

SECOND EDITION

ON POINT

2 READING AND CRITICAL-THINKING SKILLS

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PEGGY ANDERSON · THOMAS HONG · SAM ROBINSON

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HOW TO USE

UNIT OVERVIEW



SUBJECT

Reading topics are chosen for their relevance to students in the real world and are organized by academic subject.

WARM-UP

A short activity gives students an opportunity to predict the content of the passage to follow.

BEFORE YOU READ

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 from the Academic Word List (AWL) in context.

BEFORE YOU READ

Read the statements. Check (✓) whether you agree or disagree with each statement. Discuss your answers with a partner.

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
1. I am interested in going to Mars one day.				
2. We learn important things from exploring space.				
3. Humans are good at predicting the weather.				
4. Humans should be worried about asteroids.				
5. We should invest more in space exploration.				

VOCABULARY PREVIEW

Read the sentence. Circle the word(s) closest in meaning to the word(s) in bold.

- The US government reduced spending on NASA but still spent more than the **previous** year.
a. preceding b. receding c. proceeding
- The **conflict** between human aims and their costs explains the difficulty of funding space projects.
a. price b. conspiracy c. battle
- Some people have the **notion** that space exploration is a waste of money.
a. sensation b. idea c. taste
- People can benefit from the **data** that SMAP collects.
a. statisticians b. statistics c. stadiums
- NASA once studied distant space from Earth; now they have **reversed** this process to study the Earth from space.
a. reduced b. intensified c. switched
- They did this by finding the exact **location** of telescopes in space.
a. position b. persuasion c. permission
- Scientists can now see the precise shape and **orientation** of Earth.
a. size b. distance c. angle
- NASA first used pixels to describe how they could **transmit** images from space to Earth.
a. beam b. boost c. break

READING & CRITICAL-THINKING SKILLS

Reading and critical-thinking skills for each unit are previewed at the start of each lesson.

GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

MAIN READING

An engaging reading educates students on an academic topic of high interest.

WHY EXPLORE SPACE?

Practice the skills while reading.

READING SKILLS
Making Inferences: Writers often imply information. The reader combines this information with their knowledge to make an inference. Inferences should not be confused with predictions.

CRITICAL-THINKING SKILLS
Distinguishing Overgeneralizations: An overgeneralization can be misleading and unfair. To avoid this, writers often use qualifying expressions such as most, some, a few, etc.

Read paragraph 1. What can we infer about the three CEOs mentioned? Name two things.

Space exploration has been the dream of **humanity** for thousands of years. It's drawn huge public interest and investment, with high-profile CEOs such as Elon Musk, Jeff Bezos, and Richard Branson all building their own commercial space agencies. Yet, despite the challenges, opportunities, and appeal of space, governments are far less eager to spend than most citizens assume when it comes to funding national space programs. In 2018, the average American believed that the National Aeronautics and Space Administration, or NASA, received 6.4 percent of tax dollars, and they wished to increase its funding to 7.5 percent. In truth, however, NASA's funding was only 0.5 percent of the national budget, and even at its absolute peak in the Apollo era, it had only reached 4.5 percent. The 0.5 percent that NASA received in 2021 was equal to \$23.27 billion—a small increase from the **previous** year but short of the \$25 billion proposed by then President Trump.

This **conflict** between humanity's goals and the realities of paying for them raises a very important question about space programs:

- why are they so hard to fund? When it comes to space exploration, there's sometimes the **notion** that it's wasteful and that we shouldn't spend money on problems in space when there are so many on Earth. So when it's time to decide who gets government funds, space agencies are often low on the list of priorities.
- But wait: Is space exploration wasteful? As with any industry, there is some "waste." Rockets, for instance, cost millions of dollars but typically can only be used once (a problem many space agencies are working to fix). However, from the enormous expenses come many clear benefits. Knowledge gained through space

Read paragraph 3. What can we infer about the author's point of view? Discuss.

exploration can help to advance other areas of science, prevent future extinction events, and produce technologies useful here on Earth.

For example, in 2015, NASA launched the Soil Moisture Active Passive (SMAP), a satellite that maps water content in the soil around the globe and identifies whether soils are frozen or **thawed**. This technology helps scientists understand links between Earth's water, energy, and carbon cycles and their effects on weather and climate, thus improving our ability to predict natural disasters such as **droughts**. This powerful tool is free to the public, so people around the world can benefit from the **data** it collects. In addition, SMAP is relatively cheap when considering the cost of damage from natural disasters; for example, in 2012, droughts throughout the American Midwest caused harvest failures equal to \$30 billion.

