

ON POINT

READING AND CRITICAL THINKING SKILLS

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TEACHER'S GUIDE

Peggy Anderson • Jacob Cullen • Rob Jordens

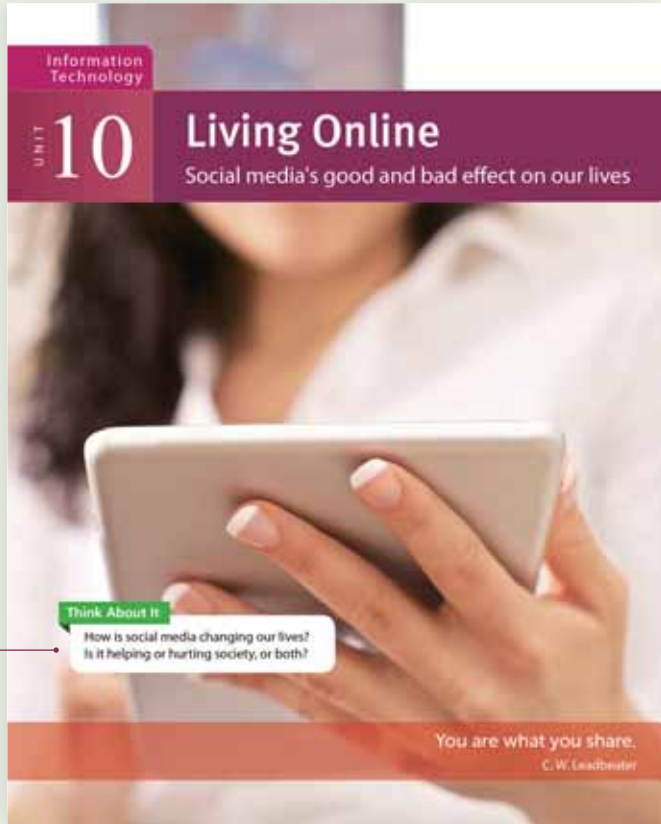
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UNIT OVERVIEW

STUDENT BOOK

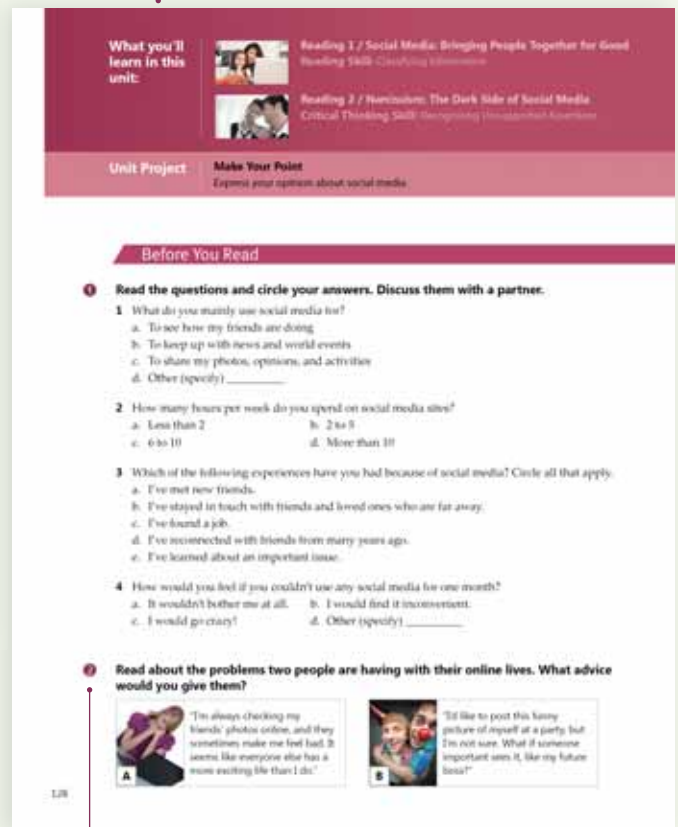


FOCUS QUESTION

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: will connect

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

THINK AND DISCUSS

1. Read the excerpt from the reading passage.

Social 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. **obsession** 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

Choose the best answer.

- 1 What is the passage about?
 - a. A recent rise in narcissism.
 - b. Disadvantages of social media.
 - c. The causes and effects of narcissism.
 - d. The relationship between social media and narcissism.
- 2 What does the author mainly do in paragraph 2?
 - a. Clarify the meaning of narcissism.
 - b. Illustrate why narcissism is harmful.
 - c. Explain the significance of the NPI.
 - d. Show how social media creates narcissists.
- 3 The study mentioned in paragraph 3 found that narcissists _____.
 - a. follow more people on Twitter.
 - b. post more often on Twitter.
 - c. can be identified by the content of their tweets.
 - d. spend more time thinking about their tweets.
- 4 What is the main point of paragraph 4?
 - a. Narcissists enjoy social media more than other people do.
 - b. Everyone wants to make a good impression online.
 - c. Social media can make people more narcissistic.
 - d. People are never completely honest online.
- 5 What can we infer about narcissists from paragraph 5?
 - a. People quickly get tired of them.
 - b. Their friends usually don't know they are narcissists.
 - c. Their worst behavior is online.
 - d. People rarely criticize them.

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

- 1 “Selfie” was Oxford Dictionaries' Word of the Year for 2013.
- 2 Narcissists are those who score 15 or above on the NPI.
- 3 One aspect of narcissism is a lack of empathy for others.
- 4 The *Narcissism Epidemic* partly blames social media for the rise in narcissism.
- 5 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 and 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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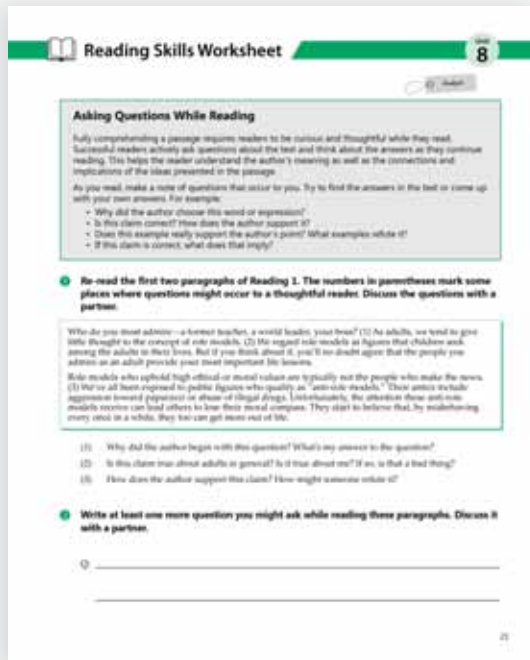
INTEGRATED WRITING ACTIVITIES

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 Early Adopters: Leaders or Fools?

OBJECTIVES

- Practice previewing and predicting
- Learn to detect arguments (premises and conclusions)
- Discuss and write about the pros and cons of embracing brand-new technology

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

Elicit responses to the title page photo. Ask students to think of some of the new technologies they have bought as soon as they were released that they didn't like. Have students list the things they were disappointed with.

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 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 Sheryl Sandberg?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find which comments they strongly agree and strongly disagree with. Have students give reasons for their choices.

Answers will vary.

❷ Also conduct a quick survey to find out which products the students would be most likely to buy right away. Ask students to explain why they want to buy these right away.

Sample Answer:

I'd most likely try a new social networking site. It's the easiest of the three to learn how to use and probably wouldn't cost anything. I'd be least likely to buy a new tablet because they're expensive. I'd rather wait and see if others think it's worth the money first.

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 b 5 a 6 c 7 b 8 a

READING PREVIEW (5-10 minutes) Page 3

Arrange students into pairs or small groups to come up with reasons for why buying new products very quickly might be a bad idea. Ask students to write examples of products that people were disappointed with and why they were disappointed.

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

Sample Answer:

I guess it's a bad idea because technology changes so quickly that it's really hard to keep up. If you buy something that is new, it can be obsolete very quickly because there will be a newer, better model on the market soon. You might feel like you should have waited. And of course, it can be very expensive because things are always overpriced when they first come out.

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 *Previewing and Predicting*.

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

Then elicit answers from students.

As an extension, have students state whether they agree or disagree with the author. Get students to explain which points they disagree with.

Answers:

❶ *Sample answers:*

1 negative

2 why early adopters are actually buying expensive new devices

3 The author might talk about some examples of new products that people complained about, like the iPhone 4S.

❷ *Sample answer:* how being the first to buy new electronics is risky and explain why

❸ *Answers will vary.*

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

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

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students discuss whether they think it is worth taking the risk of investing in new gadgets? Have students explain their reasons for their answers.

Marginal Questions and Answers:

C1: What is the author's main purpose?

(1) To inform

(2) To persuade

(3) To entertain

- Q1: Underline four numbers in this paragraph. What does each number refer to?**
US\$200 – the amount that the price of the original iPhone dropped by;
eight months – the length of time after the iPhone was released that the price dropped;
ten days – the length of time after hitting the market that many TV prices start to drop;
fifty percent – the amount that the resale value of a phone or laptop can drop by after a few months
- Q2: Why might someone regret purchasing an HD DVD player?**
→ They might regret their purchase because this video disc format lost out to its rival, Blu-ray discs, and was discontinued only about two years after its release.
- Q3: Why does the author discuss the Xbox One?**
→ It is given as an example of a product that had a lot of problems when it was first released.
- Q4: Why should people thank early adopters, according to the reading?**
→ Early adopters take risks in buying new products and help to work out the problems while the products are still too expensive for most consumers.

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 expensive
- 2 Drop
- 3 HD DVDs
- 4 defects/problems
- 5 beta testers and troubleshooters

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.

For section 2, see if students disagree on how they complete their sentences. Have students give reasons for their responses.

Answers:

❶

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

❷ *Sample answers:*

1 recover their production costs quickly

2 go down over time

3 they become obsolete fast

4 looked for and shared solutions

❸

1 d 2 a

Explanation for #1: Readers can infer that the author thinks early adopters enjoy impressing others (d) because he describes being thrilled by having people stare in fascination and ask questions about a new gadget (lines 2-4).

THINK AND DISCUSS (10 minutes) Pages 7-8

Arrange students in pairs or small groups and have them read the excerpt and discuss the questions. Elicit answers from the class. What products were students disappointed with? Have them explain why. Do some students disagree?

As an extension for section 2, have students agree on the best features for a new laptop. Ask a student in each group to give several features the laptop should have.

Sample Answers:

- ❶ • A new smartphone model came out last year that a lot of people have had problems with, including me. It gets too hot, and its battery dies too fast. This happens because the phone is so powerful and can run functions that consume a lot of energy. According to other users, the only solution is not to use those functions!

• I'm not that good with technology, so I often get frustrated. I find online help forums very useful. The other day, I had trouble getting an Internet connection on my new laptop. After doing a search on my phone, I found a solution that another user had posted.

- ② I'd probably advise my friend to buy the used laptop. Since it's for schoolwork, most extra features probably aren't necessary. It will also be much cheaper: less than half the price of a new one.

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 device 2 underestimated 3 neutral 4 revenues 5 shifting 6 Presumably
7 consumer 8 arbitrary

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

READING PREVIEW (5-10 minutes) Page 9

Arrange students into pairs or small groups to consider where they come on the chart. Ask students to write down where they think they are on the chart and also to note where they would like to be on the chart.

Elicit these reasons from two or three of the pairs/groups and discuss the reasons they give.

Sample Answer:

I'm usually among the early majority. I like technology and love to try new things, but I prefer to wait and see what the problems are first. I also like to wait until the price goes down a little. I think people like being early adopters because they take pride in being the first to have something new. It shows that they're knowledgeable and that they can afford it.

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).

As a further extension, have students identify arguments or viewpoints in the reading that they disagree with. Have students explain why they disagree.

Marginal Questions and Answers:

Q1: Underline the main idea of this passage.

→ While the majority sits back and waits for an innovation to prove itself, the early adopters jump right in. In doing so, they get the pleasure of conquering a new frontier, enhanced prestige, and even power within the tech industry.

Q2: What is one way in which early adopters are different from other people? Underline the information.

→ For many people, trying to figure out a new and unfamiliar piece of technology is a slightly scary undertaking. For early adopters, . . . [t]hey get a deep sense of satisfaction from learning and playing with new technology.

Q3: Underline two benefits of early adoption mentioned in this paragraph.

→ When it comes to having the newest electronic device, surely a superficial concern

with economic status is a motive for many early adopters—after all, most first-generation devices are expensive. But a desire for status as a tech whiz is more defensible and useful.

Q4: Circle four ways in which companies reward early adopters.

→ As a result, the first purchasers of a product are often rewarded with discounts, free lifetime service, or other incentives for good reviews. They also sometimes have a say in up-and-coming products.

C1: Is the author's point of view on early adopters positive, negative, or neutral?

→ The author's point of view on early adopters is clearly positive.

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

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, place students into pairs and have them think of others issues with being an early adopter. Have students give their responses to the class. See if other students disagree or agree with them.

Answers:

❶

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

Explanation for #5: Readers can infer that people in the Glass Explorer program are mainly early adopters (b) because the author lists involvement in the program as an example of the benefits that early adopters can get from certain companies. Furthermore, she transitions to the Glass Explorer program with this sentence: "They [early adopters] also sometimes have a say in up-and-coming products" (line 51).

❷

1. ✓
2. don't respond → fix them quickly
3. ✓

4. at random → according to their influence

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. What are the traits that most students identify regarding these early adopters?

Secondly, have students discuss whether they would praise or recommend a product to gain some reward for using it. Ask students to explain their answers.

Sample Answers:

1 I think early adopters tend to be wealthier, better-educated, and more creative than average. They're also probably mostly young, since younger people are more comfortable with new things.

2 Yes, I would, as long as I really like the product. I wouldn't be willing to lie. I also think that when people get rewards for good reviews, they should be honest about that.

CRITICAL THINKING (10 minutes) Pages 13-14

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

Have students think of some language that they think may be emotional or that may influence the reader's view. (Examples could include modals like "People *should/must/have to* etc. which can indicate a strong emotional belief or view of the author). Other answers are also possible.

Next, have students read the short excerpts and identify each premise and conclusion. Check that students have answered each one correctly.

Answers:

1

(1) P (2) P (3) C

2

(1) C (2) P (3) 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 implicitly 2 undertaking 3 passively 4 occupation 5 consult 6 voluntary

7 motive 8 expertise

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

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

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

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

- Opinion 1* Yes, I think it is a good idea to be an early adopter of technology.
- Reason 1* Your career benefits when you stay up-to-date with the latest technological devices and trends.
- Explanation/Example* Your co-workers and boss will notice your expertise, and that could lead to promotions.
- Reason 2* It's fun to experiment with new technology.
- Explanation/Example* Being one of the first users of new technology means that you can invent your own uses for it.
- Reason 3* Tech companies offer rewards for early adopters.
- Explanation/Example* Because they want early adopters to say good things about their products, companies offer them discounts, free maintenance, and other incentives.
- Counter-argument* It is true that buying devices when they first come out means that you pay more for them.
- Refutation* If you can afford it, the many benefits are worth paying a little extra money for.
- Conclusion* Overall, the gains from being an early adopter far outweigh the costs.
-
- Opinion 2* No, I do not think it is a good idea to be an early adopter of technology.
- Reason 1* Brand-new technology hasn't been thoroughly tested and often has problems.
- Explanation/Example* When I bought a new type of cell phone, I regretted it because its battery was terrible.
- Reason 2* Early adopters pay high prices for the new products.
- Explanation/Example* The cost of electronics falls over time; thus, it makes sense to wait.
- Reason 3* Early adopters might waste money on products that soon become obsolete.
- Explanation/Example* For example, people who bought the expensive HD DVD player when it first came out soon found it worthless when the disc for it was discontinued.
- Counter-argument* The discounts and other rewards offered by tech companies to early adopters are certainly attractive.
- Refutation* However, these are offered mainly to high-profile users with a lot of influence on social media, not to the average person.

