) Page 115

Arrange students into pairs or small groups to come up with predictions for what personality traits successful artists or other creative people have in common.

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

Sample Answer:

For one thing, I think most successful creative people are very independent. They don't simply follow what others do, which would explain why they are able to come up with new ideas. Also, they are usually passionate about their work. They love what they do, and they don't give up easily when they encounter difficulties.

READING SKILLS WORKSHEET (10 minutes) Page 194

Have students turn to page 194 in the Skills Workbook.

Select students to read aloud the brief passage *Monitoring and Clarifying Understanding*.

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.

Answers:

❶ *Answers will vary.*

❷ 1 *Answers will vary.*

2 *Answers will vary.*

3 *Sample answers:*

a Convergent thinking is when there's a single right answer to a question. I guess that refers to things like math, logic, or the meaning of a word. Divergent thinking involves letting your mind freely connect different ideas and come up with new ones, as you do when you're being creative.

b Pablo Picasso demonstrated divergent thinking when he invented cubism. He included different perspectives of people and things in one painting. No one had ever thought of that before.

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)

Marginal Questions and Answers:

C1: What two technical terms does the author define in this paragraph? Circle them and underline the definitions.

→ IQ tests measure what psychologists call convergent thinking, the ability to solve problems for which there is one correct answer. But highly creative people excel at divergent thinking. This is the ability to generate multiple possible answers by allowing the mind to connect ideas in unexpected ways. It is the type of thinking people do when brainstorming.

Q1: What is the “mind’s eye”? Underline the definition.

→ Of particular interest was the precuneus, the area of the brain that controls the “mind’s eye,” or the ability to visualize, combine, and manipulate images.

Q2: Underline two things that people with type T personality often do.

→ Type Ts constantly seek out new and stimulating experiences, even when doing so is risky, and they rely on their own judgment rather than obey rules and conventions.

C2: Who is the source of the quotes in this paragraph? Does the source appear reliable?

→ The source is a neuroscientist and author named Nancy Andreasen. She seems quite reliable because she’s well-qualified to give opinions on this topic.

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 High IQs / general intelligence
- 2 Divergent
- 3 take risks
- 4 keep working toward a goal (despite failure)
- 5 criticism or rejection / feelings of loneliness and isolation

FOCUS ON CONTENT (5-10 minutes) Pages 118-119

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 specific 2 inaccurate 3 too specific 4 main idea

❷

1 ✓

2 precuneus → prefrontal cortex

3 ✓

4 admired → criticized or rejected

❸

1 b 2 a

Explanation for #2: Readers can conclude that the author's attitude toward the highly creative is envious (a) because she states that "being considered eccentric seems like a small price to pay for the rewards of being able to create" (lines 65-66). Further, the author provides a quote that states we all hope to get the excitement of the artist but rarely do (lines 70-71).

THINK AND DISCUSS (10 minutes) Pages 119-120

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

Elicit answers from the class. Do most students agree that these traits of creative people are innate or can be learned? What are the most common traits or habits not mentioned? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

❶

• I think these behaviors are mostly inborn. To my knowledge, most highly creative people show their potential at a very early age, before they've had a chance to learn any of these behaviors. I think it's possible to train yourself to be more creative through practice, but the effects are probably limited.

• Creative geniuses are often very opinionated and have pretty big egos. I guess they have to in order to defend the ideas that seem strange to others.

- ② I'm definitely better at convergent thinking. My best subjects are math and history, and these are subjects that deal mostly with logic and facts. I have no artistic ability at all, and I wouldn't say I come up with many original ideas.

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

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

②

1 resourceful 2 detected 3 visualize 4 inhibitions

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

READING PREVIEW (5-10 minutes) Page 121

Arrange students into pairs or small groups to brainstorm some ways in which people can be “weird.” Then have them discuss if they believe there is a correlation between any of these “weird” characteristics and being artistic. Finally, have students make predictions for what they think the author’s answer to the title question will be.

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

Sample Answer:

I think the author’s answer will be yes, that weird people do in fact make better artists. For one thing, as the first reading explained, artists look at things differently from other people and don’t care as much about social norms. So their clothes and general appearance are often weird. Also, they seem to be more troubled than other people. A lot of artists have addictions, depression, or other mental health problems.

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: How does judging art differ from choosing a tablet or TV, according to the author? Underline the information.

→ We all know that when we choose a new car, tablet, or flat-screen TV, we’re unconsciously influenced by previous impressions and notions, usually from advertisements. And we don’t mind that too much because choosing a new tablet isn’t a decision that reveals our true selves. . . . Art is a different matter. Here, our independence of thought is center stage. When we’re standing in front of that challenging new artwork or that difficult piece of modern music, we feel tested in a very personal way.