NASA also protects us from potential extinction events through the development and monitoring of asteroid warning systems. Asteroids are rocks in space that travel around the sun and sometimes cross paths with Earth. To prevent one from hitting the Earth, NASA is designing technologies such as the Double Asteroid Redirection Test (DART). DART will test the use of a spacecraft to **deflect** approaching asteroids and will potentially become the first planetary defense system. Besides defending Earth, NASA is working on **colonizing** Mars, a project that could make humanity an interplanetary species and ensure our long-term survival.

Another benefit of space exploration is the creation of technologies we use in other areas. GPS, one of the world's most important communication systems, was built from technologies invented at NASA. In the 1960s, NASA scientists built a network of radio telescopes that were meant to **capture** images of **quasars** in distant **galaxies**. In the following decades, scientists **reversed** this process to determine the precise **location** of the telescopes and create a picture of the Earth's shape and **orientation**; this led to the development of positioning satellites and GPS. That's not all—space exploration technologies have also been used in other fields. The word **pixel**, often used in computer programming, was first used by NASA to describe how to **transmit** images from space back to Earth.

Even with small budgets, space agencies around the world further humanity's understanding of and position in the universe. What NASA alone has done can be considered nothing short of **astounding**. If it can achieve so much with just 0.5 percent of the US national budget, imagine what space agencies could do with the whole world's support.

Read the second sentence of paragraph 6. Is the author making an overgeneralization?

Thanks to deep-space research, NASA has identified an asteroid called Bennu. They believe it has a 1-in-2,500 chance of colliding with Earth over the next 300 years, so they are watching it closely.

humanity **of people**

thaw **drought** **deflect** **colonize** **quasar** **galaxy** **pixel**

- to become soft or liquid rather than frozen
- a long period when there is little or no rain
- to cause something to change direction or to go in a different direction suddenly
- to send people to live in another country or planet to control or govern it
- a bright object at the center of a galaxy that produces large amounts of energy
- a very large group of stars in the universe
- the smallest unit of an image on a television or computer screen

FOCUS ON CONTENT

1 Choose the best answer.

- UNDERSTANDING DETAILS**
- According to paragraph 1, what do most Americans think?
a. That the government spends too much money on NASA.
b. That spending on NASA should remain at its current level.
c. That NASA receives more money than it does in reality.
d. That government spending is lower than it really is.
 - According to paragraph 2, why do some disapprove of spending money on space?
a. They believe space agencies are mainly motivated by money.
b. They think governments should focus on solving issues on our planet.
c. They think space agencies are dishonest about their actual goals.
d. They believe exploring space has a negative impact on the environment.
 - According to paragraph 4, people should support SMAP for all of the following reasons EXCEPT _____.
a. it makes information available to everyone on Earth
b. it could help warn regions before they run out of water
c. it can locate new water sources for the world's poorest countries
d. it is relatively inexpensive and can save us large amounts of money
 - According to paragraph 5, which of the following is true?
a. Asteroids come from the sun and head toward Earth.
b. DART has deflected several asteroids away from Earth.
c. NASA wants to find ways for humans to vacation on Mars.
d. We currently have no defense system against asteroids.
 - According to paragraph 6, space exploration has led to all of the following EXCEPT _____.
a. the invention of devices to navigate around Earth
b. new ways to send and receive digital information
c. pictures of the furthest parts of our universe
d. a better way to store images on computers

2 Choose the best answer.

- UNDERSTANDING CONTEXT**
- Which statement best restates the highlighted sentence in the passage?
a. Space exploration helps to create wealth back on Earth.
b. Exploring space teaches us about what will happen in the future.
c. Developments made in space help make life on Earth better.
d. Exploring space will keep Earth clean and give us more room.
 - In line 46, the word capture is closest in meaning to _____.
a. hold
b. record
c. offer
d. improve
 - In paragraph 4, why does the author mention droughts in the Midwest?
a. To explain how traveling to space could help us improve the weather
b. To show how technologies in space can be useful on Earth
c. To say that life on Mars would be as difficult as it is on Earth
d. To suggest that we need to worry about Earth before going to Mars
 - In line 30, "this powerful tool" refers to _____.
a. DART
b. NASA
c. data
d. SMAP
 - What can be inferred from paragraph 1?
a. Donald Trump's government spent a lot on space technology.
b. The government that followed Trump's was more interested in space exploration.
c. Spending on space exploration is expected to increase over the next ten years.
d. US citizens think that space exploration is a good use of public funds.