Conclusion As such, consumers can save time and money by waiting until the new technology is fully proven and its price drops.

Unit 2 Focus on Learning

OBJECTIVES

- Practice analyzing the author's point of view
- Learn to recognise common fallacies
- Discuss and write about different kinds of education

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

Elicit responses to the title page photo. Ask students what they think of the kind of learning they see in the photo. Is this similar to how they learn at school? Ask students to explain their responses and ask some to discuss their experiences of learning in their country.

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

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 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 Nelson Mandela?

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 identify what they believe to be the most important aspect of learning/education. Ask some students to explain why they chose their answers.

Answers will vary.

❷ Elicit some responses for both questions 1 and 2. For question 2, choose 3-5 ideas and have students rank them to find out the most desired change.

1 *Answers will vary.*

2 Sample Answer: Yes, I would change the amount of tests that we have to take. In most of my classes, we have quizzes every week, a midterm test, and a final test. But I would like to do more group projects and creative assignments instead of having to spend most of my time studying to get good scores on exams.

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

READING PREVIEW (5-10 minutes) Page 17

Arrange students into pairs or small groups to discuss the different ways that a school's success might be measured. Have them also consider whether this measurement might be different between two different countries.

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

Sample Answer:

There are a number of ways that schools are judged. Probably the quality that is monitored the most is how well students do on tests. Students' test scores from different schools are compared to see which school is doing better. Another measurement is student satisfaction—in other words, how happy students are at a particular school.

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). Then have students consider the Finnish education system. Ask students to discuss what they believe to be the good points and bad points. Finally, ask students whether they would prefer to be part of that system. What reasons do they give?

Marginal Questions and Answers:

Q1: What is the main idea of the article? Underline it.

→ The Finnish education system contrasts sharply with that in England.

Q2: What is Rami Salminen's opinion of his students' parents?

→ He thinks that many of them are not very good at being parents.

Q3: How is Finnish upper school both flexible and rigid? Underline the information.

→ While students can decide when they will learn and teachers are free to interpret the subject as they see fit, the school has a long list of compulsory subjects, and the government prescribes exactly what children ought to know in each field.

Q4: What does the author say is the biggest contrast between Finnish and British education systems?

→ There are no private schools that charge fees in Finland, whereas there are in the UK.

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 Tests / Exams / Assessment

2 education / meals

3 education / meals

4 small

5 national exam / set of national exams

6 18 years old / leaving school

7 fifth or sixth form

8 their own classes

9 government

10 how they teach (their subjects)

READING SKILLS WORKSHEET (10 minutes) Page 174

Have students turn to page 174 in the Skills Workbook.

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

Have students think of different articles or readings where authors might want to convince people of something that they don't really believe. (Examples could include advertisements, tabloid newspapers, magazine articles, etc.)

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

Then elicit answers from students on the different questions.

As an extension, ask students to quickly refer back to unit 1 and give the authors' points of view from the two readings.

Sample Answers:

1 1 c.

The advantage of small class sizes is supported by a quote from a teacher. While this is somewhat persuasive, I do not think it is sufficient support. I would like to have seen some statistics showing how students perform better in smaller classes and/or the opinion from more than one educator.

2 b.

The author makes a few points that suggest he does not believe that most Finnish teachers need further training. First, he quotes a principal who claims that "we have good teachers." Second, he notes that the government allows teachers to decide for themselves how to teach the material. This suggests the teachers are skilled enough to be given such freedom. Third, the author mentions that all teachers in Finland must have master's degrees, which suggests they do already have a high level of training. Finally, the main point of the passage is that Finnish schools are successful. Even the title says that they "flourish." This success indicates that the teachers are quite skilled already.

2 *Sample answer:*

The Finnish education system has an advantage over the British system because of the Finnish government's policy of equal education access for all.

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.

As an extension, ask some students to explain the reasons they chose either true or false for the part 2 questions.

Answers:

1

1 too specific 2 main idea 3 too general 4 inaccurate

2

1 T 2 I 3 T 4 T

3

1 c 2 b

THINK AND DISCUSS (10 minutes) Pages 21-22

Arrange students in pairs or small groups to read the excerpt and then discuss the questions. Ask students in each group to agree on the biggest differences between the two systems. Do students in different groups come up with different answers? If so, have students do a quick debate to convince the other groups that their reasons are the best.

For part 2, have some students read out the problems that they think exist within the Finnish education system. Do the other students agree with these problems?

Sample Answers:

1

The Finnish education system and that in my country, the US, share the similarity that teachers have the freedom to decide how they want to teach their subjects. One difference is that in Finland

education is overseen by the national government, while in the US it is mostly directed by the state governments.

- ② I think that the flexibility in the Finnish education system is a good idea because it gives teachers the creativity to develop their own teaching methods and students the freedom to choose their own classes. Both these conditions help make classes more interesting so that teachers and students will engage more deeply in the learning process. On the other hand, an education system cannot be too flexible because there are certain knowledge and skills that all students must learn so that they are prepared for their futures. Therefore, it is important to have a balance between flexibility and standardization.

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 immigrants 2 attributable 3 comprehensive 4 interpret 5 subsidize 6 assemble
7 commence 8 contemporary

READING 2

VOCABULARY PREVIEW (5 minutes) Page 23

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

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

Answers:

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

READING PREVIEW (5-10 minutes) Page 23

Arrange students into pairs or small groups to brainstorm the common characteristics of Asian education systems (as well as their own education system). Ask students to write a list of these reasons so that they can refer to them later in the writing section.

Elicit these characteristics from two or three of the pairs/groups and discuss any interesting or unusual ones. As an extension, have students identify which characteristics they think are most positive. Have the students explain why.

Sample Answer:

Well, I don't know a lot about the education system in Singapore specifically. But I do know a few general characteristics of education in Asia that the author might discuss. One is the focus on tests in most Asian countries. Students in school must take many exams each year. Discipline is another. Many schools set rules for even things like the length of boys' hair and of girls' skirts. Also, many governments are placing increasing importance on learning English in school.

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).

As a further extension, have students discuss any characteristics of Singapore's education system that are similar to that of their own country. Do students think these characteristics are all positive?

Marginal Questions and Answers:

Q1: What is the main point of the passage?

→ Singapore's economic success is partly due to the government's education reforms.

Q2: Singapore's education system has received a number of high rankings. How many rankings did the author mention? List them.

→ The author mentioned two rankings: Pearson's 2014 survey and Boston College's 2011 Trends in International Mathematics and Science Study (TIMSS).

Q3: What is the attitude of some Singaporean students and parents toward the education system in their country?

→ Some students and parents are critical of the education system. They say it's very demanding and focuses too much on standardized tests. Also, they say it does not help students develop important skills such as public speaking and creative thinking.

Q4: The author mentions three reasons for the success of Singapore's education system. Underline them.

→ Singapore's growth can be largely credited to the many policy reforms concentrated on equipping students with the skills they need to succeed in today's job markets. To achieve this end, schools are required to employ qualified teachers. Furthermore, the MoE holds schools accountable through regular performance reviews.

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.

For part 2, make sure to check that students have chosen the correct words for their answers.

Answers:

❶

1 b 2 c 3 a 4 d 5 b

Explanation for #2: Readers can infer that teachers in Singapore receive benefits from the government that teachers in many other countries do not (c) because the passage states that Singapore has programs to promote and reward teachers who perform well and who continue with their professional development (lines 23-26). This fact combined with their high rank and the reference to the UK education minister saying that the UK should follow Singapore's model (lines 15-18) suggests that other countries do not provide such benefits to teachers.

Explanation for #5: Readers can infer that the author would most likely agree that Singapore's education system has proven to be successful (b) because the passage mostly explains the

positive aspects of the system and he states “There can be little doubt that [Singapore’s] success is due in large part to its education system” (line 58).

- ❷ **1** Asian Tiger
- 2** Science
- 3** South Korea and Japan
- 4** \$250 million

IDEAS IN ACTION (5-10 minutes) Page 27

Arrange students into pairs or small groups to discuss the questions. Have a vote among the students to see which side they agree with (the ministry or the parents). What reasons does each side give?

Then have a vote to see which aspect students think is the most important in education.

Sample Answers:

1 I tend to agree more with the Ministry of Education officials. They are education experts, and the evidence showing how the education system has helped the economy is persuasive. Also, they defend the education system well by showing how it is flexible with schools for arts and sports as well as other non-academic skills that schools teach.

2 Of the various aspects of an education system, I think that teacher quality is most important. Teachers must be knowledgeable about the subjects they teach. They should also be up-to-date with the best teaching methods for engaging students and getting them to participate. Without such teachers, students will have a hard time doing well in their studies.

CRITICAL THINKING (10 minutes) Pages 27-28

Select students to read aloud the brief passage *Recognizing Common Fallacies: Appeal to Authority*.

Place students in pairs and have them think of an authority on a subject. Then students should make a claim on this person’s behalf (e.g., the principal of the school claims that it is the best school in the country). Other students must state whether that claim is valid or not valid.

Then have students look through parts 1 and 2. For part 1, ask students which person they would most trust for business resources. What reasons do they give for their answers?

Answers:

❶ 1 b.

Sample Answer: Because the CEO of a multinational company deals with business in different countries every day, he or she should be knowledgeable about the subject.

2 c.

Sample Answer: Even though the medical doctor is famous, he or she might not be an expert in real estate or buying homes.

❷ . . . the media company Pearson . . . Boston College's . . . Michael Gove, the UK education minister . . .

Sample Answer:

All three are credible sources because they are experts in the field of education. Pearson is a well-known textbook publisher with a large research team. Boston College is one of the best private colleges in the US. As the education minister, Michael Gove has extensive knowledge about education. In sum, Pearson, Boston College, and Michael Gove can all be trusted because of their experience in the education industry.

VOCABULARY REVIEW (5 minutes) Page 28

Give students time to complete the questions on their own.

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

Answers:

1 credited 2 evaluation 3 administrator 4 commitment 5 ongoing 6 mechanism
7 civil 8 professional

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

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

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

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

- Opinion 1* I believe that Singapore’s approach provides ideal conditions for student learning. The main elements of this approach include teaching by qualified instructors, preparing students with relevant job skills, and setting high standards for schools.
- Main idea 1* Qualified teachers are essential to any productive classroom.
Explanation/Example Recognizing this from the very beginning, the Singapore government takes an active role in attracting and keeping top teachers with good benefits and opportunities for upgrading their skills.
- Main idea 2* Students must be prepared for working in modern industries.
Explanation/Example By linking education outcomes to the nation’s business and industrial needs, the government ensures that there is a consistent supply of skilled workers to meet the country’s needs.
- Main idea 3* The element that ties everything together is quality assurance.
Explanation/Example Singapore has rigorous benchmarks for academic achievement that challenge schools to be the best.
- Counter-argument* Despite its success, Singapore’s education system has been criticized for being too strict and too hard on students.
- Refutation* My opinion is that these aspects can actually be benefits. Educational institutions and students both need strong leadership that pushes them to succeed through hard work.
- Conclusion* For these reasons, I believe that Singapore’s education system stands as a model for other countries to follow.

- Opinion 2* Finland has an impressive education system that produces some of the best students in the world. It creates ideal conditions for learning through substantial government funding, flexibility of instruction, and promotion of independent learning.
- Main idea 1* No student is left behind in Finland because the government makes education and meals free for students from kindergarten through university.
- Explanation/Example* With the basic essentials provided for them so they can focus on their studies, it means that all students have an equal opportunity to succeed.
- Main idea 2* Teachers have the freedom to design their own lessons and class structures.
- Explanation/Example* This allows teachers to be creative with how they instruct and also to focus on each student's learning needs.
- Main idea 3* The learning environment gives students a sense of ownership of their studies.
- Explanation/Example* Students choose their own classes and make their own timetables, which teaches them responsibility and self-reliance.
- Counter-argument* Some critics argue that this approach is too loose because students and schools need structure to guide them properly.
- Refutation* However, Finland's impressive international rankings prove that its "loose" system that nurtures students' creativity and independence can be effective in producing lifelong learners capable of self-study.
- Conclusion* Finland's rise to the top of the education ladder shows that its education model of full government support coupled with teaching and learning flexibility works extremely well.

Unit 3 The Evolving Workplace

OBJECTIVES

- Practice asking questions while reading
- Learn to identify deductive and inductive arguments
- Discuss and write about the different things that make employees happy in the workplace

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

Elicit responses to the title page photo. Ask students to discuss whether they think most people are happy in their job, or if work is just a way to make money? What do students think? Have them explain their answers.

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

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 work-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 Tom Peters?

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

Arrange students into pairs to discuss the questions.

❶ Conduct a quick survey of the student pairs to find the most common answers to the questions, such as when they think they study best and whether they would like to work from home. Ask students to give reasons for their answers.

Answers will vary.

❷ Also conduct a quick survey to find out which benefit students would like in their job. Again, elicit reasons for their answers.

Sample Answer:

I would choose plenty of time off. While I would like more money, of course, I think having time off is better because it allows me to relax and get my mind off work. This makes me healthier in general and more focused and productive at work when I go back.

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

READING SKILLS WORKSHEET (10 minutes) Page 177

Have students turn to page 177 in the Skills Workbook.

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

Next, place students in small groups and have them think of other questions they could ask while reading. (An example could include: Is the writer biased? He/she may be trying to sell something or may have a certain political view).

Next, give students time to work on activities 1 and 2 by reading through the excerpt and writing their own question for the excerpt.

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

Sample Answers:

- 1 (1) The author supports this point with an explanation of the circadian cycle and how it affects people differently. An authority on the subject is also cited.

(2) I thought it meant “physical.” But according to the dictionary, it means “relating to the changes that occur over a 24-hour period.”

(3) I think so. Brown University is very prestigious; and since the authority heads the sleep laboratory, she must be an expert on the subject.

❷ Q: How might being a night owl affect someone’s career?

A: Since night owls are forced to work when they’re tired, they’re at a big disadvantage. They might accomplish less and therefore be less likely to advance in their careers.

READING PREVIEW (5-10 minutes) Page 31

Arrange students into pairs or small groups to come up with positives and negatives for employees all working at the same time in a company.

Elicit these ideas from two or three of the pairs/groups and discuss any interesting or unusual ones. What are the most common answers for each side?

Sample Answer:

One advantage of having all employees work the same hours is easier communication. If everyone is in the office at the same time, they can easily meet to discuss business matters and share ideas. One disadvantage is that it causes traffic congestion, so workers spend more time traveling to and from work.

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). Also, have students consider whether they agree with the idea that employees should be able to work different hours. What reasons do students give for their answers?