Q2: Which participants liked the unconventional art more? Underline the information.
→ The results were that the people who were shown the untidy Stefansson liked his wild, unconventional art more . . .

Q3: What do Racine, Bach, and Shakespeare have in common according to this paragraph?
→ They led conventional, normal lives, and their art obeyed the conventional rules and genres of art.

C1: What is the author’s main purpose in this passage?

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

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 d 2 b 3 c 4 a 5 a

Explanation for #2: Readers can infer that both groups of participants saw the same unconventional works of art (b) because the experiment targets the reaction of people to the appearance of the artist, not the art. Therefore, the art must be kept constant to get accurate reactions to the artist.

Explanation for #3: Readers can infer that the tragedies of Racine do not break with convention (c) because the author cites it as an example of a work that would be lost because it “obey[s] conventional rules and genres” (line 36).

Explanation for #4: Readers can guess, or infer, that the author thinks our preference for Bohemian artists is a mistake (a) because he states “we’re *too much* in love with the transgressive forms of art and the hairy, Bohemian types that produce them” (lines 41-42).

② *Sample Answers:*

- 1 long hair (combed over one side of his head and hadn't shaved)
- 2 150 years
- 3 sincerity
- 4 in a regular and orderly way

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 My favorite composer is Beethoven, and I think he did follow the rule "As in art, so in life." His music was new and original, and he was an original personality. His personal life was as stormy and emotional as his music. Someone described him as "untamed." This seems appropriate to me. I think I'd be disappointed if I found out he was actually a boring guy.

2 I agree. There is a lot of great art, but we each like certain paintings, books, or music because we can relate to them. They usually reflect our personalities. For example, I love to laugh, and all of my favorite authors and movie directors are very funny. My best friend is more serious minded, and she reads books and watches movies that I find too dark and depressing.

CRITICAL THINKING (10 minutes) *Pages 125-126*

Select students to read aloud the brief passage *Assessing Deductive Arguments*.

Give students time to answer the three questions. Then elicit answers and discuss.

As an extension, arrange students into pairs or small groups and ask them to create two more questions in the same form (one with a *modus ponens* and one with a *modus tollens*). After, have the pairs/groups share their questions with the class. How well can the class figure out each pair/groups question?

Answers:

- 1 a. MP b. F
- 2 a. MT b. F
- 3 a. MP b. T

VOCABULARY REVIEW (5 minutes) Page 126

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 disposed 2 radical 3 notion 4 conform 5 label 6 invariably
- 7 underlie 8 attach

WRITING WORKSHEET (15-60 minutes) Page 195

Have students turn to page 195 in the Skills Workbook.

Explain to students that they must fill in the corresponding worksheet. 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:

- Opinion* It is important for people in creative fields to be good at divergent thinking, to be risk takers, and to have a strong work ethic.
- Main idea 1* Divergent thinking produces original ideas, so anyone in a creative field should excel at it.
- Explanation/Example* Whereas IQ tests measure convergent thinking, or a person's ability to get the "right" answer that everyone agrees on, divergent thinking involves producing ideas that no one has had before, such as Picasso's cubism.
- Main idea 2* People who do creative work have to be brave enough to take risks.
- Explanation/Example* Most people tend to be suspicious about new ideas, so there is the risk that people will not accept them. Hence, creative people need to have the courage to face criticism.
- Main idea 3* Anyone in a creative field must have a strong work ethic.
- Explanation/Example* It always takes hard work to turn an original idea into a reality. An idea for a great new video game is useless unless one is willing to put in a lot of time and effort to develop it.
- Counter-argument* People often have the impression that creative types are eccentric and not quite normal.
- Refutation* But many highly creative people, like the abstract art painter Kandinsky, lead conventional lives. Their "wildness" and originality exist in their minds.
- Conclusion* It is clear that most people who achieve great things in creative fields, rather than being eccentric, possess qualities essential for success.

Unit 10 Friendship Is Golden

OBJECTIVES

- Practice drawing conclusions from a reading
- Learn to assess deductive arguments (hypothetical syllogisms)
- Discuss and write about whether it is better to have a lot of casual friends or just a few close friends

TITLE PAGE (5-10 minutes) *Page 127*

Elicit responses to the title page photo. Where are the people in the photo? What are they doing? Do you think that they are good friends or just acquaintances?

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 for having a lot of casual friends and for having only a few close friends.

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 friendship-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 Aristotle?

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 most enjoyable to the least enjoyable activities. Also find out the most popular “other” choices.

Answers will vary.

❷ Also conduct a quick survey to find out the most and least popular friend-helping activities. Next, elicit the pros and cons of each activity.