FOCUS ON CONTENT

Questions of various types help students assess their comprehension of the reading's key details, vocabulary, purpose, and more.

HOW TO USE

MAPPING IDEAS

Use the word box to complete the graphic organizer. Then choose the best inference based on the statements.

WORD BOX		
long-term	commercial	enormous
interest	interplanetary	
STATEMENTS		
1	2	3
Space exploration has been the dream of humanity for thousands of years; it's drawn huge public investment, with high-profile CEOs such as Elon Musk, Jeff Bezos, and Richard Branson all building their own 2. _____ space agencies.	As with any industry, there is some "waste." Rockets, for instance, cost millions of dollars but typically can only be used once (a problem many space agencies are working to fix). However, from the 3. _____ expenses come many clear benefits.	Besides defending Earth, NASA is working on colonizing Mars, a project that could make humanity a(n) 4. _____ species and ensure our 5. _____ survival.
INFERENCES		
a. If humans stay on Earth, they are at risk of extinction. b. Companies are concerned that governments are not spending enough on space exploration. c. Space exploration has the ability to inspire young people. d. Members of the public require greater knowledge about spending on space exploration.		

VOCABULARY REVIEW

Fill in the blanks with the correct word from the box. Change the form if needed.

previous	conflict	notion	data
location	transmit	drought	colonize
1. There are _____ in Australia that lead to crop failures and wildfires.			
2. The TV broadcaster _____ pictures into millions of homes.			
3. The _____ that the Earth is flat has been completely disproved.			
4. There is a(n) _____ between creating jobs and protecting the environment.			
5. The _____ we have collected shows that our customers prefer chocolate to mint candy.			
6. This apartment is smaller than our _____ one, but it is closer to the city center.			
7. The museum is moving to a new _____ that is more convenient for public transportation.			
8. In the sixteenth century, European countries began to _____ others around the world.			

MAPPING IDEAS

Graphic organizers help students gain familiarity with note-taking and common text organizations.

VOCABULARY REVIEW

A fill-in-the-blank exercise reinforces the target AWL and other challenging vocabulary learned in the reading.

CRITICAL-THINKING SKILL

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

IDEAS IN ACTION

The reading serves as the takeoff point for discussion and gives students the opportunity to talk about the reading in relation to their own lives.

SHARING YOUR OPINION

A writing prompt gives students the opportunity to use the skills they learned to communicate in written form. Free downloadable worksheets that outline how to respond to the prompt are available for teachers and students.

CRITICAL-THINKING SKILL

Distinguishing Overgeneralizations

An overgeneralization is an overly broad statement that can be misleading and unfair. To avoid this, writers often use qualifying expressions. These include *most*, *some*, *a few*, *several*, *usually*, *often*, *probably*, *likely*, and *may/might*, among others.

Read the excerpts. Underline the words the writer uses to avoid overgeneralizations. Then summarize the excerpts.

- When it comes to space exploration, there's sometimes the notion that it's wasteful and that we shouldn't spend money on problems in space when there are so many on Earth. So when it's time to decide who gets government funds, space agencies are often low on the list of priorities.

SUMMARIZE Write a short summary of the excerpt.

- As with any industry, there is some "waste." Rockets, for instance, cost millions of dollars but typically can only be used once (a problem many space agencies are working to fix). However, from the enormous expenses come many clear benefits. Knowledge gained through space exploration can help to advance other areas of science, prevent future extinction events, and produce technologies useful here on Earth.

SUMMARIZE Write a short summary of the excerpt.

IDEAS IN ACTION

Talk about the questions with a partner.

- Do you know how much money your country spends on space technologies?
- Would you like them to spend more or less? Why?
- What would you like to see achieved in space during your lifetime?

SHARING YOUR OPINION

Write a paragraph about the benefits of exploring space.

SCIENCE

6

LESSON 2

SKILLS
Reading Skill: Making Inferences
Critical-Thinking Skill: Distinguishing Generalizations

RED PLANET RISKS

WARM-UP

- What do you know about Mars?
- What do you think is good about exploring space?