Marginal Questions and Answers:

Q1: How is the author different from his co-founders?

→ The author likes to work late at night, but his co-founders are very energetic in the morning.

Q2: What change did Henry Ford make? Why did he make it?

→ Ford started a five-day, forty-hour workweek in his factories to give his workers more time for shopping so that they would buy more of his cars.

C1: Circle the term that is defined in this paragraph. Underline the definition.

→ . . . circadian cycle, the series of biochemical signals that influence the body's rise and fall in energy levels and trigger drowsiness, wakefulness, hunger, etc.

C2: Summarize the argument in this paragraph.

→ The 9-to-5 day does not suit night owls, as they are most productive working late in the day.

Q3: Why did the company eventually abandon flextime? Underline the information.

→ The quantitative measure of how many hours someone had worked just wasn't as important to us as the qualitative aspect. We wanted beautiful, creative products and brilliant solutions to problems, and we found we got more of those out of our team when we let them set their own schedules.

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 ten- to sixteen-hour shifts

2 convention (and law)

3 Night owls

4 Difficult

5 work, health, and quality of life

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.

As an extension for part 2, have some students explain why the sentences are true or false.

Answers:

❶

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

❷

1 only he → everyone

2 be more productive → have more time to shop

3 very small → pretty big / sizable

4 ✓

❸

1 b 2 d

Explanation for #2: Readers can infer that the author and his co-workers work more hours on some days than on others (d) because he states that the quantitative measure of hours worked was not as important as the qualitative aspect (lines 69-70) and that they customize their schedule to suit their lifestyles. Since people have various different lifestyles, it makes sense that some would prefer to work more on certain days than on others.

THINK AND DISCUSS (10 minutes) Pages 35-36

Arrange students in pairs or small groups to read the excerpt and discuss the questions in parts 1 and 2. Have some groups write down positive reasons for this work system and others write negative reasons.

Then elicit answers from the class. Have students vote on what they think is the best system. Then have students give reasons for their answers.

Sample Answers:

- ❶
 - This system could make it harder for managers to supervise employees and for employees to get help or advice from managers. Also, some people work better on fixed schedules; without one, they might become lazy or unmotivated and fail to get important tasks done on time.
 - I plan to become a doctor, so a customized schedule won't really be possible for me. Doctors have to work long hours and be ready to help their patients at any time of the day or night. This system probably works best for people in certain creative fields.
- ❷
 - The people who like quiet might be more productive if they're allowed to work in private offices or at home. For people who like social interaction and physical activity, open-plan offices are better. Employers could also provide recreation in the office (e.g., table tennis)—or, better yet, a company gym—and allow people to take breaks whenever they need to.

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 unmotivated 2 energetic 3 Legislating 4 justify 5 instituting 6 convention
7 incapable 8 eventual

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

READING PREVIEW (5-10 minutes) Page 37

Arrange students into pairs or small groups to brainstorm reasons why people are unhappy with their jobs and why they leave their jobs.

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

Then ask students if they have had part-time jobs or if they or their friends have had their own experiences of leaving a job. Ask them to explain their answers.

Sample Answer:

I think many people are unsatisfied with their jobs because of their pay and employers' unrealistic expectations. It is natural for people to envy others who earn more money, so they usually desire higher pay. Also, many companies set unrealistic targets for employees to meet. This makes people work longer hours and creates a lot of stress for them.

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).

As a further extension, have students discuss the negatives that the author mentions regarding Google. Do students agree that these are negative enough for an employee to leave? Have students explain their responses.

Marginal Questions and Answers:

C1: What does the author compare employee happiness to?

→ The author compares employee happiness to the foundation of a house.

Q1: According to the passage, how does a high turnover rate affect a company?

→ A company has to spend a lot of money to replace each worker, so a high turnover rate would mean high costs to the company.

Q2: Underline the benefits that Google employees receive.

→ The benefits of employment with Google include free food and clothing, on-site health care, laundry services, a gymnasium, and free haircuts, among other things. Also, in the unfortunate event of an employee dying, his or her legal partner is entitled to fifty percent of the worker's income for one decade.

Q3: Underline the quote in this paragraph. How does that person feel?

→ An anonymous former employee describes "spending the majority of your life eating Google food, with Google co-workers . . . you eventually lose sight of what it's like to be independent of the big G." / The person feels like it's hard to have a life outside of work as a Google employee.

C2: What is the author's opinion about Google in this paragraph?

(1) It should encourage its employees to start their own companies.

(2) It should share its profit with its employees.

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 c, d 3 d 4 a 5 b

Explanation for #4: Readers can infer that the author agrees with Farhad Manjoo’s opinion that Google’s ability to keep its female staff needed to be improved (a) because she characterizes the maternity leave offered at that time as “inadequate” (line 54).

Explanation for #5: Readers can infer that the author thinks Evan Williams and Kevin Systrom quit Google so they could profit from their own ideas (b) because she first states that Google keeps its staff’s ideas as company property and then points out that Williams and Systrom are former Google employees who started successful Internet companies of their own. This suggests that the two left Google in order to profit from these ideas rather than let Google take all the profit.

② *Sample answers:*

- 1 best employees
- 2 half of his or her salary for ten years
- 3 well-educated and talented
- 4 five months

IDEAS IN ACTION (5-10 minutes) Page 41

Arrange students into pairs or small groups to discuss the questions, in particular, whether students would want to work at Google. 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 I’d love working there. I’d be surrounded by smart and talented people, which would motivate me to excel. And I would really enjoy the perks, especially the free food and the gym.
- 2 One important benefit that isn’t mentioned is child care. If a company offers free child care, women might be less likely to quit when they have children, or may even take shorter maternity leave.

CRITICAL THINKING (10 minutes) Page 41-42

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

Then have students work through questions 1, 2, and 3. Have students decide whether each argument is Deductive or Inductive. Also, have some students explain the reasons for their answers.

As an extension, have student pairs create their own deductive or inductive arguments. They should read them to the class and have other pairs guess whether the argument is deductive or inductive.

Answers:

1 Deductive 2 Inductive 3 Inductive

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 adapt 2 corporation 3 insightful 4 implications 5 potentially 6 domain
7 precedence 8 phenomenal

WRITING WORKSHEET (15-60 minutes) Page 178

Have students turn to page 178 in the Skills Workbook.

Explain to students that they must develop a response to the question and then fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

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

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

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

Sample Answers:

Opinion 1 To make employees happy and productive, I think employers should allow flexible schedules, provide the opportunity to telecommute, and offer plenty of benefits.

Main idea 1 Employers should allow flexible schedules.

Explanation/Example Different people are productive at different times of day. Unlike early birds, night owls work best late in the day, so they will accomplish more if allowed a different work schedule.

Main idea 2 Employers should offer the chance to telecommute.

Explanation/Example Working from home saves time and money on commuting. It also benefits people who work best when they're alone, without noise and interruptions.

Main idea 3 Companies should provide plenty of benefits.

Explanation/Example Google, for example, offers health care on site, a gym, and even free haircuts. These things provide employees convenience and make them feel valued, thereby raising productivity and loyalty.

Counter-argument You might think that money is the most important thing a company can offer.

Refutation However, having more money does not always result in a better quality of life, which should be the ultimate goal of making money.

Conclusion Following the above recommendations will help companies promote productivity and loyalty among employees.

Unit 4 The Future Is Now

OBJECTIVES

- Practice comparing and contrasting information
- Learn to identify circular reasoning
- Discuss and write about future technologies that can improve people's quality of life

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

Elicit responses to the title page photo. Ask students to think of some different types of technologies that they think will change people's lives in the future.

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and organize them into the categories listed in the *Before You Read* section below (Transportation, Communications, Food production, Medicine and medical equipment, Education, Entertainment).

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 technology-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 Arthur C. Clarke?

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 establish which area they believe has experienced the greatest changes in the last quarter of a century. Ask students to give reasons for their answers.

Sample Answer:

Each of these areas has changed a lot over the past twenty-five years, but I think that communications has changed the most. Today's smart phones are truly amazing. Not only can we

call people, but we can do schoolwork, listen to music, and even do our banking with them. But twenty-five years ago, few people even had a cell phone.

② Also conduct a quick survey to find out which area of technology they believe their country should invest in. Again, have students explain why they think this. What reasons do students give?

Sample Answer:

Without a doubt, I think that our country's research money should be spent on medical studies. Improved medicines and medical equipment can help everyone. That's not to say that improved transportation is not beneficial. But medical breakthroughs have saved, and will continue to save, countless lives each year.

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 predictions for what nanotechnology could do for the medical industry.

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

Sample Answer:

I think technological devices that are tiny could be used inside our bodies to treat diseases without needing operations. Maybe we could simply swallow a very small robot that allows doctors to fix problems within our body.

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

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

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students think whether there are any ethical problems with this type of technology? Are there any arguments against this in their country? Have students explain their answers.

Marginal Questions and Answers:

Q1: What is one goal of nanoscience? Underline it.

→ Interpreting, copying, and controlling biology in a bid to make lives healthier and happier . . .

Q2: Conventional chemotherapy has a number of negative side effects. Circle them.

→ . . . hair loss, nausea, or problems with bone marrow.

Q3: How do treatment by chemotherapy and by nanomedicine differ? Name two ways.

→ Treatments using nanotechnology can target specific areas in the body with greater accuracy and would have fewer side effects than chemotherapy.

C1: What can be inferred from this paragraph?

(1) Some doctors are unethical.

(2) Tests can give false positive results.

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 diseases 2 cancer 3 nanotubes 4 nerve fibers 5 pharmaceuticals 6 Over-regulation

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*.

Place students in pairs and have them think of a topic they are familiar with. Some examples might include: country A vs. country B, middle school vs. high school (high school vs. college, etc.), student A vs. student B, mother vs. father, etc. Then have students write some sentences using the words of comparison and contrast. Have students read their sentences to the class.

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

Then elicit answers from students and correct any mistakes.

Sample Answers:

❶

1 Both 2 On the one hand 3 On the other hand 4 while

❷

Chemotherapy: 4, 6, 7

Both: 1

Nanomedicine: 2, 3, 5

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.

As an extension, have students explain why each statement in part 3 is true or false.

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 quantum dots do not attack and destroy cancerous cells (d) because the author states that these nanoparticles could give scientists insight into how to stop or treat cancer (lines 20-21), which suggests that quantum dots do not destroy cancerous cells themselves.

❸

1 T 2 F 3 T 4 F 5 T

THINK AND DISCUSS (10 minutes) *Pages 49-50*

Arrange students in pairs or small groups to discuss the questions. What major illnesses can students think of that would significantly benefit from this type of cure or treatment?

Elicit answers from the class. What are the most common answers students come up with?

Then have students explain which disease they would want to provide a larger budget for treating? Again, have students explain their reasons for their answers.

Sample Answers:

❶

According to the reading, nanotechnology could be used to treat a major disease like cancer. I guess that it could be used to treat minor ailments like the common cold, too. Nanotubes filled with a drug could seek out the cold viruses in the body and then release the drug to destroy them.

❷

Without a doubt, I would use my research facility's funds to find a cure for cancer. Although it must be terrible to live with a physical disability, and relatively minor illnesses like the flu can sometimes cause death, cancer is a major killer and causes terrible suffering. For that reason, I would use the funds on cancer research.

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 b 3 b 4 c 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 positive and negative sides of having self-driving cars. 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. Ask students to vote on whether they think self-driving cars are positive or negative overall. What way does the class vote?

Sample Answer:

I think that self-driving cars will have many advantages over regular cars. For one thing, everyone in the car will be free to do whatever they want while the car drives itself. They can read, eat, chat—you name it. Also, I think that people won't be so stressed out while commuting to work in such a car.

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

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

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

As an extension, have students identify whether the author shows any bias or uses any emotional language when discussing the self-driving car. (An example is the title “Drive My Car... Please.”)

Marginal Questions and Answers:

C1: Why does the author quote Donald Blaise?

→ The author is writing in response to an earlier article by Donald Blaise, and he quotes Blaise to let people know the latter’s opinion, which he disagrees with.

C2: Besides statistics, what does the author use to support his opinion about self-driving cars?

- (1) Personal experience
- (2) Research findings
- (3) Expert opinion

Q1: Why does the author think that computers make better drivers than humans do? Underline at least three things.

→ Computers . . . can perform several tasks concurrently. . . They can’t be distracted by birds, billboards, or loud motorcycles. They also can’t drink, take drugs, or get tired.

Q2: What might happen if one out of ten cars on the road were self-driving? Underline the information.

→ . . . 1,100 lives could be saved a year in the US alone.

C3: What analogy does the author use to support his prediction that self-driving cars will eventually become affordable?

→ The author uses the personal home computer as an example, which initially cost tens of thousands of dollars but are now only a few hundred dollars.

Q3: What sensing technologies does Google’s driverless car use?

→ It uses radar together with sonar.

FOCUS ON CONTENT (5-10 minutes) Page 54

Give students time to answer this section 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, have students think of other advantages and disadvantages of self-driving cars that are not mentioned in question 3.

Answers:

1 c 2 a 3 a, d, e 4 a 5 d

Explanation for #1: Readers can infer that Donald Blaise prefers to remain in control of his own car (c) because the passage quotes him as stating that “self-driving cars are a terrible idea because a human being has no control over the vehicle” (lines 5-6), which suggests he prefers to remain in control of his vehicle. Furthermore, the title of Blaise’s article mentioned in this passage is “Just Say ‘No’ to Self-driving Cars,” which also suggests he is against self-driving cars.

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. What is the most common problem students come up with? Do students think that most people in their country would want a self-driving car? Ask students to provide reasons why.

Sample Answers:

1 I think that people in my country would like self-driving cars. During rush hour, traffic is absolutely terrible here, and such cars could really help in this aspect. In addition, thousands of people are killed in automobile crashes every year. Since self-driving cars are apparently very safe, I think most people would welcome this exciting new technology.

2 I can think of a couple of drawbacks to self-driving cars. For one thing, people would lose their driving skills. What if the car’s computer malfunctions and none of the passengers know how to control it? In addition, I think that the technology will encourage people to use their cars more often.

But what we really need is improved public transportation for the sake of the environment—not more cars!

CRITICAL THINKING (10 minutes) *Page 55*

Select students to read aloud the brief passage *Identifying Circular Reasoning*.

Then place students in pairs and have them think of their own fallacy. Ask students to write their fallacies and read them to another pair. The other pair should say why the argument is a fallacy.

Next, have students read through parts 1 and 2 and have students answer the questions.

Answers:

❶ 1 “Self-driving cars are a terrible idea because a human being has no control over the vehicle!”

2 “Self-driving cars are a terrible idea because a human being has no control over the vehicle!”

3 restates

❷ Argument A

1 She must be telling the truth because she is definitely not lying.

2 restates

Argument B

1 He must not be hungry because he said that he’s just eaten a big meal.

2 supports

Argument C

1 Sally is a science teacher because she teaches third-grade science.

2 restates

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) Page 180

Have students turn to page 180 in the Skills Workbook.

Explain to students that they must develop a response to the question and then fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

Opinion I think that advances in medical technology will transform human life more than any other technology will.

Counter-argument That's not to say that other technologies won't bring major changes. Advances in transportation, for instance, will very likely change the way people commute, travel, and get around in general.