Sample Answer:

The pictures show some friends helping another friend move, one friend comforting a friend who is upset, and a man helping a friend who is having trouble with her car. My friends and I have helped each other with all sorts of problems, personal and non-personal. That's what friends are for!

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

READING PREVIEW (5-10 minutes) Page 129

Arrange students into pairs or small groups to come up with predictions for why the author might think it more important to have just one or two close friends instead of many acquaintances.

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

Sample Answer:

It is better to have a few close friends because then you can build stronger relationships with them. If you have a lot of friends, it is hard to get to know them well. You don't have the time for each of them individually, nor can you make a deep connection with them when you go out in a large group. Therefore, it is best to have a couple of friends with whom you build a close relationship.

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).

Marginal Questions and Answers:

Q1: What is the 80/20 principle? Underline the explanation in the passage.

→ The 80/20 principle suggests . . . that roughly 80 percent of the value of friendships comes from 20 percent of a person's friends, that is, from a very small number of people.

C1: The article mentions professions that cause people to have a great number of relationships. What other examples of professions can you think of?

→ I think teachers, nurses, and doctors, who get to work with a lot of people, probably have more opportunities than most people to make friends.

Q2: What advice does the author give here about making close friendships?

→ Having too many relationships too early in life will hinder the building of close relationships later. So choose your relationships very carefully and take your time making them.

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 people that are not important
- 2 family and close friends
- 3 neighbors
- 4 live far away
- 5 two important friends
- 6 form new deep relationships
- 7 important to you

READING SKILLS WORKSHEET (10 minutes) Page 196

Have students turn to page 196 in the Skills Workbook.

Select students to read aloud the brief passage *Drawing Conclusions*.

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

When you draw conclusions, you go beyond what is stated explicitly to uncover other meanings that are suggested or implied but not stated.

Readers must use their common sense and their own knowledge of the topic... to draw conclusions that make sense.

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.

Answers:

- ❶ a / Modern lifestyles . . . keep people from their loved ones.
b / . . . it is easier for people to move away from their family and friends for work, study, or other reasons.

- ❷ *Sample Answers:*
 - For adults, family and careers are more important than friendships.
 - After marriage, it's not as easy for people to have friends of the opposite sex because their spouses might not approve.

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:

❶

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

❷

1 T 2 F 3 F 4 T

❸

1 c 2 d

THINK AND DISCUSS (10 minutes) *Pages 133-134*

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

Elicit answers from the class. Do most students agree or disagree with the reading passage? What are the most common reasons for or against? How else could you define your identity besides through friendship? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

- ❶
 - Yes, I agree. Good friends make you happy and share your problems. When you are happy, you are more likely to be successful. Friends can also help you in your career by introducing you to jobs or business.
 - Some people become close because they have the same interests or similar personalities. Others become best friends because they really enjoy each other's company.
- ❷ One way that I could make new friends in a new town is by going to the park and playing sports with the other kids. I could also join a local club to find people that have the same hobbies as me.

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:

❶

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

❷

1 adulthood 2 equivalent 3 allocate 4 significant 5 alterations

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

READING PREVIEW (5-10 minutes) Page 135

Arrange students into pairs or small groups to brainstorm the benefits of having a diverse group of friends. 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:

Some of the various characteristics that people have include gender, nationality, and religion. Also, people's personal tastes can be unique, including the foods they like or the hobbies they have.

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:

Q1: What is the main point of the passage? Underline it.

→ . . . there are still a number of reasons that it is valuable to have many friends from a wide variety of social circles.

Q2: How does having a diverse group of friends help students' learning? Underline the information in this paragraph.

→ . . . they have more opportunities to reinforce their learning with their peers. . . .
Students with a variety of friendships are also more likely to participate in class.

Q3: What kinds of skills can a person learn if he or she has a variety of friends? Circle the answer.

→ For one, diverse friendships cause a person to develop skills for adapting to different situations.

C1: What evidence does the author cite in this paragraph? Underline it.

→ There is a direct correlation between the proportion of people that have a wide variety of friends and the spread of cultural awareness.

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 b 2 b 3 d 4 c 5 a

Explanation for #4: Readers can infer that the author would disagree that people who have a lot of different friends are not able to make close friendships (c) because he states that this idea “*can* be true to a *certain* degree” (lines 17-18) and then goes on to list the benefits of having a lot of different friends. His use of the words “can” and “certain” show that he does not fully believe this idea.

②

1 b 2 a 3 c

IDEAS IN ACTION (5-10 minutes) Page 139

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 prefer having only a few close friends because I am a little shy. I am more comfortable spending time with people that I have known for a long time, and I sometimes get nervous talking in large groups.