BEFORE YOU READ

Below are things humans might want or need in the future. Rank them from 1 (most interesting to you) to 6 (least interesting to you). Discuss your rankings with a partner.

- _____ A better understanding of the universe
- _____ Ways to improve life on Earth
- _____ Knowledge of life on other planets
- _____ Access to resources from other planets
- _____ Established places to live on other planets
- _____ Ways to travel faster in space

VOCABULARY PREVIEW

Read the sentence. Circle the word(s) closest in meaning to the word(s) in bold.

- H.G. Wells's *War of the Worlds* is a **classic** book that describes aliens from Mars attacking Earth.
a. complicated b. simple c. outstanding
- Humans living on Mars would signify a thrilling new **paradigm** for humans.
a. standard b. planet c. journey
- The spacecraft Curiosity will **investigate** one specific area of Mars.
a. capture b. examine c. inhabit
- The US government **allocated** \$2.7 billion for its *Perseverance* project.
a. left out b. put aside c. gave in
- Some reasons for traveling to Mars, like inspiring people, are quite **abstract**.
a. philosophical b. actual c. perverse
- Competition for land on Mars could lead to **military** conflicts.
a. scientific b. futuristic c. armed
- Companies could **acquire** valuable minerals and materials from Mars.
a. learn b. get c. bring
- Supplies of some materials on Earth will soon be **inadequate**.
a. insufficient b. unimportant c. inconsistent

LESSON 2

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

DOWNLOADABLE RESOURCES

Get the most out of *On Point, Second Edition* with our free supplemental resources. Visit www.compasspub.com/OnPoint2e2 for downloadable word lists, progress tests, teacher's guides, and writing worksheets.

UNIT 5 SOCIOLOGY

Lesson 1: How Do We Choose Our Friends?

Read the prompt Write a paragraph about the conditions necessary for a real, long-lasting friendship.

I GENERATE IDEAS

Consider the following questions as you think about the conditions for real, long-lasting friendships.

- What are the most important qualities for a friend to have?
- What do you have to do to maintain long-term relationships?
- What do you hope to get out of a friendship?

II OUTLINE

Complete the outline using ideas from above or other ideas.

Topic sentence When I think about the conditions necessary for a real, long-lasting friendship, I think about _____

Main Idea 1 (qualities of a friend) _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Main Idea 2 (maintaining friendships) _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Conclusion (what you get out of friendship) _____

III WRITE

Use the outline to write your paragraph.

GENERATE IDEAS

A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Sharing Your Opinion section of the lesson.

OUTLINE

An outline exercise allows students to create a rough structure for the short writing exercise that follows.

WRITE

A writing exercise gives students freer practice using the vocabulary and ideas they learned in the lesson.



Scan and find the tracks.

LESSON 1

— SKILLS

Reading Skill:
Making Connections

Critical-Thinking Skill:
Detecting Arguments

CARING ABOUT WHAT OTHERS THINK

— WARM-UP

1. What kinds of situations might make people feel awkward or embarrassed?
2. What do you do to feel less awkward or embarrassed in new situations?

BEFORE YOU READ

Read the statements. Check (✓) whether you agree or disagree with each statement. Discuss your answers with a partner.

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
1. I always do my best to appear good in public.				
2. I like to follow trends that my friends are following.				
3. I do everything I can to avoid embarrassment.				
4. I talk to different people in different ways.				
5. I care less now about what people think of me than I used to.				

VOCABULARY PREVIEW

Read the sentences. Circle the words closest in meaning to the words in bold.

- Did the writer think about what would happen if everyone **ceased** to care about what others think?
a. stopped b. attempted c. imagined
- Many **psychologists** believe that humans developed emotions in order to survive.
a. patients b. scientists c. surgeons
- If we **deviate** from social conventions too often, we might end up unpopular and alone.
a. discuss b. lie c. differ
- You make an embarrassing mistake; **subsequently**, you try to avoid repeating it.
a. luckily b. later c. seemingly
- If we don't care about what others think of us, we don't **adapt** our personalities and grow.
a. alter b. keep c. trust
- We present a certain **image** of ourselves around others that shows we care about their expectations.
a. argument b. value c. idea
- The way we talk and behave **functions** to show others that we care about their opinion.
a. allows b. drives c. works
- As **intelligent** creatures, we care about what others think of us.
a. smart b. friendly c. emotional

CARING ABOUT WHAT OTHERS THINK



Practice the skills while reading.