Refutation However, these changes won't affect humanity as much as medical advances will, one example being nanomedicine.

Reason 1 For one thing, the medical application of nanotechnology will extend people's lives.

Support Researchers are working on an exciting new way to treat cancer, by using tiny drug carriers to attack cancer cells specifically. This not only makes the treatment more effective but also reduces the severe side effects that accompany conventional chemotherapy.

Reason 2 Besides extending human life, nanotechnology can improve it as well.

Support Researchers are also using nanotechnology to treat people with serious

backbone injuries by promoting the growth of new nerve fibers.

Conclusion Medical advances brought about by nanotechnology will have a great impact on human life, allowing people to live longer and improving the quality of life.

Unit 5 Tricks, Schemes, and Scams

OBJECTIVES

- Practice recalling and extracting information from a reading
- Learn to distinguish generalizations from overgeneralizations
- Discuss and write about how to avoid scams

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

Elicit responses to the title page photo. What is happening in the picture? What does it signify?

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

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 tricked or cheated 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 W.C. Fields?

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 scam being used lately? Have they fallen for it? How could they have avoided it? (Explain that the phrasal verb “to fall for something” means to be tricked into believing something that isn’t true).

Answers will vary.

❷ Also conduct a quick survey to find out who students think is the most and least trustworthy person from the images and why they think so.

Sample Answer:

I think the woman in picture C seems the most trustworthy. Her smile looks genuine. The smile in photo A seems fake to me. The woman in picture B is not making eye contact and seems nervous.

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

READING PREVIEW (5-10 minutes) Page 59

Arrange students into pairs or small groups to come up with ideas about the skills that a con artist would need to be successful.

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

Sample Answer:

To be effective, criminals have to be good at lying. They probably know how to control their facial expressions and body language to seem truthful even when they're not. And they probably are good at judging people's personalities. They have to know who is most likely to be fooled by their scams.

READING (15-20 minutes) Pages 60-61

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

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

Marginal Questions and Answers:

Q1: Why have some types of fraud increased lately?

→ The author says that large frauds are becoming more common because of the poor economy.

Q2: Underline three types of people's vulnerabilities that con artists make use of.

→ . . . your good qualities, like your trusting nature or your compassionate heart. . . . your fears and insecurities . . . your character flaws, such as greed, envy, and vanity.

Q3: Circle three pieces of advice in this paragraph.

→ Pay attention to any uncomfortable feelings you might have . . . Don't be afraid to ask questions . . . Listen very carefully . . .

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

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

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** increased
- 2** confidence
- 3** fears and insecurities
- 4** charming in a shallow way
- 5** weaknesses / vulnerabilities

READING SKILLS WORKSHEET (10 minutes) Page 181

Have students turn to page 181 in the Skills Workbook.

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

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

...try to recall the important points by quizzing yourself.

If you find it hard to recall the information, you can extract it from the reading by skimming or scanning.

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

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

Sample Answers:

- ❶
 - 1 protect yourself from scams
 - 2 verify information / check out the person / ask questions / know yourself
 - 3 (Catholic) priest

- ❷
 - 1 over thirty; paragraph 2
 - 2 troubled; paragraph 6

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 main idea 2 inaccurate 3 not in passage 4 too specific

- ❷
 - 1 F 2 T 3 T 4 F 5 T

- ❸

1 b 2 a

Explanation for #1: Readers can infer that con artists are skilled at identifying people's weaknesses (b) because the passage details all the vulnerabilities these con artists can find in their victims and then states that "skilled con artists start evaluating your character from the moment they see you" (lines 29-30).

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

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

Elicit answers from the class. Do most students agree or disagree? Which vulnerability is the weakest? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

❶ (a) There are quite a few fake charities that make use of people's compassion. Whenever there is a major natural disaster, for example, con artists start emailing people to ask for donations for the victims.

(b) A lot of scams directed at the elderly are based on their fear of not having enough money to live on. That's how criminals get older people to make phony investments.

(c) The famous Nigerian email scams make use of people's greed. The conmen promise to share a large amount of money with the victim in return for helping them to get the money. I think the ones that take advantage of people's compassion are the most effective. Most people are doubtful about offers of money, but they're usually less suspicious about charity.

❷ Dear ~,

I really doubt that this is real. If something sounds too good to be true, it usually is. Do not send any of your personal information until you've done more research about this company. I bet you'll find out that it's a scam. So, be careful.

Take care,

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 manipulative 2 insecurity 3 unprincipled 4 indication 5 target 6 liberally
7 objectivity 8 exploitation

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

READING PREVIEW (5-10 minutes) Page 65

Arrange students into pairs or small groups to brainstorm traits that might make someone more vulnerable to a scam. 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 factor is probably age. I think that criminals go after older people because they're easier to convince. Another factor is a person's income. Obviously, criminals prefer victims with money so that they can get large amounts of money from their scams.

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).

Marginal Questions and Answers:

Q1: Why is the word “friends” (line 7) in quotation marks?

→ The word is in quotation marks because the two women were only pretending to be friendly; their real intention was to scam the author.

C1: Underline the appeal to authority in this paragraph.

→ Chris Hagon, who heads a security consulting company . . .

Q2: At what age do people start to miss the visual signs that indicate someone is lying?

→ They start to lose the ability to recognize deception in their early fifties.

Q3: Underline the main idea of this paragraph.

→ The third category of likely scam targets is one that people all belong to at some time in their lives: the emotionally distressed.

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:

❶

1 a 2 d 3 c 4 c 5 b

Explanation for #3: Readers can infer that some Italian con artists give tourists 500-lira coins as change (c) because the author states that tourists must check their change carefully because 500-lira coins, which are worthless, look very similar to 2-Euro coins (lines 24-25). This suggests that con artists try to trick tourists with these coins.

- ② 1 a large bill for tea
- 2 a lack of time and the language barrier
- 3 the anterior insula
- 4 their jobs or money

IDEAS IN ACTION (5-10 minutes) Page 69

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 One thing they can do is research common scams in the area they will be visiting. This information is easily found online. Also, they should try to become familiar with the currency and the exchange rate before they go. And, in general, they should avoid people who approach them on the street.

2 I think I'm pretty good at knowing when people are lying. They usually avoid looking directly at you, and they sound nervous. But skilled con artists have had lots of practice, so they're much better at lying than most people are. I could probably be fooled by one.

CRITICAL THINKING (10 minutes) Pages 69-70

Select students to read aloud the brief passage *Distinguishing Generalization from Overgeneralization*.

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

A generalization is a claim about a whole group or class of things.

Usually, what makes a generalization convincing is examples.

However, if there are quite a few exceptions to a generalization, it is an overgeneralization.

Answers:

❶

1 probably 2 Apparently / tend to 3 less likely

❷ *Sample Answers:*

1 Foreign tourists *tend to* make excellent victims for several reasons.

2 Tourists are *often* reluctant to call the police because of time constraints and difficulty with the language.

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 participants 2 currency 3 depressed 4 constraints 5 extracted 6 evaluate

7 investments 8 scheme

WRITING WORKSHEET (15-60 minutes) Page 182

Have students turn to page 182 in the Skills Workbook.

Explain to students that they must fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

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

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

Sample Answers:

Opinion To avoid being victims of con artists, people should guard their weaknesses, ask plenty of questions, and do research on their destinations if they are traveling.

Main idea 1 People must constantly beware of con artists' tendency to prey on their targets' weaknesses.

Explanation/Example If an offer involving money seems too good to be true, it is probably a scam that is meant to take advantage of people's greed.

Main idea 2 People should find out as much as possible about any person or organization before giving them money.

Explanation/Example If it is an individual, ask for references. If it is a charity, find out how exactly the donation will be used.

Main idea 3 Before making a trip abroad, people should research what scams are directed at tourists where they are going.

Explanation/Example Tourists who are unfamiliar with the local area are popular targets for con artists, but knowledge is power.

Counter-argument Some people say that certain con artists are so skilled that there is no way to avoid being tricked by them.

Refutation If people remain on their guard and do thorough research beforehand, they can significantly reduce their chances of falling victim to scams.

Conclusion Con artists are clever, but people can avoid becoming victims by being cautious, being aware of conmen's tricks, and being thorough in their research.

Unit 6 Mastering the Mind

OBJECTIVES

- Practice making inferences from a reading passage
- Learn to understand research studies
- Discuss and write about how to improve your memory

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

Elicit responses to the title page photo. What are the people doing in the photo? How is it related to memory?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then list some of the answers and have students rank them from most to least effective.

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 memory-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 Oscar Wilde?

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 find the most common thing that they have forgotten.

Sample Answer:

I once forgot to do a homework assignment for my biology class. It was due on a Monday, and I had a busy weekend with family visiting from out of town. I didn't remember it until Monday morning when I was going to school, but by then it was too late.

❷ Also conduct a quick survey to find out the most common event that the students remember.

Sample Answer:

A memory that I will never forget is a trip I took to Europe with my family. We went to many beautiful and historic places, and we did a lot of really interesting things. It was a really special experience, and it left a strong impression on me.

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

READING PREVIEW (5-10 minutes) Page 73

Arrange students into pairs or small groups to come up with ways people can improve their memory and if possible, why they would work.

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

Sample Answer:

When I need to remember something, I make a note using my phone, or I write it on a piece of paper if I am talking on the phone at the time. Also, I sometimes use photos to help me remember. For example, if I see something that I want to buy later, I may take a photo of it so I won't forget.

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).

Marginal Questions and Answers:

C1: What claim does the author make about how people remember phone numbers?

→ The author claims that most people mentally repeat phone numbers to themselves in order to remember them and that this fits with the theory that rehearsing is necessary for memory retention.

Q1: Why does the author mention Dominic O'Brien?

→ The author gives Dominic O'Brien as an example of someone who uses mnemonic strategies to help him become a memory master.

Q2: What technique do experts say is the most effective way to learn a foreign language?

→ Experts say that repeated testing is the most effective method.

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 Improving / Maximizing Memory

2 rehearse / practice

3 remembering / recalling

4 Elaborative processing

5 learn / memorize

6 core meanings

7 an image / a visual image / imagery

8 a feature of a room

9 Retrieval practice

10 self-testing / repeated testing

11 recalling / remembering the information

READING SKILLS WORKSHEET (10 minutes) Page 183

Have students turn to page 183 in the Skills Workbook.

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

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

...inference is the act of guessing based on evidence and one's own knowledge.

Next, give students time to work on the activity.

Then elicit answers from students and see if there are any unusual conclusions.

Sample Answers:

- (1) Given Information: Many books on mnemonics can be found in bookstores, and they are the method of choice for a number of famous memory masters.

Conclusion: Therefore, it can be inferred that mnemonics are very popular.

- (2) Given Information: The repeated self-testing method involves repeatedly testing one's learning while studying.

Background Information: From my own experience, I just study and make notes when preparing for exams. Repeatedly testing oneself seems like a lot of extra work.

Conclusion: Most students do not do self-testing probably because they think it takes too much time and effort.

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

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

Elicit answers from the class. In particular, inference and attitude 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 inaccurate 3 main idea 4 not in passage

❷

1 d 2 b 3 c 4 a

Explanation for #3: Readers can conclude that, before the study, participants did not see how repeated testing would be any better than other strategies (c) because the passage states that “when the participants were asked to predict their later performance, they said they didn’t think that the repeated testing method appeared to give them any advantage” (lines 74-75).

THINK AND DISCUSS (10 minutes) Pages 77-78

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

Elicit answers from the class. What are the most common situations in which a good memory is important? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

- ❶ A number of jobs require a person to have a good memory. For instance, a doctor needs to remember medicines and treatments, while a politician needs to remember many people’s names and important events. Also, memory is important in our daily lives. You need to remember appointments with doctors or customers, as well as family members’ birthdays or anniversaries if you don’t want to hurt their feelings by forgetting such important dates.
- ❷ There are many images and sensory experiences that trigger my past memories. One image is a postcard I have from Cebu. It shows a clear blue sea and white sand beach, which reminds me of my trip to the Philippines last year. One sensory experience is the buttery, salty smell of popcorn, which reminds me of my first visit to the movie theater with my dad.

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 correspondence 2 analogous 3 denotes 4 retention 5 context 6 conversely
7 so-called 8 imagery

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

READING PREVIEW (5-10 minutes) Page 79

Arrange students into pairs or small groups to brainstorm ways to be healthy and how they may help improve memory. 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:

People can stay healthy by exercising and eating healthy with lots of fresh fruits and vegetables. Another way is to think positive and reduce stress in one's life. I think these healthy habits can help improve memory by keeping one's mind and body fit. They give the body energy, which the brain needs to function properly.

READING (15-20 minutes) Pages 80-81

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

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

Marginal Questions and Answers:

Q1: What did the American Academy of Neurology study conclude? Underline the information.

→ . . . concluded that overeating is likely to increase a person's chances of memory loss.

Q2: What effect does eating fish produce on the hippocampus?

→ It improves communication between memory cells in that part of the brain, and that in turn improves memory.

Q3: What evidence is used to show that children who exercise have better memory abilities? Is the source reliable?

→ The author cites a study that showed the positive effects of exercise on children's memory. I think the source is reliable since it is published in a scientific journal.

Q4: What does the author mean by saying there is no "magic pill" for improving memory?

→ The author means that there are no simple solutions that can improve memory without effort.

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 opinion questions might need further explanation for some students. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 b 2 d 3 b 4 b 5 a

Explanation for #2: Readers can tell the author believes some other study methods are more effective than cramming (d) because he says cramming should be avoided (line 52) and he cites studies that show other methods to be more successful.

Explanation for #4: Readers can infer that people who eat fewer calories are less likely to get Alzheimer's disease (b) because the passage states that people who consumed more calories had a greater risk of developing memory problems such as Alzheimer's disease (lines 18-22).

❷

1 T 2 F 3 F 4 T

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

Arrange students into pairs or small groups to discuss the questions. As an extension, ask students to come up with one more related question 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 Getting a good night's sleep is easiest for me because I really enjoy sleeping. I am also a heavy sleeper, so I am not easily woken by noises. However, changing my study habits is a problem because I often wait until the last minute before I start studying for exams.

2 Sleep is helpful because it gives my brain time to process the memories. If I don't have enough sleep, I tend to forget things. As for studying, I really need to start earlier before a test so I can remember more of the information. Doing it at the last minute is stressful and affects how much my brain can take in.

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

Select students to read aloud the brief passage *Understanding Research Studies*.

Arrange students into pairs or small groups to work on the questions. Then elicit answers to ensure understanding.

As an extension, ask student pairs/groups to design a study testing the effects of different factors (e.g. sleep, computer use, exercise, etc.) on memory.

Sample Answers:

- 1
 - a. The hypothesis is that overeating increases memory loss
 - b. The sample was elderly adults in their seventies.
 - c. The sample was not representative because it should have included people from all age groups.
 - d. It's not clear if the study included a control group. It could have been included by controlling the diet of part of the sample.
- 2
 - a. The hypothesis is that physical exercise improves memory functioning.
 - b. The sample was a group of children.

- c. We don't know if the sample was representative because the passage doesn't mention details such as the age range of the sample.
- d. It seems like there was a control group because the passage says the children who were fit did better on memory tests than those who were not as active.