2 It is easiest for me to make friends with other students at school because we have to work together on assignments and group discussions. It is most difficult for me to make friends with people in public places because I do not always know how to start conversations with people I have never met.

CRITICAL THINKING (10 minutes) Pages 139-140

Select students to read aloud the brief passage *Assessing Deductive Arguments*. Arrange students into pairs or small groups to try to answer questions 1 and 2. Elicit answers and clarify any questions.

As an extension, have the pairs/groups come up with their own hypothetical syllogisms, like question 1. Have them share their syllogisms with the class to see if other students come up with similar answers.

Sample Answers:

- ❶
 - 1 you get to know them well
 - 2 you know your friends well
 - 3 the relationships are deep
 - 4 you enjoy deep relationships
 - 5 be exposed to more different ideas
 - 6 are exposed to more different ideas
 - 7 become wiser and more tolerant
 - 8 be wiser and more tolerant

- ❷
 - If young people make friends from different backgrounds, they have more opportunities to reinforce their learning with their peers.

 - With more chances to boost their learning, they typically exhibit higher levels of academic success.

 - For this reason, students with larger groups of friends tend to get higher grades on assignments and tests.

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 circumstances 2 bonds 3 concept 4 exhibit 5 valid 6 dimension
7 consequence 8 indicate

WRITING WORKSHEET (15-60 minutes) Pages 197-198

Have students turn to pages 197-198 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:

- Opinion 1* In my opinion, it is advantageous to have a lot of friends from various backgrounds.
- Main idea 1* Having a large group of friends from a wide social circle can help young people do better in school.
- Explanation/Example* According to studies, interacting with various kinds of people can make children feel included and give them a sense of belonging to a community. These positive emotions can help them achieve higher grades and be more active in class.
- Main idea 2* Having diverse friendships is good for a person's well-being.
- Explanation/Example* Having to consider the different needs of diverse friends develops one's life skills. This makes people more confident, more positive, and more mindful of healthy habits.
- Main idea 3* The more that people broaden their social circle, the better society will be.
- Explanation/Example* Having a variety of friends makes people more open-minded and reduces prejudice.
- Counter-argument* Some people believe in having only one or two close friends so that you can develop more intimate relationships.
- Refutation* While there is some merit to this argument, I believe both kinds of relationships are important. By balancing your time between a few

close friends and a larger circle of diverse friends, you get the best of both worlds.

Conclusion Therefore, I firmly support the viewpoint that people should seek to have a large and varied group of friends.

Opinion 2 I think it is wiser to have only one or two close friends.

Main idea 1 Having a small number of valuable friendships makes more sense than having a lot of casual ones.

Explanation/Example As the saying goes, you can please some of the people all the time, but you cannot please all the people all the time. In other words, a person cannot be a good friend to everyone, so it is best to focus on being a good friend to a select few.

Main idea 2 One theory states that humans are only capable of having a finite number of deep friendships in their lifetime.

Explanation/Example A study of women who had many intimate relationships at a young age found that, when introduced to people who tried to be their friends, these women had great difficulty building new friendship bonds. It was concluded that the women had used up their capacity for intimate relationships too early in their lives.

Main idea 3 Close friendships are important to personal growth.

Explanation/Example By getting to know someone intimately, you can truly learn the depths of your own personality. But you will only have time for these profound relationships with a few friends and not enough time to go beyond casual encounters with a large group of friends.

Counter-argument Some people contend that having many different kinds of friends exposes you to diverse points of view and makes you more open-minded.

Refutation While interacting with a variety of people is certainly important, you should prioritize your close relationships. The key is to seek out diverse experiences through everyday interactions with acquaintances, classmates or colleagues, and others, and at the same time cultivate the bonds with your best friends.

Conclusion For these reasons, I believe that it is a wise decision for people to give the majority of their time and energy to a couple of best friends instead of spreading it among a large group of friends.

Unit 11 Animal Discoveries

OBJECTIVES

- Practice extracting and recalling information from a reading
- Learn to identify rhetorical devices
- Discuss and write about whether or not animal experimentation is morally acceptable

TITLE PAGE (5-10 minutes) *Page 141*

Elicit responses to the title page photos. What do you see in each photo? Why might it be significant to this unit?

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

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 related to animal intelligence or to treatment of animals 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 Milan Kundera?

BEFORE YOU READ (5-10 minutes) *Page 142*

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the students' consensus and whether it means that they are for animal testing or against animal testing.

Answers will vary.

❷ Also conduct a quick survey to find out which use of animals is acceptable.

Sample Answers:

A In this picture, a cowboy is riding a bull. I think it is not OK to use animals for cruel sports. The object of this sport is to hurt the bull and make it angry so that it tries to throw the rider off. I also read that the bulls are not treated well.