READING SKILL

Making Connections

You can better understand a reading if you connect it with things you already know. A **text-to-text** connection relates the passage to another text. A **text-to-self** connection relates the passage to yourself. A **text-to-world** connection relates the passage to your knowledge.

CRITICAL-THINKING SKILL

Detecting Arguments

An argument is an attempt to prove that something is true. To find an argument, you must identify the premises and the conclusion that follows.



Read paragraph 1. Have you ever heard advice similar to this? What was it?

Today, many self-help books claim to have the recipe for healthy, wealthy, and wise living; one of their most frequent suggestions is “be yourself.” As Roy T. Bennett’s *The Light in the Heart* advises, readers should “stop caring about what others think.” As with many **clichés**¹, there may be some wisdom behind Bennett’s advice. Certainly, worrying
5 too much about others’ opinions can be stressful and leave us feeling doubtful and depressed, but have writers like Bennett considered the effects of everyone on earth **ceasing** to care about how they are perceived?



Read paragraph 2 and underline the sentence that describes a social convention being broken.

Emotions such as embarrassment and **shame**² are usually the result of feeling as though we’ve made a mistake in the eyes of others—they don’t feel good, but they serve an
10 important purpose. Imagine you are walking to the supermarket check-out. You are not paying attention and accidentally cut in front of someone in line. Another customer points out your mistake, and you head to the back of the line. How do you feel? Slightly embarrassed, maybe? This is because you have broken a social convention: these are the small, everyday codes and rules that we live by, and they are essential to the **smooth**
15 running of societies.

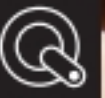
Embarrassment and shame prove that humans **instinctively**³ care about what people think of them. But why should this be? Cutting in line would be helpful for us, right? Well, while emotions such as embarrassment help maintain a healthy society, many **psychologists** argue that humans actually developed them for
20 **self-preservation**⁴. Suppose we **deviate** from social conventions too often. In that case, we may soon find ourselves alone, without friends, and on the margins of our society—something we instinctively know would not benefit us as individuals.

- | | | |
|---------------------------------------|-------------|--|
| ¹ cliché | <i>n.</i> | a saying or remark that is often made and is therefore not original or interesting |
| ² shame | <i>n.</i> | an uncomfortable feeling of guilt caused by someone’s bad behavior |
| ³ instinctively | <i>adv.</i> | in a way that is not thought about, planned, or developed by training |
| ⁴ self-preservation | <i>n.</i> | behavior based on feelings that warn people to protect themselves |

Read paragraph 4. Think of a time when you were embarrassed. What did you learn from the experience?



Read paragraph 5. Describe how you talk to people differently, using specific examples.



Also, without these painfully memorable emotions, we are likely to repeat our mistakes. We can illustrate the personal learning value of embarrassment more clearly with another example. Let's imagine you've now left the supermarket. You didn't remember to bring a bag, so you are struggling to hold many loose apples, oranges, and bananas. Suddenly, you lose your grip, your precious fruit rolls all over the busy street, and you are left desperately chasing after it. If you are feeling embarrassed again, as might be expected, then **subsequently**, you'll probably remember to bring a shopping bag to get your food home safely.

"Not caring about what others think" suggests that whatever the situation, we should not change or **adapt** our personalities—instead, as the saying goes, we should "be true to ourselves." In English, the idea of being "two-faced" is extremely negative and is used to describe people who are **deceptive**⁵ or false. Of course, most of us know it's usually not healthy—or even helpful—to lie or **consciously**⁶ pretend to be someone else. However, is it such a bad thing to have more than one "face"? For example, most of us would naturally find ourselves talking very differently to our ten-year-old niece, eighty-year-old grandmother, boss, and best friend. The **image** we present around others **functions** as a sign that we are thinking about their expectations, and the adaptations we make are signs of empathy—they show that we have considered others' thoughts, needs, and feelings.



In fact, there is a saying that we have *three* distinct faces: one for the world, one for our families, and one for ourselves. This seems quite realistic; however, it might also suggest that the last of these faces is the true or "real" one. Can we really say that we are most honestly ourselves when we are alone? Most psychologists argue that we are just as capable of lying to ourselves as we are to others, so perhaps it's other people's opinions of us that "keep us honest."