- ② The hypothesis of the study would be that eating fast food has a negative impact on the memory performance of teenagers. The sample could consist of high school students—maybe about a thousand or so of them. The research design could be to give all of them a memory test at the beginning of the study. Then, half of them would be told to eat fast food three times a week. The other half, the control group, wouldn't be allowed to eat any fast food. After one or two months, the test would be repeated and the results of the two groups compared.

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

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

②

1 retaining 2 journal 3 decline 4 document 5 promote

WRITING WORKSHEET (15-60 minutes) Page 184

Have students turn to page 184 in the Skills Workbook.

Explain to students that they must fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

- Opinion* In general, I would say that I have a good memory, but there is always room for improvement. To enhance my memory, I could adopt more effective study habits, eat healthier, and learn memory techniques.
- Main idea 1* Effective study methods improve information retention.
- Explanation/Example* I tend to wait until the last minute to prepare for a test, and as a result I can't retain the information for long after the test. I should start earlier and do self-tests to reinforce the learning.
- Main idea 2* Healthy eating helps the body and the brain to function properly.
- Explanation/Example* I love junk food, but I would perform better if I ate nutritious food that fuels my body. Certain foods, like fish, are especially helpful for memory.
- Main idea 3* There are memory techniques that can help people remember a lot of information more easily.
- Explanation/Example* To help recall, I can practice, for example, mnemonic approaches that associate imagery to the information that I need to remember.
- Counter-argument* My friends contend that my grades are already good and what I need to do to improve my memory is to rest more to reduce my stress levels.
- Refutation* Although getting sufficient rest is important, it is more efficient to adopt strategies that enhance memory than to spend more time remembering the material.
- Conclusion* By using effective approaches to enhance my memory, I can spend less time on my study and have more time for other, more enjoyable activities.

Unit 7 Practice Makes Perfect

OBJECTIVES

- Practice identifying causes and effects
- Learn to identify causation and correlation
- Discuss and write about what makes someone an expert at something

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

Elicit responses to the title page photo. What makes the person in the photo an expert? Ask students if they expert at anything or if they know an expert at something. What do students say?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and discuss any interesting or unusual ones.

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 expert or experience-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 Niels Bohr?

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 consider famous people who are experts at something. What is the most common name or type of expert given by students? Have them explain why these people are experts.

Sample Answers:

1 Yuna Kim

2 Figure skating

3 She started figure skating when she was five or six years old, and she used to train many hours every day. I think this is how she became so good. Of course, I believe she is also naturally gifted.

② Also conduct a quick survey to find out what makes people experts. Which characteristic do students think is most important. Have students give reasons for their answers.

Sample Answer:

Personally, I think that the most important things in becoming an expert at something are a supportive family and a good coach or teacher. It takes a lot of time and money to train to be an expert; and if you have wonderful people around you who can advise you and keep you focused, it can make a big difference.

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

READING PREVIEW (5-10 minutes) Page 87

Arrange students into pairs or small groups to discuss their views and criticisms of the idea that 10,000 hours makes someone an expert on something.

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

Sample Answer:

I'm not familiar with this idea, but it sounds a little hard to believe. The main problem I see is that not every skill is equally complicated. Some skills are relatively simple, while some others are much more complex. So, it's a little hard to believe that this 10,000-hour idea would apply generally. Also, I think that some people have natural aptitudes for certain skills, so it's very likely that they would take less time than others to master those skills.

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). Also, have students consider the different amount of times found for master chess players and master musicians. Do students think the 10,000-hour rule is valid or invalid? Have students give reasons for their answers.

Marginal Questions and Answers:

Q1: What do the results of Hambrick’s study indicate? Underline the information.

→ . . . Hambrick and colleagues suggested that practice explains only about a third of master-level success. . . . This variability in hours of practice invalidates the 10,000-hour rule, Hambrick suggests.

Q2: Who are the two figures behind the debate? They are:

- (1) Francis Galton, who said heredity explains all talent
- (2) John Watson, who said anyone can be trained to be any kind of specialist

Q3: What is Ericsson’s actual position? Underline it.

→ . . . Ericsson says his real position is simply that he doesn’t see evidence for genes that help people acquire expert levels of performance.

Q4: What are the two opposing concerns mentioned in the reading? Underline them.

→ One fear Ericsson expresses is that if talent is viewed as somehow innate and not the result of practice, disadvantaged kids will be cut off from opportunities in education and sports. . . . On the other hand, Ackerman worries that telling people they just need to practice more might set them up for failure . . .

C1: What is this author’s point of view on the topic?

- (1) Biased
- (2) Balanced/Impartial

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 master musicians and chess players | 2 variability |
| 3 eugenics | 4 genetic |
| 5 behaviorism | 6 aptitude / ability |

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 *Identifying Causes and Effects*.

Then place students in pairs and have them think of an example for each type of cause-effect shown. Have some pairs read out their examples and have other pairs guess which type of cause-effect it is.

Next, give students time to work through the two questions.

Then elicit answers from students and have them explain why they chose that cause and effect.

Sample Answers:

- 1** A, C → B
- 2** B → C → A

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

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

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

As an extension, have students discuss question 4 in part 2. Do students agree with this view? Have some students give the reasons for why they do or do not agree.

Answers:

❶

1 main idea 2 too specific 3 inaccurate 4 too general

❷

1 c 2 a 3 d 4 c

Explanation for #1: Readers can conclude that Hambrick included data about less skilled people in his study because more data were necessary in order to make the findings meaningful (c) because he criticized Ericsson’s study for not including more data: “If we don’t have enough data points in the study to say anything statistically, then it isn’t science” (lines 25-26).

THINK AND DISCUSS (10 minutes) Pages 91-92

Arrange students in pairs or small groups to read the excerpt and discuss the question.

Elicit answers from the class. What ideas from each field do students discuss? Do students discussing the same field agree on the necessary skills needed to be an expert in that field?

Then have students explain what they would write to someone who felt like they didn’t have a talent in a specific field.

Sample Answers:

❶

For someone who wants to be expert in playing soccer, “innate ability” might mean speed, endurance, and coordination, which are skills necessary for soccer. “Motivation” might mean a keen interest in the sport, and it might also mean having a goal, such as becoming a professional player. “Timing” might mean starting at the right age, say, five or six years old. And “luck” might mean finding the right coach or having a parent who really enjoys soccer and shares your enthusiasm.

❷

I know you feel like you don’t have any talent, but you shouldn’t give up. Nobody begins as an expert at something. It takes time and effort to get better. So, don’t get frustrated. Keep trying and

just enjoy doing it. Don't worry about whether you're getting better or not. Eventually, you will be good at it.

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 reliance 2 variability 3 statistically 4 ranging 5 data 6 unresolved
7 invalidate 8 reversal

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

READING PREVIEW (5-10 minutes) Page 93

Arrange students into pairs or small groups to brainstorm how the two different ideas/ways of thinking might affect children who want to become an expert at something. 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. Do any students feel like they would be affected differently by the two ideas? Have some students explain their answers.

Sample Answer:

I think the first idea might make children believe that they can do anything as long as they work hard enough. The second idea might make people just give up on learning something if they have some difficulty, because they think they don't have the natural ability for it.

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).

As a further extension, have students discuss any talents they believe they have. Do they think they learned these by practice or because of natural talent? Have students explain their reasons for their answers.

Marginal Questions and Answers:

C1: What is the main point of the article? Underline it.

→ People infer that these experts must have been blessed with skills way beyond the norm. But what if this tempting idea is all wrong?

Q1: What was the finding of the study of British musicians?

→ The study found that all musicians progressed at about the same rates, whether they were top performers or not, but top performers had practiced more.

Q2: What is the relationship between practice and early differences in ability between individuals? Underline the information.

→ But the key point is that the importance of these initial differences disappears as the number of hours devoted to practice increases.

C2: Underline the definitions of “fixed mindset” and “growth mindset” in this paragraph.

→ Consider someone who believes excellence is all about talent (labeled the “fixed mindset”). . . . If, on the other hand, she really believes that effort trumps talent (labeled the “growth mindset”) . . .

C3: What is the author’s main purpose in this passage?

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

FOCUS ON CONTENT (5-10 minutes) Page 96

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 b 2 a 3 b 4 d 5 c

Explanation for #3: Readers can conclude that the author mentions Rudiger Gamm to demonstrate how the importance of hard work is often overlooked (b) because the passage first cites that Gamm was a math prodigy and was called a “walking miracle,” which suggests his talent somehow magically appeared; but then the passage explains that Gamm practices for at least four hours every day (lines 23-24), which shows the importance of hard work.

Explanation for #5: Readers can conclude that the author would likely agree that teachers ought to praise students’ hard work rather than their ability (c) because he cites a study in which children praised for hard work then performed better than students who were praised for their intelligence. He then quotes the author of that study: “Praising children’s intelligence harms motivation, and it harms performance” (line 70).

IDEAS IN ACTION (5-10 minutes) Page 97

Arrange students into pairs or small groups to discuss the questions. Elicit answers from some pairs/groups. Are there specific skills that most students want to develop? What are these? Do these skills differ across gender? Have students give reasons for their answers.

Then ask students to explain why they agree or disagree with the author. Have a vote to establish whether more students agree or disagree with the author.

Sample Answers:

1 One talent I have that I'd like to develop more is drawing. I've always been naturally good at drawing people and places I know. To further develop this talent, I think I would need the direction of an experienced teacher who could show me new styles and techniques. I could then practice a lot to get really good at them.

2 I mostly agree with the author's opinion that practice can lead anyone to a high level of skill in most areas. However, I also believe that genetics plays a role. For example, I recall a study on Einstein's brain that showed it had some internal structures different from normal people's. These different structures probably allowed him to understand math and physics at a higher level than normal people could.

CRITICAL THINKING (10 minutes) Page 97-98

Select students to read aloud the brief passage *Identifying Causation and Correlation*.

Then place students in small groups and have them think of an example of each situation, as in the reading, where one example shows a clear link (causation) and the other doesn't (correlation).

Next, have students read through the two excerpts and answer the questions. Check students' answers to make sure they are correct.

Answers:

- 1** the initial differences in ability between kids disappear
 - a. coincidental
 - b. No
 - c. As time passes, children mature and this, rather than practice, may be the cause of the disappearance of initial differences.

- 2** they show better motivation and better performance
 - a. directly linked
 - b. Yes
 - c. –

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

❷

1 initial 2 proportion 3 deny 4 compute

WRITING WORKSHEET (15-60 minutes) Page 186

Have students turn to page 186 in the Skills Workbook.

Explain to students that they must develop a response to the question and then fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

Opinion In my opinion, there are several factors that are essential to becoming an expert at something.

Counter-argument Some people argue that highly skilled people usually are naturally talented.

Refutation However, individual differences in skill between people with innate abilities and those without them can be eliminated through practice, as some studies have shown.

Main idea 1 In order to attain a high level of skill in a certain field, it's necessary to dedicate a lot of time to practice.

Explanation/Example Studies have shown that all musicians improve at roughly the same rate with the same amount of practice. A top performer just practices more than others.

Main idea 2 Having a good coach or teacher is very important.

Explanation/Example A good teacher provides proper instruction, corrects mistakes, and most importantly encourages the student in the right way. This helps the student improve as fast as possible.

Conclusion While there may be other important factors, I believe these are the two most important that will help one become an expert.

Unit 8 Always Think Positive—Or Not

OBJECTIVES

- Practice determining the important details in a text
- Learn to recognise common fallacies and discuss ignorance in arguments
- Discuss and write about what makes people optimists or pessimists

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

Elicit responses to the title page photo. What are some different attributes or characteristics of someone who is a pessimist?

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 optimism- or pessimism-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 Mark Twain?

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 find which statements they agree and disagree with most. What reasons do students give for their answers?

Answers will vary.

❷ Also conduct a quick survey to find out whether most students perceive themselves as optimistic or pessimistic. Do students agree with the results they get? Ask them to explain why (or why not).

Sample Answer:

My score is 9. I think it's accurate because it's in the middle, and that's how I see myself. I try to have a positive outlook, but I also try to be realistic and not expect too much. I would not want to change my result. I know some people think it's important to stay optimistic, but I think it's better to have a balance between optimism and pessimism.

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 c 4 b 5 a 6 b 7 c 8 b

READING PREVIEW (5-10 minutes) Page 101

Arrange students into pairs or small groups to discuss how being a pessimist or optimist can affect a person's lifestyle as well as their health.

Elicit these ideas from two or three of the pairs/groups and discuss the most common answers given. What do students think will be the biggest problem for their health (is it mental or physical)? What other unusual answers came up?

Sample Answer:

Since optimists believe the future is bright, they probably have less stress. But not worrying about the future might cause them to take more risks, like drinking too much or not exercising. Pessimists have more stress because they expect bad things to happen. But this might also cause them to be more careful about their health.

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 consider some of the advantages to optimism mentioned in the reading (better moods, quicker recovery from illness, etc.). Have students list some other advantages that they think come from being optimistic.

As an extension, have students discuss whether they think there are any advantages to being pessimistic. What advantages do they name? Ask students to explain their reasons for their answers.

Marginal Questions and Answers:

Q1: Underline how optimists and pessimists cope with problems.

→ . . . optimists tend to respond with active problem-solving, positive thinking, and a sense of humor. Pessimists, on the other hand, tend to respond with hopelessness, denial, and avoidance.

C1: What could be an objection to the argument that optimism leads to good health?

(1) It could be that it is good health that causes a person to be optimistic.

(2) It is possible that the health effects are not real but only imagined.

Q2: Underline the information that shows the contrast between the placebo effect and the effect that negative thoughts have on the body.

→ “. . . If a placebo can make someone believe that they are getting better and they do, then the thought that you are sick can actually make you [sicker].”

C2: Is the argument in this paragraph inductive or deductive?

→ It is deductive.

C3: The last sentence of the passage is a generalization. Circle the qualifying language.

→ “But for most people most of the time, it seems to be healthiest to put on neither rose-colored glasses nor mud-colored ones, but rather glasses with good, clear lenses.”

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

Elicit answers from the class.

Answers:

1 stress / setbacks and hardships

2 more quickly

3 change fate / make a positive difference

4 professional help / advice

5 guarded

READING SKILLS WORKSHEET (10 minutes) Page 187

Have students turn to page 187 in the Skills Workbook.

Select students to read aloud the brief passage *Determining Importance*.

Next, give students time to read through the excerpts from Reading 1 and have them identify the important information connected to the main idea.

Then elicit answers from students and make sure they have understood what is important.

As an extension, have students identify some of the supporting points and have them explain how these support the main idea.

Sample Answer:

Positive thinking is crucial to stress management, and going through life with the assumption that things will work out has numerous long-term health benefits. . . . “A pessimist is more likely going to seek the advice of a professional. While in extreme cases this could lead to hypochondria, it could also lead to a potentially life-saving diagnosis,” Cundy points out. . . . The optimist needs the caution of the pessimist, and the pessimist needs the drive of the optimist.

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

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

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

As an extension for part 2, have some students explain why the statements are true or false.

Answers:

❶

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

❷

1 Pessimists → Optimists

2 ✓

3 higher → lower

4 ✓

❸

1 c 2 a

Explanation for #2: Readers can infer that Cundy thinks her father has the correct attitude (a) because he considers himself a “guarded optimist” and she supports this when she states “both personalities could use a little bit of one another to really keep an individual at peak health” (lines 66-67).