B In this one, some workhorses are plowing a field. I think it is OK to use animals in this way as long as the animals are well-treated.

C Here, a man is using a guide dog to help him move around. I think this is OK. Guide dogs are very important to their owners. Furthermore, most people treat their dogs like a friend or family member.

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

READING PREVIEW (5-10 minutes) Page 143

Arrange students into pairs or small groups to come up with a list of reasons why animals are used in experimentation and what scientists hope to learn from them.

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

Sample Answer:

There are many reasons for animal testing. The main one is that scientists hope to learn more about human diseases so they can find cures for them. Other reasons include finding treatments for illnesses and injuries. Most new therapies are tested on animals first in order not to risk human lives.

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).

Marginal Questions and Answers:

C1: What is the author’s opinion on animal testing?

→ The author believes that animal testing should be allowed.

Q1: How many alternatives to animal testing does the author mention? List them.

→ He mentions three alternatives to animal testing: magnetic resonance imaging, computer models, and the use of isolated tissues and cell cultures.

C2: How does the research that was conducted in Seattle support the author’s opinion about animal testing?

→ It is an example of a discovery that could not have been made without animal research, so it supports his opinion that animal research is necessary.

Q2: What is the author’s response to people who are against animal testing? Underline it.

→ Those who object are entitled to refuse treatments that have been developed through animal tests . . . But they don’t have the right to force that opinion on the majority . . .

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 time-consuming
- 2 expensive
- 3 the best method
- 4 drugs
- 5 mice
- 6 patients

- 7 animal testing/experimentation/research
- 8 Seventy percent
- 9 physiology or medicine
- 10 the Dark Ages

READING SKILLS WORKSHEET (10 minutes) Page 199

Have students turn to page 199 in the Skills Workbook.

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

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.

Answers:

- ❶ *Answers will vary.*
- ❷
 - a. Daniel James
 - b. Breast cancer
 - c. Seattle
 - d. Alzheimer's, multiple sclerosis, and schizophrenia
 - e. refuse treatments developed through animal testing
 - f. mice and rats
 - g. 7

FOCUS ON CONTENT (5-10 minutes) Page 146-147

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

Elicit answers from the class.

Answers:

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

- ② 1 Daniel James was paralyzed in a rugby accident.
2 ✓
3 ✓
4 Scientists have not discovered cures for diseases such as Alzheimer's and schizophrenia.
- ③ 1 rats / monkeys
2 no longer needed
3 it works / it is ethical

THINK AND DISCUSS (10 minutes) *Pages 147-148*

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

Elicit answers from the class. Do you agree that animal testing is necessary? Why might you disagree with animal testing? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

- ① I agree that animal testing has led to some of the most important medical discoveries in history. It is probably justified if there are no alternatives. However, if the research involves tremendous suffering for the animals, alternatives should be sought first before we could justify using animals.
- ② The products in the pictures are shampoo, perfume/cologne, and cleaning supplies. I have used products that have been tested on animals, including those in the pictures. Many other products, including new kinds of food, health supplements, and pesticides, are also tested on animals to see if they are safe for human use.

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 volumes 2 injury 3 substitute 4 scenarios 5 majority 6 distort
7 inhibit 8 disposal

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

READING PREVIEW (5-10 minutes) Page 149

Arrange students into pairs or small groups to brainstorm predictions for reasons the writer might use against animal testing. Ask students to write a list of these reasons so that they may 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 the author might argue that animals should have rights like people do, because animals too are intelligent and can feel pain. Another argument the author might make is that the results of animal testing might not apply to humans, because animal bodies are different from human bodies.

READING (15-20 minutes) Page 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 is the author’s point of view on animal testing?

→ The author is against animal testing.

Q1: The author gives four examples of intelligent animals. What are they?

→ The animals are dolphins, elephants, dogs, and monkeys.

C2: What claim is the author making about animal testing labs?

→ The author is claiming that animal testing labs are environments that are very stressful for the animals there.

C3: What evidence does the author give for the ineffectiveness of animal testing?

Underline it.

→ In the US, for instance, ninety-two percent of medicines that have gone through animal testing fail in human trials.

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:

1 c 2 d 3 a 4 b

Explanation for #3: Readers can infer that the author would most likely support laws that ban every form of experimenting on animals (a) because he poses the rhetorical question, which really is a suggestion, “why don’t we . . . ban animal testing once and for all” (lines 67-68). Before that, he details many reasons why animal testing is a cruel practice.