As with many things in life, the truth probably lies somewhere in between. Worrying too much about how we are seen could be a waste of time—or even dangerous, especially if it is based on shallow **judgments**⁷ about what we wear or how we look. On the other hand, being concerned about how others view us as **intelligent**, emotional creatures is essential to our well-being and the success of our communities.



When we fall over, the first thing we do is look to see if anyone has noticed. This shows that we cannot choose whether we care about how other people see us—it's an instinctive response.

- ⁵ **deceptive** *adj.* making someone believe something that is not true
⁶ **consciously** *adv.* in a way that is determined and intentional
⁷ **judgment** *n.* a decision or opinion about someone or something

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING
FOR DETAILS

1. According to paragraph 1, all of the following are true of self-help books EXCEPT _____.
 - a. they advise readers not to worry about others' opinions
 - b. they claim they can make you rich, well, and wise
 - c. they can make us feel unsure and lead to sadness
 - d. they often repeat ideas that are not original or helpful
2. According to paragraph 2, why might shame be useful to society?
 - a. Because it stops people from trying to do dangerous things
 - b. Because the economy relies on us doing as we are told
 - c. Because supermarkets are busy and need order to operate
 - d. Because everyone benefits when people maintain the rules
3. According to paragraph 4, why might embarrassment be useful to individuals?
 - a. Because it lets other people know that they care
 - b. Because it helps us remember mistakes we have made
 - c. Because we would treat each other badly without it
 - d. Because it stops us from being too arrogant
4. According to paragraph 5, which of the following is NOT true?
 - a. We communicate with different people in different ways.
 - b. People think that behaving differently around others is dishonest.
 - c. Being described as "two-faced" is a compliment.
 - d. When we change our behavior, it shows we care about others.
5. According to paragraph 6, what is the problem with the saying?
 - a. It implies we are only ourselves when no one else is there.
 - b. It assumes that people everywhere are the same.
 - c. It suggests each of us are three different people.
 - d. It is not relevant because it comes from a different time.

2 Choose the best answer.

UNDERSTANDING CONTENT

1. In line 14, the word *smooth* is closest in meaning to _____.
 - a. flat
 - b. stable
 - c. gentle
 - d. dull
2. Which statement best restates the highlighted sentence in the passage?
 - a. Worrying about the clothes we wear is natural because we need them.
 - b. Caring about what people think is unavoidable, so we need to accept it.
 - c. Being concerned about what people think is something we grow out of.
 - d. Stressing over one's appearance can be a waste of time and even harmful.

IDENTIFYING PURPOSE

3. In paragraph 2, why does the author ask, "How do you feel?"
 - a. To make the reader imagine someone offending them
 - b. To question what people become embarrassed about
 - c. To force the reader to imagine breaking an unofficial rule
 - d. To show the reader that they care about their feelings

UNDERSTANDING REFERENCES

4. In line 44, the phrase *the last of these faces* refers to _____.
 - a. the face for our friends
 - b. our family face
 - c. the face for ourselves
 - d. our true face

INFERRING INFORMATION

5. What can be inferred from paragraph 5?
 - a. People who don't change their behavior are dishonest.
 - b. People who expect others to change are unreasonable.
 - c. People who treat others differently are not successful.
 - d. People who always act the same way lack empathy.

MAPPING IDEAS

Read the sentences about the passage. Which phrases best complete the sentences according to the given types of connections? Circle the correct letters.

1. **Text-to-text:** The mention of worrying about other peoples' opinions too much made me think about . . .
 - a. an article I read about online bullying and how it can affect young people.
 - b. a friend who is always stressed about their appearance.
2. **Text-to-self:** The example of the shopping bag made me think of . . .
 - a. how difficult it must be to work at a grocery store.
 - b. the time when I tripped and fell while looking at my phone.
3. **Text-to-self:** The topic of having more than one face made me think of . . .
 - a. how it is difficult for many people to make good friends.
 - b. the last time I saw my grandparents and how I talked to them.
4. **Text-to-world:** The mention of shallow judgments made me think of . . .
 - a. how people place value on designer labels and the latest trends.
 - b. an article on the latest changes in the fashion industry.

Now make your own connections.

1. **Text-to-text:** The mention of worrying about other people's opinions too much made me think about . . .

2. **Text-to-self:** The example of the shopping bag made me think of . . .