THINK AND DISCUSS (10 minutes) Pages 105-106

Arrange students in pairs or small groups to read the short excerpt and discuss the questions.

Elicit answers from the class. What are the characteristics that students identify with optimists and pessimists? What experiences have students had? Have them explain the reasons for their answers.

Then have students read the profiles of the two people. Ask students which person they think will have a healthier lifestyle. Have students give reasons why. Which person do most students choose?

Sample Answers:

- ❶
 - I have a classmate who is a perpetual optimist. She is always smiling and cheerful, never complains, and seems to find even boring tasks fun. She likes to talk about her big plans for the future—having a family, traveling, and pursuing a successful career.
 - Extreme optimists can be frustrating when your mood doesn't match theirs. If you're feeling annoyed, you get even more annoyed when someone is too cheerful. They can seem silly and naive. Pessimists are frustrating because they spread bad feelings. By their constant complaining, they can make you feel as down as they are. And often they complain about problems that they could solve if they tried.
- ❷ I think Sophie's attitude is better for good health and a long life. Jun seems unrealistically optimistic. It's not easy to quit smoking, for example. But Sophie shows guarded optimism by exercising and being aware of her health risks.

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 assessments 2 insufficiently 3 unfounded 4 assumptions 5 recovery 6 projected
7 rationalize 8 dramatically

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

READING PREVIEW (5-10 minutes) Page 107

Arrange students into pairs or small groups to brainstorm reasons why thinking pessimistically might be beneficial to a person's lifestyle and to their health.

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

Sample Answer:

I think it's helpful to expect the worst when you have to do something that involves some risk or that is stressful. For instance, when you have to give a speech, if you expect things to go wrong, like forgetting what you wanted to say, then you'll most likely prepare for it more carefully.

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 think of the benefits of having low expectations. What ideas do they come up with? Have them explain the reasons for their answers.

Marginal Questions and Answers:

Q1: Why does the author describe herself as “in the minority”?

→ She thinks that she is “in the minority” because most people try to be optimists but she is a pessimist.

C1: Circle the term that is defined in this paragraph. Underline the definition.

→ In psychology, **dispositional pessimism** is the personality trait of having generally low expectations.

Q2: The author uses a hypothetical situation to illustrate the point of this paragraph. Underline it.

→ . . . if an optimist is denied an expected promotion, he or she will feel both shocked and crushed. A pessimist in the same situation never had his or her hopes up to begin with, and therefore will not be nearly so deeply affected.

C2: The author raises a possible objection to the argument in this paragraph. Underline it.

→ Now, granted, research suggests that optimists are more likely to be hired and are quicker to be promoted.

C3: Is the argument in this paragraph inductive or deductive?

→ It is inductive.

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. For these questions, ask students who answer correctly to explain how they arrived at the answer.

Answers:

❶

1 b 2 d 3 a 4 b 5 c

Explanation for #3: Readers can infer that defensive pessimism is useful in stressful situations (a) because the author describes how this form of pessimism saves people from losing money in gambling and after an economic depression.

❷ *Sample answers:*

1 extremely disappointed

2 ego

3 will be prepared

4 they had lost money / losing money

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.

Also, ask students to give examples of times they have reacted pessimistically to something. Have them explain why they did this. Do they think it was a more effective reaction than being optimistic?

Sample Answers:

1 The passage mentions that optimism helps people get hired and promoted. But also, I think pessimism might keep employees from advancing in their careers because pessimists tend to avoid risks and this could mean missing out on opportunities. Or they might not ask for a well-deserved raise because they expect to be turned down.

2 When I met my boyfriend's parents for the first time, I was really nervous and I did practice defensive pessimism. I was worried that we would run out of things to talk about, so I thought of some topics beforehand. And I was concerned that they wouldn't like my normal style of clothes, so I dressed more conservatively than usual.

CRITICAL THINKING (10 minutes) Pages 111-112

Select students to read aloud the brief passage *Recognizing Common Fallacies: Arguments from Ignorance*.

Then give students a minute to think of some examples of arguments from ignorance. Have students share their examples with the class.

Next, have students do parts 1 and 2 by themselves. For part 2, have students explain the reasons for their answers.

Answers:

1 Significantly, what this research does not prove is that a positive outlook actually makes someone a better or more efficient worker. The opposite seems more likely to be true.

2

1 C 2 I 3 S

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 proceed 2 odds 3 technical 4 simulated 5 dominance 6 logical
7 motivation 8 prospect

WRITING WORKSHEET (15-60 minutes) Pages 188-189

Have students turn to page 188-189 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 it is better to be an optimist.

Reason 1 Because of their positive attitude to life, optimists are better at handling stress than pessimists are.

Explanation/ Example When they have a problem, optimists believe it can be solved, so they take action. Pessimists just feel helpless, which makes their stress worse.

Reason 2 Being an optimist is beneficial to long-term health.

Explanation/Example Experts say that optimists have a lower risk of depression and are less likely to die of heart disease.

Reason 3 People would rather be around optimists than around pessimists.

Explanation/Example The positive attitude of optimists makes people feel good, so they have more friends and better relationships.

Counter-argument As they tend to have negative thoughts and more worries, pessimists might be more cautious about their health and this could turn out to their advantage.

Refutation But anyone who cares about themselves are most likely to care about their health, too, regardless of their attitude to life.

Conclusion Because it generally leads to good health and happiness, optimism is definitely preferable.

Opinion 2 I think it is a better idea to be a pessimist.

Reason 1 Pessimists probably live longer.

Explanation/ Example Because they tend to expect the worst, pessimists are more likely to see a doctor if they think something is wrong. This can save their lives.

Reason 2 Pessimists are better prepared when things go wrong.

Explanation/Example Defensive pessimism makes people plan for problems and bad luck, and this planning can prevent disaster.

Reason 3 Pessimists are more careful with their money.

Explanation/Example Unlike optimists, who are more likely to take risks with their money because they believe things will turn out well, pessimists are less likely to lose money by gambling or by making unwise financial decisions.

Counter-argument Evidence shows that optimists tend to have more friends because of their sunny personality.

Refutation However, it is possible to be a pessimist when it comes to planning for the future and still be a happy, sociable person.

Conclusion In many ways, pessimism prepares a person for life's challenges better than optimism does.

Unit 9 Coming Home Again

OBJECTIVES

- Practice monitoring and clarifying understanding
- Learn to classify claims
- Discuss and write about the different reasons adults live with their parents

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

Elicit responses to the title page photo. Ask students to think of different reasons people might move back into their parents' home when they are adults. Ask them if this is common in their country. What answers do they give?

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 maturity or dependency-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 Aprille Legacy?

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 the most common answers to the questions. Then have some students explain why. For those students who gave less common answers, have them explain their reasons, too.

Answers will vary.

❷ Then have students look at the statistics. Which statistics most surprise the students? Have them explain why. Also, ask students to discuss whether they think the statistics would be similar or different in their own country. What answers do they give?

Sample Answers:

- Yes, I'm a little surprised to see that more men than women live with their parents. I would have expected the opposite. Also, it seemed a little strange at first that people with some college education are more likely to live with their parents than those with less education. But maybe that's because college is expensive.
- Yes, I think most of the percentages would actually be a bit higher. In my country, it's quite common to live with your parents until you get married.

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

READING PREVIEW (5-10 minutes) Page 115

Arrange students into pairs or small groups to come up with and discuss the different problems that arise when adults live with their parents.

Elicit these problems from two or three of the pairs/groups and discuss any interesting or unusual ideas. Do students think these issues might be different in different countries? Have them explain their answers.

Sample Answer:

I think the biggest problem would be the lack of privacy. Adults like to have their own space. Money would be another problem. The parents and the adult child might have different ideas about who should pay for what.

READING SKILLS WORKSHEET (10 minutes) Page 190

Have students turn to page 190 in the Skills Workbook.

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

Have students think about the skills and consider which things they may fail to do.

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

Then have students identify the words they didn't know. Ask them to consider how they figured out the words that were unfamiliar to them. Discuss any words that students cannot understand.

❶ *Answers will vary.*

❷ 1 *Answers will vary.*

2 *Answers will vary.*

3 *Sample answers:*

a. Being treated as if they're still kids has a negative effect on adults. It implies that they aren't capable of taking care of themselves, and this hinders their growing up.

b. Baby boomers want to feel forever young. So they do things like dyeing their hair to try to keep old age away.

READING (15-20 minutes) Pages 116-117

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

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students consider whether the same problems mentioned in the reading exist in their own country, such as student being over-confident, adults staying longer in their parents' home, and parents spoiling or pampering their adult children. What do students say? Does this stop young adults reaching maturity?

Marginal Questions and Answers:

Q1: Underline all the reasons given in the paragraph why young British people are struggling financially.

→ . . . victims of a slow economy. . . . More than one million under-25s are now unemployed; and with the introduction of higher tuition fees, future students should expect to finish their degree with unprecedented debts of up to £60,000. Lending institutions are shying away from offering mortgages, and house prices have risen beyond the realms of possibility for many young people.

Q2: What adjective is used to describe the young generation in this paragraph? Circle it.

→ . . . entitled generation . . .

C1: Underline an appeal to authority in the first half of the passage.

→ “This is a more entitled generation than their parents’ and grandparents’,” says William J. Doherty, professor of family social science.

Q3: Why did Gareth decide to get another degree?

→ Gareth’s sister’s sudden death changed his perspective on life, and this made him decide to have a job that is more worthwhile.

Q4: Who is Seth, and why do you think he lives with Gareth’s parents?

→ Seth is Gareth’s nephew, and I guess he lives with his grandparents because his mother had died and his father is unable to look after him because of work.

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 twenty percent

2 large / huge / unprecedented debts

3 Gareth’s nephew, Seth

4 his parents are too supportive / he should get a job

5 . a house

6 her parents’ routine

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.

As an extension, in part 2 have some students explain why the sentences are true or false.

Answers:

❶

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

❷

1 ✓

2 ✓

3 make fun → do not make fun

4 welcome → like they were imposing

❸

1 b 2 c

Explanation for #1: Readers can infer that baby boomers want to see themselves as young (b) because the authors state that baby boomers refuse to acknowledge getting older (lines 29-30).

THINK AND DISCUSS (10 minutes) Pages 119-120

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

Elicit answers from the class. Do students think that today's generation is over-confident? How do students feel they are different from their parents? Have students explain their answers. Ask students if they think this is a good thing or a bad thing.

Also, have students discuss the advice they would give for part 2. What are the most common pieces of advice students give. Have students explain why they think these are useful.

Sample Answers:

❶ In a way, I think that's true. Maybe it's because many of our parents and grandparents had to deal with war and poverty, whereas we've grown up with peace and a better economy. Our lives have been easier. Parenting styles have become more lenient, too. Other ways that we differ from our parents are that we're more comfortable with technology than they are, and we wait longer to get married and start a family.

❷

Dear Tanya,

You shouldn't be embarrassed about needing help from family. Family members should help one another. But I think it would be a good idea to help out with housework and to pay rent if you can. That will reduce conflicts with your parents. Also, set a date that you plan to move out. You'll feel better about it if you know that it's only temporary.

Take care,

Rachel

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:

❶

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

❷

1 impose 2 reliant 3 institution 4 maturity

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

READING PREVIEW (5-10 minutes) Page 121

Arrange students into pairs or small groups to brainstorm reasons for an increase in boomerang kids. Ask students if this phenomenon is common in their own country, too?

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

Sample Answer:

I think the main reason is that it's difficult for young people to get a good job right after they graduate because of the economic slowdown. Even if they can find a job, rising costs mean they can't earn enough money to pay their living expenses if they live on their own. So, moving back in with their parents could be the best option for some of them.

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).

As a further extension, have students consider the reasons that adults or students from their country might stay at home. Are these the same as the ones detailed in the passage? Have students explain their answers.

Marginal Questions and Answers:

Q1: What is Jenny's main problem? Underline it.

→ Even with a steady job, she has discovered that it's practically impossible to afford her rent and expenses on top of trying to eliminate her student loan debt.

C1: What causal argument does the author make in this paragraph?

→ The argument is that slow wage growth has caused more young men and women to be unable to live without support from their parents.

Q2: Underline Jenny's four main expenses.

→ Her rent is \$1,200 a month . . . She pays around \$200 for extras like Internet and cable. Groceries cost her \$300 a month on average, and she has a \$500 student loan payment every month.

C2: What argument does the author make in this paragraph? Underline the conclusion.

→ The author argues that Jenny's decision to move back in with her parents is reasonable because of the economic situation. / Jenny's move back home appears to be not only a wise financial move but a necessary one.

C3: This paragraph contains several generalizations. Underline at least one. Circle the qualifying language.

→ Most boomerang adults have already displayed a reasonable effort to leave the family nest and regain independence. / After paying off debts and establishing their careers, most adult children will want to strike out on their own again.

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.

As an extension to question 4 in part 1, have students think of some of the disadvantages of living at home. What are the most common answers students give?

Answers:

❶

1 b 2 c 3 d 4 a 5 d

Explanation for #5: Readers can infer that the author has sympathy for boomerang kids (d) because she explains that most of these “kids” want to be independent but cannot afford to be. In the conclusion, she states: “The depletion of employment possibilities, the heavy burden of student loan payments, and a high cost of living have created a difficult situation for people who are eager to achieve autonomy” (lines 57-59). Finally, she ends by hoping that the economic situation changes for these people.

❷

1 Italy, Japan, and the US

2 forty-two percent

3 taxes

4 jobs/employment

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. Ask students whether they think there are big differences between their own country and other countries like America or the UK. In which country do students think it is more difficult to pay back debt? Ask students to give reasons for their answers.

Sample Answers:

1 I think it is only worth it if you have a very good chance of getting a high-paying job afterward. This is probably true of a few professions, like medicine and finance. Otherwise, people are better off getting an inexpensive degree online. They can learn just as much and save a lot of money.

2 They can accept a less expensive lifestyle by moving into a smaller apartment or finding roommates. They can do without luxuries like cable and eating out. And if possible, they should take advantage of government programs for low-income people or for the unemployed.

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

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

Elicit some examples of each type of opinion named in the reading.

Then have students read through the excerpts and have students identify each underlined statement. Go through the answers to make sure the students have identified them correctly.

Answers:

1

(a) C (b) F

2

(a) F (b) P (c) V

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 residence **2** redefined **3** restored **4** constrained **5** eliminate **6** assistance

7 transition **8** accompanied

WRITING WORKSHEET (15-60 minutes) *Pages 191-192*

Have students turn to pages 191-192 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 many cases, I think it's a good idea for young adults to live with their parents.

Reason 1 It can help them pay off their student loan debt much faster.

Explanation/Example Going to college can be extremely expensive, and it's hard for young people to both pay rent and make their student loan payments.

Reason 2 Living at home allows young people to save money for the future while they establish a career.

Explanation/Example Salaries for entry-level jobs are low, so young people living on their own are unable to save much.

Reason 3 Living together strengthens the family.

Explanation/Example For most of human history, it was normal for multiple generations of a family to live together. As long as every member of the household contributes in some way, everyone benefits and the family remains close.

Counter-argument Experts say that living at home makes young adults less mature.

Refutation On the contrary, I think making realistic decisions about what a person can afford shows maturity.