2

1 f 2 c 3 b

IDEAS IN ACTION (5-10 minutes) *Page 153*

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 agree with the author's first argument that animals have intelligence and can feel pain, since this is known to be true. I also agree with the second argument because we know that test animals are kept in cages, are often subjected to inhumane tests, and are killed to examine their tissues. However, although I believe there are alternatives to animal testing, I think they are not available in all cases.

2 I do think that animals should have rights similar to humans', such as the right to live freely and be protected from harm by humans. But if we have no option but to perform tests on animals in order to find new cures and treatments that will save people's lives, we should ensure that the animals are treated as humanely as possible.

CRITICAL THINKING (10 minutes) *Pages 153-154*

Select students to read aloud the brief passage *Identifying Rhetorical Devices (Appeal to Emotion)*. Ask students to come up with an example of an appeal to emotion from the news, advertising, or other media using the subjects cited in the passage (children, parents, national pride, religion, crime, security).

Arrange students in pairs to work on activities 1 and 2. After, elicit answers from the class.

Answers:

1 Imagine your dog or another family pet being experimented on. How would that make you feel? / b or c

2 Considering that mice and rats make up ninety percent of all animal test subjects, these realities should be enough to outrage any normal person. / d

- ② **1** N, because it is just a person informing with no emotional appeal why he or she cannot join the camping trip. I think it is a good argument because it gives an honest reason.
- 2** Y, because the student is trying to get the professor to feel pity so he or she can turn in an essay late. I do not think it is a good argument because the student should have told the professor about the situation before the deadline to ask for an extension.
- 3** N, because the speaker is just suggesting the fastest route to take with no appeal to emotion. I think it is a good argument because it sounds like the construction will cause traffic to slow down, so it is better to take an alternate route.
- 4** Y, because the boss is trying to make the employees feel guilty so that someone will volunteer to work on the weekend. I do not think it is a good argument because making employees feel guilty may get them to work on the weekend but they will not feel good about it.

VOCABULARY REVIEW (5 minutes) Page 154

Give students time to complete the questions on their own.

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

Answers:

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

WRITING WORKSHEET (15-60 minutes) Pages 200-201

Have students turn to pages 200-201 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:

Opinion 1 I consider animal testing to be morally unacceptable for several reasons.
Main idea 1 Scientists have proven that animals are able to feel pain.
Explanation/Example Studies found that animals show various reactions when exposed to pain, such as loss of appetite and facial expressions of pain similar to humans’.

Main idea 2 The lab facilities in which test animals are kept cause them suffering.
Explanation/Example Specifically, the animals live in cramped conditions and are exposed to various stressors, like bright lights and loud noises. This results in physical discomfort and mental trauma.

Main idea 3 New technologies are now available that provide suitable alternatives to animal testing.
Explanation/Example One example is the Organs-on-Chips devices invented at Harvard University.

Counter-argument Supporters of animal testing argue that animal experimentation is still the best option, as alternatives need more time to be developed and improved.

Refutation While this may be true, it is also true that animal testing is not as successful as supporters say it is. For instance, ninety-two percent of drugs that have been tested on animals eventually fail in human testing.

Conclusion As such, the arguments in favor of banning animal testing far outweigh the justifications for persisting with this unethical practice.

Opinion 2 I personally advocate animal testing because, while it is not the most ideal practice, it is still essential.
Main idea 1 There is no question that animal testing has resulted in some of the greatest scientific discoveries in medicine.
Explanation/Example Of the various achievements, two that I am especially impressed by are heart bypasses and the polio vaccine. Both of these breakthroughs have saved many people’s lives.
Main idea 2 We must continue with animal testing because there are no other options that can replace it completely.

Explanation/Example Other options that scientists are working on are not as effective as animal testing. Computer-based models and stem cell research are promising, but they are still in the developmental stage and cannot produce the same high level of results as animal testing.

Main idea 3 We cannot rely completely on human testing because some experimental procedures are far too risky.

Explanation/Example If something new has not been tried before and thus the risks are unknown, regrettably it has to be tested first on animals so as not to risk human lives.

Counter-argument One opposing viewpoint from animal rights activists is that animals are capable of suffering and must therefore be protected from needless pain.

Refutation This is a valid point. Nonetheless, improving the quality of human lives should be our top priority, which means we have to continue to rely on animal testing until other methods can match its effectiveness.

Conclusion For these reasons, I believe that the benefits of animal testing outweigh the unfortunate costs.

Unit 12 Think Globally, Eat Locally

OBJECTIVES

- Practice sequencing events from a reading passage
- Learn to identify assumptions
- Discuss and write about eating locally grown food versus imported food

TITLE PAGE (5-10 minutes) Page 155

Elicit responses to the title page photo. Who is the person in the photo? What is he doing? Explain your answer.

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

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 related to food and/or farming 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 Alice Waters?

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 out what the most important qualities of food are.