3. **Text-to-world:** The mention of shallow judgments made me think of . . .

VOCABULARY REVIEW

Fill in the blanks with the correct words from the box. Change the form if needed.

cease
function

psychologist
intelligent

deviate
shame

adapt
judgment

1. Jake wants to be a(n) _____ because he is interested in the human mind.
2. Those who _____ seriously from rules and laws may find themselves in prison.
3. We should try and get to know people before passing _____ on them.
4. The factory will _____ operations this Friday for a national holiday.
5. Road signs _____ as a way to keep traffic under control.
6. You shouldn't feel _____ when you fail at something despite trying your best.
7. Kyle is extremely _____, so other students often ask him for help.
8. When children change schools, it can sometimes be difficult for them to _____.

CRITICAL-THINKING SKILL

Detecting Arguments

An argument is an attempt to prove that something is true. Simple arguments use one or more statements (called premises) to build a conclusion. For example:

- (1) Research shows that people who exercise daily have a lower risk of heart disease.
- (2) I want to reduce my risk of heart disease.
- (3) Therefore, I should exercise daily.

1 Read the excerpt. Evaluate it with a partner and answer the question.

Imagine you are walking to the supermarket check-out. You are not paying attention and accidentally cut in front of someone in line. Another customer points out your mistake, and you head to the back of the line. How do you feel? Slightly embarrassed, maybe? This is because you have broken a social convention: these are the small, everyday codes and rules that we live by, and they are essential to the smooth running of societies.

DETECTING ARGUMENTS

Based on the information in the excerpt, circle the most logical conclusion that could be drawn.

- a. Caring about what others think is important because it makes us unique.
- b. Humans are selfish and don't care what others think, but they want to seem honest.
- c. Embarrassment is necessary to ensure that people follow social conventions.
- d. Rules like going to the back of the line exist to make us feel embarrassed.

2 Write a short summary that includes two or three premises that support the conclusion you circled.

IDEAS IN ACTION

Talk about the questions with a partner.

- 1. How would you like people to think of you—as clever, beautiful, caring, etc.? Why?
- 2. What kinds of embarrassing situations can be educational, and which might just be painful?
- 3. How much should people care about what others think of them?

SHARING YOUR OPINION

Write a paragraph about how you hope that others perceive you and why this might be important to you.



Scan and find the tracks.

LESSON 2

— SKILLS

Reading Skill:
Making Connections

Critical-Thinking Skill:
Detecting Arguments

DON'T GO ALONG TO GET ALONG

— WARM-UP

1. Are you bothered by peer pressure?
2. Have you ever done something just to fit in with others? Explain.

BEFORE YOU READ

Rank the statements from 1 (most agree with) to 6 (least agree with). Discuss your rankings with a partner.

- _____ I want to be myself.
- _____ I want to be popular.
- _____ I want to be better than others.
- _____ I want to be helpful.
- _____ I want to be left alone.
- _____ I want to get along with everyone.

VOCABULARY PREVIEW

Read the sentences. Circle the words closest in meaning to the words in bold.

1. People might feel the need to fit in when trying to **survive** through school.
a. fail b. work c. live
2. To have a life full of experiences and **achievements**, you need personal autonomy.
a. accomplishments b. efforts c. finances
3. Speaking a different language is difficult, but I try **nonetheless**.
a. therefore b. anyway c. frequently
4. Martin Luther King, Jr. and Mahatma Gandhi maintained their **integrity**.
a. suffering b. fame c. honesty
5. Their efforts helped **liberate** millions of people.
a. educate b. free c. inspire
6. The rioters were usually good people, so their sudden bad behavior seemed **inconceivable**.
a. impossible b. ordinary c. understandable
7. Psychologists provided **insight** into why people's behavior can change when in a group.
a. cleverness b. experiments c. knowledge
8. There's no **definitive** explanation for why people act differently in a group.
a. suggested b. logical c. certain

DON'T GO ALONG TO GET ALONG



Practice the skills while reading.

READING SKILL

Making Connections

You can better understand a reading if you connect it with things you already know. A **text-to-text** connection relates the passage to another text. A **text-to-self** connection relates the passage to yourself. A **text-to-world** connection relates the passage to your knowledge.

CRITICAL-THINKING SKILL

Detecting Arguments

An argument is an attempt to prove that something is true. To find an argument, you must identify the premises and the conclusion that follows.