Conclusion In the right circumstances, living at home can benefit young adults enormously.

Opinion 2 No, I do not think it's a good idea for young adults to live with their parents.

<i>Reason 1</i>	For one thing, it slows down the process of becoming a mature adult.
<i>Explanation/Example</i>	People are not truly adults until they can support themselves and handle their own problems. Living at home prevents young adults from learning important life lessons.
<i>Reason 2</i>	Living together can cause tension between parents and children.
<i>Explanation/Example</i>	The grown children want freedom, while the parents want to run their household the way they think is best.
<i>Reason 3</i>	Boomerang kids place an unfair financial burden on their parents.
<i>Explanation/Example</i>	Many older parents are retired and don't have large incomes. Supporting their adult children can deplete their savings.
<i>Counter-argument</i>	Young adults often have to live on extremely tight budgets and have a hard time making ends meet.
<i>Refutation</i>	This is true, but there are other ways to live economically, such as getting roommates to share expenses.
<i>Conclusion</i>	For a young person, becoming independent is a difficult but necessary part of life, and it is well worth the effort.

Unit 10 Different Ways of Friendship

OBJECTIVES

- Practice summarizing information
- Learn to recognize common fallacies: appealing to popularity or tradition
- Discuss and write about differences between male and female friendship

TITLE PAGE (5-10 minutes) Page 127

Elicit responses to the title page photo. What do students consider to be the most important things in a friendship? Have students discuss their ideas and give their opinions.

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 friendship-related quotes from their first language, or other quotes that are related to gender differences. (If possible, allow students to search the Internet for these quotes.) Do they express ideas similar to or different from the quote from Anne Morrow Lindbergh?

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 their views on friendship. Which statements do they strongly agree and strongly disagree with? Have students give explanations for their answers. Do students think men or women have better friendships? What reasons do students give for their answers?

Answers will vary.

❷ Now ask students to discuss the most recent arguments they had with friends. Were their differences among the two genders? What were the reasons for the arguments? Ask students to give the reasons for their answers.

Sample Answer:

I got angry with my best friend because she kept canceling our plans and was spending all her free time with her boyfriend. I felt really mad and hurt because I thought she was being selfish and inconsiderate. I didn't speak to her for a while, but then I decided to text her to explain why I was angry. We talked, and she apologized. Now her boyfriend joins us when we go out.

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

READING PREVIEW (5-10 minutes) Page 129

Arrange students into pairs or small groups to discuss whether they think young boys and girls react differently when their feelings are hurt. Ask students to think of the different ways that boys and girls react.

Elicit these predictions from two or three of the pairs/groups.

Sample Answer:

Yes, I think they react differently. Girls are probably more likely to cry, and boys are more likely to fight physically.

READING (15-20 minutes) Pages 130-131

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

As an extension after the reading is completed, have students discuss whether they agree with the author regarding the answers to the marginal questions (see the answers below). Also, have students think about their own reactions to arguments when they were younger. Do boys and girls identify with the reactions of the children in the reading? Ask students to explain their answers.

Marginal Questions and Answers:

C1: Predict what this passage will be about:

- (1) How girls and boys react when friends hurt their feelings
- (2) Why nice girls turn nasty when friends hurt their feelings

Q1: When friendship expectations are violated, who is more likely to seek revenge, boys or girls?

→ Both boys and girls are just as likely to seek revenge.

Q2: Underline two hypothetical situations used in the study.

→ One of these stories included a friend failing to hold up responsibilities in a joint school project, resulting in a bad grade for both friends. . . . Another involved a friend failing to show concern about another friend's sick pet, saying, "It's no big deal, it's just a pet."

Q3: Underline three similarities between boys and girls.

→ Yet, previous studies also found that boys' friendships last just as long as those of girls, that boys are just as satisfied with their friendships as girls are, and that boys are no lonelier than girls.

Q4: What effect does anger have on both boys and girls? Underline the information.

→ Further, the angrier they felt, the less likely they wanted to fix the relationship.

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 to 11 years

2 sadder

3 solve the problem / fix the friendship

4 resolve conflicts

5 a friend who lets them down / friendship violations

READING SKILLS WORKSHEET (10 minutes) Page 193

Have students turn to page 193 in the Skills Workbook.

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

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

Then elicit answers from students. As an extension, have students explain why (in part 1) two of the details are less important and do not belong in the summary.

❶ *Answer:*

- ~~authors were a professor and an assistant professor~~
- ~~one story involved a bad grade on a school project~~

❷ *Sample Answer:*

A recent US study asked pre-teen kids how they would react to serious offenses by friends. Boys' and girls' responses were equally aggressive, but girls reported more anger and sadness. This was surprising because past studies have said girls are better at friendship. The researchers concluded that girls may struggle more when their friends disappoint them.

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 to ensure understanding.

As an extension, for part 3, have some students explain why the answers are true or false.

Answers:

❶

1 too general 2 main idea 3 inaccurate 4 too specific

❷

1 a 2 c

❸

1 F 2 F 3 T 4 F 5 T

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

Arrange students in pairs or small groups to read the short excerpt and discuss the questions.

Elicit answers from the class. Do most students agree or disagree with each other?

Then ask some students to explain how they would feel in the situation described in part 2. Do students from different genders react differently?

As an extension, have students discuss whether they think the differences that are found in childhood also exist when the two genders are older. Have some students explain their answers. What reasons do they give?

Sample Answers:

❶

- The focus should be on resolving differences of opinion without getting violent. The passage mentions that boys tend to react strongly to disagreements over things like who chooses a game. I think conflicts between boys often have to do with their egos and who is the “boss,” and the conflicts are more likely to become physical.
- For the most part, yes. I think women’s friendships are more intense, and ending a friendship is more painful for them. Just like girls, women become very upset if their friend lets them down, and they remain upset for longer than men do.

- ② I'd feel a little angry, but mostly hurt and confused. I would talk to my friend in private. If my friend didn't apologize, then maybe our friendship would be over. I think most guys would probably just forget about it. My male friends are always making fun of each other and never seem to really get offended.

VOCABULARY REVIEW (5 minutes) Page 134

Give students time to complete the questions on their own.

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

Answers:

1 intensified 2 hypothesizes 3 psychologically 4 ethnicity 5 revelations 6 violation
7 resolution 8 communicative

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

READING PREVIEW (5-10 minutes) Page 135

Arrange students into pairs or small groups (of the same gender) to discuss what they think men and women do when they get together. Ask students to write a list of these ideas so that they can refer to them later in the writing section.

Elicit these activities from two or three of the pairs/groups and discuss any interesting or unusual ones. Do students agree with each other? Have some students give reasons for their answers.

Sample Answer:

I think women usually meet for coffee or meals and talk in order to get to know each other better. Men are more likely to watch sports together or do something else that doesn't involve that much talking.

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).

As a further extension, have students think of a popular movie in their country that demonstrates the relationship between female friends and male friends. Do they agree with how the relationships are portrayed in that movie? Have some students explain their answers.

Marginal Questions and Answers:

C1: Underline the appeal to authority in this paragraph.

→ “[M]en do not easily [make] revelations of strong emotional responses,” Dr. Roger Gould, a psychiatrist, told Atlantic Monthly.

Q1: List the similarity and difference between men and women in forming friendships.

→ Similarity: Both women and men enjoy sharing common experiences.

Difference: Women bond through verbal communication, while men bond through physical activity.

Q2: What do men do when a friend's action bothers them? Underline the information.

→ “When a guy is bothered by something that his friend is doing, he simply tells his friend, they discuss it, sometimes heatedly, and then move on.”

C2: Underline the conclusion of this passage.

→ . . . men's and women's friendships are distinct from one another. But in both sexes, they bind people together through shared experiences and accomplishments.

FOCUS ON CONTENT (5-10 minutes) Page 138

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

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

Answers:

❶

1 d 2 c 3 a 4 b 5 d

Explanation for #3: Readers can conclude that the author discusses the movie *Mean Girls* to illustrate a point about how much women value trust (a) because in the previous paragraph she mentions how devastating the loss of trust is for women. Then when she introduces *Mean Girls*, she begins with “This is skillfully portrayed . . .” (line 42). The word “This” refers back to “A loss of trust” in the previous sentence.

Explanation for #4: Readers can infer that men tend to be less deeply affected by the loss of a friendship (b) because the passage states: “A loss of trust between female friends is not a matter of a simple disagreement, but more like a psychological and social catastrophe” (lines 39-41). It makes sense, then, that the loss of a friendship would also affect women more deeply than it would men.

❷

1 ✓

2 ✓

3 is not as → is as

4 ✓

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. What books or movies do students come up with? Have some students talk about the book or movie, and whether they believe they were realistic. Then ask other students whether they agree or disagree. Have students explain the reasons for their responses.

Sample Answers:

1 I think the friendship between Frodo and Sam in *The Lord of the Rings* is very believable. They obviously have a close bond, but they show it through actions rather than words. Sam shows his friendship for Frodo by going with him on a dangerous journey. And when they have conflict, it is over quickly.

2 Yes, my experiences are similar to the description of male friendship in the reading. All my friendships developed through “shoulder-to-shoulder” activities more than through talking. My best friend and I got to know each other by playing soccer together; and now when we are together, we are usually hiking, studying, or playing computer games.

CRITICAL THINKING (10 minutes) *Pages 139-140*

Select students to read aloud the brief passage *Recognizing Common Fallacies: Appeal to Popularity or Tradition*.

Elicit some examples of these fallacies from students. What things do many people in their country believe may not be true? Have students give their answers. Do other students agree?

Then give students time to work through parts 1 and 2. Check to make sure students have underlined the correct section for part 1 and completed part 2 correctly.

Answers:

❶ The movie earned over \$100 million worldwide, so obviously its depiction of female friendship is believable.

❷ *Sample Answers:*

Thus, it is obviously better to earn a degree at a regular university than to study online.

This is a fallacy because people in the past had no choice, and online classes have certain advantages over traditional classes.

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 significantly 2 catastrophe 3 automatically 4 abandonment 5 parameters 6 traditionally
7 complexity 8 accumulated

WRITING WORKSHEET (15-60 minutes) Page 194

Have students turn to page 194 in the Skills Workbook.

Explain to students that they must develop a response to the question and then fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

Opinion Male and female friendships differ in three main ways: what friends do together, what they talk about, and how they deal with conflict.

Main idea 1 Females tend to bond “face-to-face,” while males tend to bond

- “shoulder-to-shoulder.”
- Explanation/Example* Women make friends by talking, while men make friends by doing things together.
- Main idea 2* Another difference is in what women and men talk about with their friends.
- Explanation/Example* It’s important to women to share their feelings and give each other empathy. Men are much less likely to talk about their feelings.
- Main idea 3* Men and women react differently when a friend lets them down.
- Explanation/Example* Women are more deeply affected because their friendships are more emotionally intense. Men seem to get over conflicts faster and find it easier to end a friendship.
- Counter-argument* It might appear that males do not value friendship as much as females do.
- Refutation* However, it is more accurate to say that males and females just have different styles of friendship, because studies show that boys’ friendships last just as long as girls’ and are as satisfying.
- Conclusion* Despite these differences, people of both sexes value and benefit from their friendships.

Unit 11 Are You Being Watched?

OBJECTIVES

- Practice reading for facts and opinions
- Learn to recognize common fallacies (Ad Hominem, Straw Man, Slippery Slope)
- Discuss and write about organizations that collect people's private information

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

Elicit responses to the title page photo. What is happening in the photo? How does it make students feel?

Arrange students into pairs or small groups and have them discuss the *Think About It* question. Then elicit answers and have students explain why they feel safe or not.

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 privacy 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 Eric Schmidt?

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 out which students are the most and the least open with their information. Have the other students ask questions as to why they think it is safe or not.

Answers will vary.

❷ Ask students what the consequences of security cameras recording you in public, using Facebook, and reading or not reading online service agreements might be.

Sample Answer:

I am a private person. I don't like my family invading my privacy, such as looking in my personal things. However, I don't mind so much security cameras in public places since they are not very obvious. I set my privacy settings on social media sites, so I don't find my privacy being violated. And I don't bother reading privacy agreements because I don't put much personal information online.

READING 1

VOCABULARY PREVIEW (5 minutes) Page 143

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

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

Answers:

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

READING PREVIEW (5-10 minutes) Page 143

Arrange students into pairs or small groups to come up with ideas for why companies might want your information.

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

Sample Answer:

This kind of information is probably very important to companies. If they know about people's shopping habits or the places people go, they can use that information in their marketing. If their products are for young adults, for instance, then information about where young adults go and what they do could be very important to help companies know where and when to advertise their products. Information about what people buy could help companies improve their products.

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:

Q1: What is Euclid’s strategy for getting more retailers to use its technology? Underline it.

→ . . . by offering its Euclid Express for free to all retailers.

Q2: Euclid gives three responses to concerns about its technology. What are they? Underline them.

→ But Euclid assures that the MAC data is scrambled, which means that no personally identifiable information is collected. Second, they point to the fact that Euclid is a part of the group that launched the Mobile Location Analytics code of conduct. These sets of rules require companies to receive customers’ consent before they can collect any personal information. Euclid also helped found a central opt-out site for consumers.

C1: What inference does the author make about the reason why the code of conduct was created?

→ The author infers that the code of conduct was created because customers got angry when they found out they were being monitored.

Q3: What example of personalized marketing does the author give in this paragraph?

→ The example of personalized marketing given is a message targeted at a coffee drinker, telling him or her that there is a coffee shop on the second floor of a store he or she is visiting.

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 for free | 2 a cloud-based analytics service |
| 3 privacy will be violated | 4 scrambled |
| 5 code of conduct | 6 technology in trash bins |
| 7 didn't know it was taking place | 8 names or home addresses |

READING SKILLS WORKSHEET (10 minutes) Page 195

Have students turn to page 195 in the Skills Workbook.

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

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

Facts are statements that can be proven as true with supporting evidence.

Opinions are statements that are a person's beliefs or feelings.

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:

- 1** Yes, I would say that Siraj Datoos is a credible author for the reading passage on tracking technology because he has an extensive, relevant work and educational background.
- 2**
 - a.** Fact. The statement can be verified by a search of companies to see if Euclid really is the only company that offers an offline customer analytics platform for free.
 - b.** Opinion. This is someone's view that the technology invades people's privacy.
 - c.** Opinion. It is one consumer's thoughts on how privacy should be protected.
 - d.** Fact. It gives a sales growth statistic as evidence for the increase in use of customer analytics platform technology.

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

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

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

Answers:

❶

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

❷

1 T 2 T 3 F 4 T

❸

1 d 2 b

Explanation for #2: Readers can infer that Emma Carr would agree that companies will move away from collecting only general information to data that identifies people (b) because she believes there is an “obvious goal in mind to identify individuals” (lines 65-66).

THINK AND DISCUSS (10 minutes) Pages 147-148

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

Elicit answers from the class. How do most students feel? What are the most common responses? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

1 I would be angry just like Nordstrom's customers. All companies, organizations, and institutions must be required to get informed consent from people before they collect and use customers' personal information. I would complain, but only online. It is more convenient to post a complaint

on social media sites than to call or write to the store, and the complaint would spread quickly to more people on the Internet.