Answers will vary.

❷ Also conduct a quick survey to find out which farm the students would most like to eat from.

Sample Answer:

Personally, I'd rather eat food grown on a small, local farm. I think the food would be fresher than food produced by a large, distant farm, since it doesn't have to travel as far. I think this kind of farm also has less of an impact on the environment. Food from tiny urban farms is probably affected by

air pollution, and that couldn't be healthy. Also, I'd like to support our local economy, and buying food from our local farmers can definitely do that.

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

READING PREVIEW (5-10 minutes) Page 157

Arrange students into pairs or small groups to come up with disadvantages of buying only locally grown food.

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

Sample Answer:

Buying only locally produced food could have some drawbacks. For example, it would be very expensive to do so. I'm sure it's a lot cheaper to produce food on big farms far away from the city. In addition, we would not have a good variety of foods since some plants only grow during certain seasons. We can't, for example, enjoy many fresh vegetables in the wintertime. Finally, some countries are just better than others at producing food. Countries like the US and Canada have a lot of land, so they can produce food efficiently and then export it.

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).

Marginal Questions and Answers:

Q1: What is the second drawback of buying only locally produced food that the author mentions?

→ If you buy only local food, then you can't eat certain foods when they are not in season in the area you live in.

C1: What is the source of the author's information? Do you think that this source is reliable?

→ The source is an article in Freakonomics entitled "The Inefficiency of Local Food" by Steve Sexton. It's difficult to tell if this is a really reliable source. I've never heard of this publication, so it might not be well-known.

Q2: Why could a locavore system disrupt plant and animal habitats? Underline the information.

→ Farming requires vast amounts of space, which has to come from somewhere. In this case, it would come from the existing habitats of wild plants and animals.

C2: What is the author's purpose for writing this paragraph?

(1) To refute a popular belief

(2) To support the locavore's stance

(3) To compare various farming techniques

Q3: What does the author say is environmentally better than growing your own food in urban areas?

→ The author says developing housing is better for urban areas because then more people can live within walking distance of work or take public transport instead of driving long distances from outside the city.

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 farmers 2 local 3 farmland 4 fertilizer 5 housing 6 import

READING SKILLS WORKSHEET (10 minutes) Page 202

Have students turn to page 202 in the Skills Workbook.

Select students to read aloud the brief passage *Sequencing Events*.

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 Sexton followed the steps involved in farming and estimated the costs of a locavore system. **To start**, you'd have to get your hands on more farmland. Farming requires vast amounts of space, which has to come from somewhere. In this case, it would come from the existing habitats of wild plants and animals. **After** the land has been cleared, the crops need fertilizer and chemicals to ensure that the plants remain healthy and undamaged. **Next**, the crops have to be harvested and moved to a distributor. **Finally**, the food would have to be moved to a store.

❷

7. **Finally**, when the preparation work is done, it's time to plant!
2. **After** locating it, you must get permission from the city to plant the garden there.
3. **Once** you receive permission, test the soil.
5. **Next**, clean away any pollution and add fertilizer if it is needed.
1. **First of all**, you'll need to find some empty land that is available for use.
4. You do this in order to determine if the soil is contaminated or lacks nutrients.
6. **Now** that the soil is prepared, it's time to design the garden.

FOCUS ON CONTENT (5-10 minutes) Pages 160-161

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 specific 2 not in passage 3 inaccurate 4 main idea

❷

1 d 2 c

Explanation for #1: Readers can infer that some produce advertised as “local” required a significant amount of fuel to reach the consumer (d) because if it came from a local farm in an industrialized country, that farm probably used a lot of machinery such as tractors that use fuels (lines 51-53).

❸

1 T 2 F 3 T 4 T 5 T

THINK AND DISCUSS (10 minutes) Pages 161-162

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

Elicit answers from the class. Encourage students with different opinions to explain and support their ideas.

Sample Answers:

❶

I think that the people would be greatly affected if we could not import any food. For one thing, we would be hungrier, and food would probably be a lot more expensive. Much more farmland would be needed, so forests would have to be cleared, and empty land would have to be used for farming. I think the economy would crash. A lot of people who currently work in offices and factories would have to become farmers even though they are better suited for other types of work.

- ② In my town, we already have plenty of parks and houses. So I would create an urban garden and ask the citizens to help plant it and maintain it. This would be a great way to bring people in the area together. We could use the food for a good cause. For example, we could feed the homeless or the poor with the vegetables that we grow.