Read paragraph 1. Do you know anyone who deviated from the norm and benefited from it?



Read paragraph 2 and underline examples of bad decisions.



Read paragraph 3. What point is the author trying to make with the example of speaking a foreign language with students?

There is one area of education that, to everyone's disadvantage, is often forgotten: learning about the importance of personal autonomy, or making your own decisions, even if it means going against the crowd or being criticized by others. Of course, schools are not the best places to learn the value of **individuality**¹. They are places where being liked is extremely important, and deviating from the **norm**² usually brings nothing but trouble. The idea of "going along to get along" may well be necessary for **surviving** school life, but here's a piece of advice for soon-to-be graduates: do not carry it into the real world. Remaining true to yourself means leading a more sensible, rewarding, and moral life.

Autonomy protects you from making bad decisions. For example, a well-known concept in advertising and politics is the "bandwagon effect." Ads often include "best-selling" and "number-one" because people like to buy brands that are already popular, even if an almost identical product is cheaper. Another example is that many voters tend to choose the most popular candidates in elections because **they** want to be on the winning team—which does not seem like the best way to decide on a leader.

Personal autonomy does more than prevent foolish behavior. It is the key to a life rich in experiences and **achievements**. Fear of **judgment** by others must not prevent you from pursuing what you want, whether it is a relationship, a career goal, or a personal project. Teaching English to non-native speakers, I notice that many students shy away from speaking in class, despite **sincerely**³ wanting to improve their English. So, at the start of each class, I say a few words in the students' native language. Sure enough, there are a few laughs at my pronunciation and broken grammar. **Nonetheless**, most students

- | | | |
|-----------------------------------|-------------|---|
| ¹ individuality | <i>n.</i> | the qualities that makes a person different from all others |
| ² norm | <i>n.</i> | something usual or expected |
| ³ sincerely | <i>adv.</i> | in a genuine or truthful way |

cannot help but notice that I fight on. Who's sillier—the person who makes mistakes while working toward a goal or the person who achieves nothing due to fear?

- 25 Sometimes, **excessive**⁴ respect for authority, rather than fear of embarrassment, keeps you from remaining true to yourself. But part of being an autonomous person is to be able to disagree with powerful people when necessary.
- 30 Twelve publishers rejected J. K. Rowling's first Harry Potter novel before it was finally accepted.



- If she believed what the “experts” told her, she would not be one of the best-selling authors in history and one of the wealthiest women in the world. In addition, sometimes, the rewards for standing your ground against
- 35 authority are much more substantial than success and fame. Martin Luther King, Jr. and Mahatma Gandhi challenged and angered those in power by maintaining their **integrity**, and in the process, they helped **liberate** millions of people.

- Autonomy also keeps us from **falling prey to**⁵ a “mob mentality.” This term refers to people’s often damaging and uncharacteristic behavior when they are part of an angry
- 40 crowd. In August 2011, a peaceful protest turned into **riots**⁶ in London and several other UK cities. For a week, crowds of mostly young people broke windows, set fires, and stole from stores. Many of those who took part had previously been good citizens whose turn to crime seemed **inconceivable**—until it happened. People looked to psychology for **insight**, and while there is no **definitive** explanation, two theories were mentioned most.
- 45 One is what psychologists call “deindividuation,” which seems to happen when a group considers itself under threat. Each individual’s identity becomes temporarily less important than their group identity, and the group’s values become their own for the moment—even if those values include violence. The other theory says that people in unfamiliar situations are unsure how to behave, so they look to others for clues. Both of these factors likely
- 50 contributed to the UK riots and other cases of mass violence.

- For many people, fitting in might seem like the smart move. But doing so will only hold you back from your true potential. If you refuse to let ridicule hurt you, to let the powerful threaten your beliefs, or to
- mindlessly**⁷ copy others, your life
- 55 will be better in ways large and small.



Read paragraph 5. Do you know any other instances of mob mentality making people act out of character?



Read paragraph 6. Do you think this advice is easy to follow? Why or why not?



- ⁴ **excessive**
⁵ **fall prey to**
⁶ **riot**
⁷ **mindlessly**

- adj.* going beyond what is expected, normal, or appropriate
idiom to become a victim of someone or something
n. an occasion when a large number of people act in a noisy, violent, and uncontrolled way
adv. done without thought