2 One time my bank card number was stolen online and was used to make purchases that were charged to my account. Another time, I left my phone on the kitchen table and my dad read a text message that I received. It was a personal message from my best friend that I did not like others to read.

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:

❶

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

❷

1 consent 2 emerging 3 compile 4 commission 5 reluctant

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

READING PREVIEW (5-10 minutes) Page 149

Arrange students into pairs or small groups to brainstorm situations in which it would be OK for the government to spy on its citizens. 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:

Personally, I do not have a problem with the government listening to my private phone calls or reading my emails. I have done nothing illegal and I do not plan to do so in the future, so I have nothing to hide. Also, I feel safer knowing that the government has the ability to collect evidence in this way if they suspect there is a threat to national security.

READING (15-20 minutes) Pages 150-151

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

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

Marginal Questions and Answers:

Q1: What is governments' reason for taking away some privacy rights from citizens?

→ Governments have a duty to protect citizens from harm, but investigating threats to national security sometimes requires the police to secretly monitor people's private communications. In other words, people lose some of their privacy rights.

Q2: How does the author describe Germany compared to other countries in Europe regarding privacy protection laws?

→ The author describes Germany as being one of the strictest countries in Europe in protecting its citizens' privacy and personal information.

Q3: The author mentions two criticisms of Malaysia's Personal Data Protection Act. What are they? Underline them.

→ . . . a major point of contention being that it does not apply to federal or state agencies. The act still allows government officials to collect personal data, including background, education, and health records. Also, they are not required to inform the person who is being monitored.

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 to ensure understanding.

Answers:

❶

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

❷

1 b 2 e 3 a 4 d 5 c

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 Germany's approach because it is more protective of privacy. I would not want my government to be able to search my house without court permission like in Malaysia. I also do not approve of secret online monitoring of my personal computer. While the Malaysian government may have its reasons for invading privacy, such as protecting national security, I think there are other ways that this can be accomplished without being so intrusive.

2 I think that the world would be a dark and frightening place if there were no privacy. I imagine we would see security cameras everywhere and no one could use a computer without being watched or make a phone call without being listened to. I would always feel worried that I may get in trouble for something I've done and also feel stressed from never having the freedom to be alone.

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

Select students to read aloud the brief passage *Recognizing Common Fallacies: Ad Hominem, Straw Man, Slippery Slope*.

Arrange students into pairs or small groups to work on activities 1 and 2. Then elicit answers to ensure understanding.

As an extension, ask each pair/group to come up with their own example of each type of fallacy. Next, have students share these examples with the class and see if the other students can identify the fallacy type.

Answers:

❶

1 c 2 a 3 b

❷ *Sample answers:*

1 critics say that nothing has changed and that supporters of the PDPA have no concern for protecting privacy. Straw man

Counter-argument: Just because people support the PDPA doesn't mean that they are not concerned about protecting privacy.

2 Otherwise, the government would take away more and more privacy rights until there is none left. Hypothetically, this would create a world in which governments spy on their citizens' every move. Slippery slope

Counter-argument: There is no reason to believe that the government would continue to take away privacy rights in this way.

VOCABULARY REVIEW (5 minutes) Page 154

Give students time to complete the questions on their own.

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

Answers:

1 inviolable 2 constitution 3 hypothetically 4 suspend 5 compounded 6 coherent
7 clause 8 terminated

WRITING WORKSHEET (15-60 minutes) Pages 196-197

Have students turn to pages 196-197 in the Skills Workbook.

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

Teachers have several options for dealing with the writing worksheet:

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

Sample Answers:

Opinion 1 More often than not, I believe that it is OK for companies and other organizations to collect people's information, as long as they do not abuse its use.

Main idea 1 Allowing businesses to gather information about their customers

enables them to target their marketing to each person's interests and preferences.

Explanation/Example I think this is a great idea because I am bombarded every day by ads that are of no interest to me, wasting my time deleting them.

Main idea 2 At the same time, targeted marketing means businesses can focus their energy and resources on their best customers.

Explanation/Example With a clearer profile of their customers and their tastes, businesses can focus on meeting these people's specific needs. This will attract customers that are more likely to spend money in their stores.

Main idea 3 Having access to personal information and private communications helps the government fight crime.

Explanation/Example Governments especially need to have access to such information so that they can locate potential criminals and stop them before people are harmed. This is particularly the case when it comes to the threat of terrorism.

Counter-argument Some people argue that allowing access to private information could lead to abuses, such as unlawful searches and arrest of innocent people.

Refutation While there have certainly been many cases of abuse worldwide, the legal system in my country enables the court to stop such abuses of power.

Conclusion As long as there are legal systems in place that prevent abuses, I do not oppose the collection of people's personal information for legitimate uses.

Opinion 2 I am strongly opposed to the collection of personal information by businesses and other organizations because of the potential for abuse and crime.

Main idea 1 When companies have information about individual consumers, they will bombard people with personalized ads.

Explanation/Example Unsolicited ads clutter inboxes and annoy the recipients. I believe most people would look for a product or service in a store or online when they need it; they don't simply buy something that is advertised.

Main idea 2 Criminals hacking into networked systems to steal personal information is a real danger.

Explanation/Example There are many cases of identity theft in which criminals steal people's

bank information and then take all the money in their accounts.

Main idea 3 Allowing the government to collect citizens' private information risks abuses.

Explanation/Example The law in some countries allows police searches and the interception of private communications without needing court permission, sometimes leading to the arrest of political dissidents.

Counter-argument Despite these concerns, many people contend that some loss of privacy is necessary for governments to obtain the information needed to detect and prevent crime.

Refutation However, I would argue that crimes would be better prevented in other ways, such as strengthening online security and installing effective systems for citizens to report suspicious activities.

Conclusion I believe that it is best to disallow any form of privacy invasion so that citizens can be protected from the misuse of personal information.

Unit 12 Cities of the Future

OBJECTIVES

- Practice identifying the author's purpose from a reading passage
- Learn to evaluate arguments
- Discuss and write about changes you would like to see in your city

TITLE PAGE (5-10 minutes) *Page 155*

Elicit responses to the title page photo. Describe the photo. Would you want to live there? Why or why not?

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

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 cities and/or towns 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 Walt Whitman?

BEFORE YOU READ (5-10 minutes) *Page 156*

Arrange students into pairs to discuss the questions.

- ❶ Conduct a quick survey of the student pairs to find the best and the worst cities to live in.

Sample Answer:

The best part of my city is that it has many conveniences like shops, restaurants, and public transportation. But sometimes there is traffic congestion, and public places can be crowded because a lot of people live in this city.

② Also conduct a quick survey to find out the two most popular requirements and why they are so important.

Sample Answer:

My ideal city would be located by the beach in a warm climate because I like living by the water and having lots of sunshine. There must be city parks near every neighborhood for all residents to enjoy. Also, there must be a well-organized police department to ensure public safety.

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

READING PREVIEW (5-10 minutes) Page 157

Arrange students into pairs or small groups to come up with ideas for cities to become greener/reduce their environmental waste.

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

Sample Answer:

To protect the environment, there are many kinds of public facilities that cities could consider installing. One is a mass transit system, such as an underground or elevated city railroad, which will reduce the need for people to drive cars. Public facilities could also use renewable energy like solar or wind power to reduce reliance on fossil fuels. Then, there could be recycling programs to cut down the volume of waste that ends up in landfills.

READING (15-20 minutes) *Pages 158-160*

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.**
→ Specifically, Nice, Medellin, Songdo, Portland, and Coventry have a particular vision of becoming world leaders in urban planning and models for cutting carbon emissions.
- Q2: What is Songdo’s solution to traffic problems?**
→ To solve traffic problems, a system tracks people’s travel around the city and uses the information to trigger traffic lights.
- Q3: What role did the Portland community play in the construction of the light railway system?**
→ In the 1970s, the community protested the building of a new freeway so that the government decided to direct the money into building a light railway system instead.
- Q4: What environmental technology do the cities of Portland and Coventry have in common?**
→ Both cities have an electric vehicle program that includes installing charging stations.
- C1: Medellin’s new urban design is said to result in decreased crime. What evidence is used to prove this?**
→ The author gives statistics on the murder rate to support the claim that crime has decreased.

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 water taxis | 2 recycle |
| 3 green cities | 4 electric power |
| 5 Coventry | 6 hydrogen refueling stations |
| 7 cable car | 8 libraries |
| 9 near-field communication (NFC) | 10 paper or plastic |

READING SKILLS WORKSHEET (10 minutes) Page 198

Have students turn to page 198 in the Skills Workbook.

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

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

To understand the author's purpose, ask yourself: Why did the author write this passage?

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:

- 1 To inform or explain. The author's purpose is to inform the reader about five cities that are implementing environmental innovations.
- 2
 - a. To give an opinion or to persuade. The writer of the letter wants to argue his or her opinion on a topic.
 - b. To entertain. The purpose of the story is to entertain children.
 - c. To inform or explain. The article explains ways to treat cancer.

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 to ensure understanding.

Answers:

1

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

2

1 ✓

2 a light railway system → an electric vehicle program / a low-carbon vehicle program

3 government → private

4 ✓

3

1 b **2** d

THINK AND DISCUSS (10 minutes) Pages 161-162

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

Elicit answers from the class. Which innovation were the students most interested in and why? Which city was the most popular? Encourage students with different opinions to explain and support their ideas.

Sample Answers:

1

I have heard of light railway systems as some cities' main form of public transportation. I also know about electric vehicles. However, I am not familiar with near-field communication technology. This innovative form of purchasing is new to me. Among the five cities, I think that I would like to live in Portland the most. It has implemented various environmentally friendly innovations, and it ranks high in the world as a green city. Also, it appears that Portland residents play an important role in city planning and the local government listens to its citizens' concerns.

- ② If I had to choose only one of the three options, I would recommend the light railway system. The reason is that it would benefit a lot more people and have a larger impact on reducing carbon emissions. There is only a small number of government vehicles compared to the number of people living in the city, and local residents would more likely use the light railway system to get around town than rent bikes from public parks.

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 framework 2 sustainable 3 construction 4 legislation 5 mode 6 consumption
7 innovative 8 network

READING 2

VOCABULARY PREVIEW (5 minutes) Page 163

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

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

Answers:

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

READING PREVIEW (5-10 minutes) Page 163

Arrange students into pairs or small groups to brainstorm the benefits of having green spaces in cities. 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 advantages to having green spaces that I can think of. First, trees and flowers make cities and buildings look nicer. Also, taking care of the greenery requires gardeners and other workers, which creates more jobs for the local economy. Most importantly, plants take in carbon dioxide and remove pollutants, so they help improve air quality.

READING (15-20 minutes) Pages 164-165

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

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

Marginal Questions and Answers:

Q1: What are some effects of green spaces on learning and working environments? Underline them.

→ For example, scientific data indicates that plants enhance student and employee satisfaction, which results in decreased absenteeism and increased productivity.

Q2: What does the author say city planners need to do?

→ The author says that city planners need to build green spaces into downtown neighborhoods to make the surroundings more pleasant.

Q3: What innovation does Parkhill in Bratislava share with Chicago and Fukuoka?

→ Like Chicago and Fukuoka, Parkhill makes use of green roofs to create green spaces.

C1: What does the author infer about building owners with regard to green spaces?

→ The author infers that building owners would be interested in growing plants to reduce indoor temperatures and protect exterior walls from weather damage because it would save them money in maintaining the buildings.

Q4: How can green spaces help the local economy?

→ Green spaces can attract people to shopping districts and give them the impression that the quality of goods and services there is higher than in other places, so they would buy more.

FOCUS ON CONTENT (5-10 minutes) Page 166

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

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

Answers:

❶

1 b 2 a 3 c 4 c 5 b

Explanation for #4: Readers can infer that the author would agree that shoppers are more likely to visit areas that have green spaces (c) because the passage cites research that shows that “shopping districts with trees and gardens are more appealing to customers” (lines 50-51). The author also states that landscaping can make people think the quality of goods for sale is higher.

❷ *Sample answers:*

- 1 the quality of goods and services is higher
- 2 the Midwest region
- 3 there is not enough space/room for that
- 4 decreased absenteeism and increased productivity
- 5 stress, anxiety, and aggression

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 While the author makes good points about how green spaces can reduce crime, I do not think it is always that simple. I suppose it depends on the kind of crime. Often people commit crime because of money. The presence of green spaces won't stop them from stealing when they are broke and desperate. Also, crowded places give criminals better chances of getting away with a crime rather than deter them. People may not realize that someone has picked their pocket until it's too late.

2 One disadvantage of having green spaces in cities is that they take up much needed room for residential and commercial developments. I believe that more but smaller city parks may provide the balance between the need for development and the need for nature. In addition, building and maintaining green spaces can be expensive. Buying the plants, the construction project itself, and ongoing maintenance can cost cities a lot of money.

CRITICAL THINKING (10 minutes) Pages 167-168

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

Arrange students into pairs or small groups to answer the questions. Then elicit answers to ensure understanding.

As an extension, assign past reading passages to the different pairs/groups and ask them to evaluate the arguments presented in those passages.

Answers:

1 *Sample answer:*

The author's position is that green spaces can help local business by attracting more customers to the area.

2

a. --

b. The University of Washington says that customers are attracted to shopping areas that have green spaces.

c. If a shopping area has green spaces, customers will shop there 9–12 percent longer.

d. Green spaces make people think that the shopping area is higher quality because of the care that is given to the landscaping.

- 3 c
- 4 The provable fact given by the author is the statistic about customers spending 9–12 percent more time in shopping districts with greenery, as the survey results can be verified. However, the statement about customers' impression that having green spaces means the quality of goods and services is higher is only an opinion without enough support.
- 5 All things considered, I am not fully persuaded by the author's argument in the excerpt. I do not see a strong connection between customers spending more time in a shopping area and green spaces. Also, how do green spaces make people happier or cause them to buy more? I would like to see more evidence to prove this.

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

WRITING WORKSHEET (15-60 minutes) Page 199

Have students turn to page 199 in the Skills Workbook.

Explain to students that they must fill in the corresponding worksheet. Also remind them to refer back to both readings for supporting details. The balloons in the margins give advice on where to find these details.

Teachers have several options for dealing with the writing worksheet:

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

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

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

Sample Answers:

Opinion If I were an urban planner for my city, there are various changes that I would make, including building a light railway system, creating more green spaces, and replacing government vehicles with those powered by renewable energy.

Main idea 1 Improving public transportation is one of the best ways to develop a city.

Explanation/Example Not only does it help the environment by giving people an alternative to driving, it also helps those who cannot afford their own transportation.

Main idea 2 Incorporating more greenery within interior and exterior designs will make the living environment more pleasant.

Explanation/Example I am especially interested in setting up living walls inside buildings and increasing the number of natural areas around the city because they will lead to improved working and learning environments for all local residents.

Main idea 3 Replacing all gas engine vehicles used by the government with more environmentally friendly models will make a big difference to efforts to protect the environment.

Explanation/Example In particular, electric vehicles have proven quite effective at reducing toxic carbon emissions, which are believed to cause global warming. Thus, it's important for governments to lead the way so that others will follow.

Counter-argument Opponents would argue that these urban projects will cost the city too much money, time, and effort.

Refutation My response is that the great benefits to the community and the environment are well worth the price.

Conclusion With these reasons in mind, I urge city officials to seriously consider my recommendations.