VOCABULARY REVIEW (5 minutes) Page 162

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 a 4 c 5 c 6 a 7 c 8 b

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

READING PREVIEW (5-10 minutes) Page 163

Arrange students into pairs or small groups to brainstorm the possible benefits of only buying locally grown produce. Ask students to write a list of these reasons so that they may 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 can think of a couple of clear benefits to buying only locally produced food. For one thing, the food would be very fresh and probably more delicious. Also, despite what Reading 1 says, I still think it must be better for the environment. After all, the food only needs to travel a short distance to get to my local store, so I believe less fuel would be used overall.

READING (15-20 minutes) *Pages 164-166*

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 purpose in writing this paragraph?

→ In this paragraph, the author introduces the main idea of the article: that she and her husband planned to live for a year only on locally grown food.

Q1: The authors provide two reasons for the 100-Mile Diet. Underline them.

→ This average meal uses up to seventeen times more petroleum products and increases carbon dioxide emissions by the same amount, compared to an entirely local meal. . . . there is a qualitative difference between locally produced foods and ones that travel the world to reach your home.

Q2: Why did the authors violate their original rules?

→ They were losing too much weight because they couldn't find any locally grown grains, so they decided to buy some flour made from wheat from another part of Canada.

Q3: Why was there a lack of variety?

→ Farmers could not grow many vegetables in winter, hence few varieties were available.

C2: What can you conclude from the passage about the use of honey as a substitute for sugar?

→ Honey is not suitable for making jam, and it is much more expensive than sugar.

FOCUS ON CONTENT (5-10 minutes) Page 166

Give students time to answer questions 1-5 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 c 2 a 3 a, d 4 b 5 d

Explanation for #5: Readers can infer that some of the foods the authors normally eat travel over 100 miles to reach their area (d) because they write that, after they switched to eating food produced within 100 miles, they spend more money on foods like wild salmon, oysters, and cheeses than they used to spend on beans, rice, and tofu (lines 33-34). This suggests that at least these three foods—beans, rice, and tofu—traveled more than 100 miles to get to the authors.

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 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 There is no way that a locavore movement would work in South Korea, my home country. I saw a report the other night on TV that said we import nearly two-thirds of all the food that we eat. In order to produce enough food to feed the population, we would have to turn our country into a giant farm! No thanks.

2 The authors didn't consider the energy consumption of producing food locally. This is an important issue, as one of the reasons the authors started the diet was the environmental impact of transporting food over long distances. The fact of the matter is that it takes a lot more energy to produce locally on small farms than it does on large and efficient farms that might be far away.

CRITICAL THINKING (10 minutes) *Pages 167-168*

Select students to read aloud the brief passage *Identifying Assumptions*.

Arrange students into pairs or small groups to read the excerpts and answer the questions about assumptions. Elicit answers from the class to ensure everyone understands.

As an extension, assign readings from past units to the pairs/groups of students and have them pick out excerpts that contain assumptions. Have them write a multiple choice question in the same style as 1 and 2. Share these questions with the class to see if students can get them correct.

Answers:

1 c 2 b, e

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

WRITING WORKSHEET (15-60 minutes) *Pages 203-204*

Have students turn to page 203-204 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:

Opinion 1 For a number of reasons, it's better to buy locally produced food than imported food.

Counter-argument Of course, food that comes from nearby small farms is often quite expensive compared to imported food.

Refutation But the benefits outweigh this minor drawback.

Reason 1 The first benefit is taste. Few people could argue that imported food tastes as good as locally produced food.

Support For example, you can buy strawberries year-round at the supermarket. These berries lack taste and are often not even red! But the strawberries sold at local farmers' markets in the summer are bright red, juicy, and delicious!

Reason 2 The environmental benefits are even more important than the taste.

Support In their article "Living on the 100-Mile Diet," the authors reveal that the average American meal uses up to seventeen times more petroleum in transit than a locally produced meal does.

Conclusion In the end, it's worth the extra cost to eat locally produced food. It's both tastier and less damaging to the environment than imported food.

Opinion 2 Without a doubt, it makes more sense to buy imported food than locally grown food.

Counter-argument Supporters of local produce claim that we can reduce transportation fuel consumption if we buy produce grown nearby.

Refutation In actual fact, small local farms are less energy-efficient than the large (and more efficient) farms that might be far away. But this is not the only reason for buying imports.

Reason 1 International trade benefits the global economy.

Support My country produces some of the best cars and electronics in the world, but not much food. On the other hand, some countries have lots of rich farmland. If we buy each other's products, the economies of both countries benefit.

Reason 2 More than anything else, it is nearly impossible for any country to produce all of its food locally.

Support My country imports two-thirds of all of our food. We have a large population but very limited space. We just don't have enough farmland to meet all of our food needs.

Conclusion It therefore makes more sense to import the food that we need than to grow it. It frees up a lot of land for other uses, and it helps the world economy through trade.