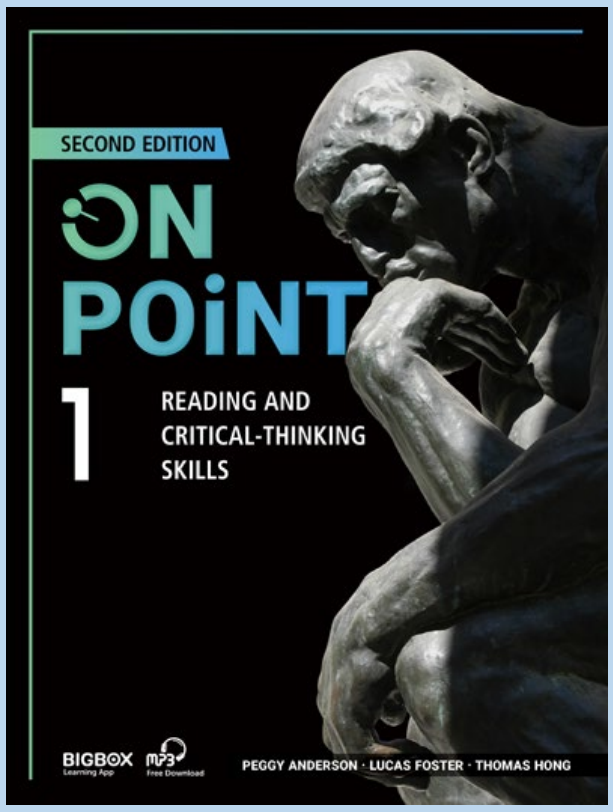
Libro	On Point 2nd Edition



Niveles	**C1 – C1+**
Unidades por libro	**12**
Lecciones por Unidad	**2**
Horas por semana	**3 a 5**

CLASSBOX

Plataforma para maestros

BIGBOX

App para alumnos

Descripción

On Point - 2nd Edition es una serie de **3 niveles** para **alumnos principiantes en el idioma** alineada a las competencias lingüísticas establecidas por el **Marco Común Europeo** con un enfoque en el desarrollo de estrategias de lectura **(Reading Skills)** y desarrollo de pensamiento crítico **(Critical Thinking)**.

On Point - 2nd Edition está organizado en **12 unidades** divididas en **2 lecciones.**

- Los temas de cada unidad se seleccionaron de acuerdo a su relevancia en el mundo real, usualmente se relacionan con diferentes áreas académicas como:

✓ Psicología
✓ Sociología
✓ Mercadotecnia
✓ Tecnologías de la información
✓ Etcétera

- Cada unidad indica las habilidades de pensamiento crítico que se desarrollarán
- Los alumnos pueden monitorear su comprensión durante la lectura con las preguntas de guía que rodean el texto principal
- La primera lección de cada unidad plantea un punto de vista del tema de la unidad y la segunda lección plantea otro de vista
- Actividades atractivas para beneficiar el desarrollo de estrategias de lectura y habilidades de pensamiento crítico
- Ejercicios de escritura guiados para cada tema
- Adquisición sistemática de vocabulario académico
- Actividades de discusión (debate)

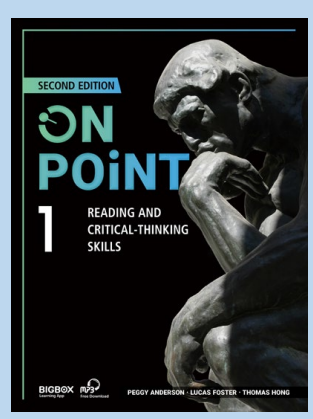
COMPONENTES

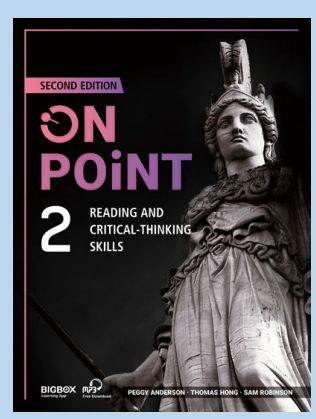
CLASSBOX **Plataforma para maestros**

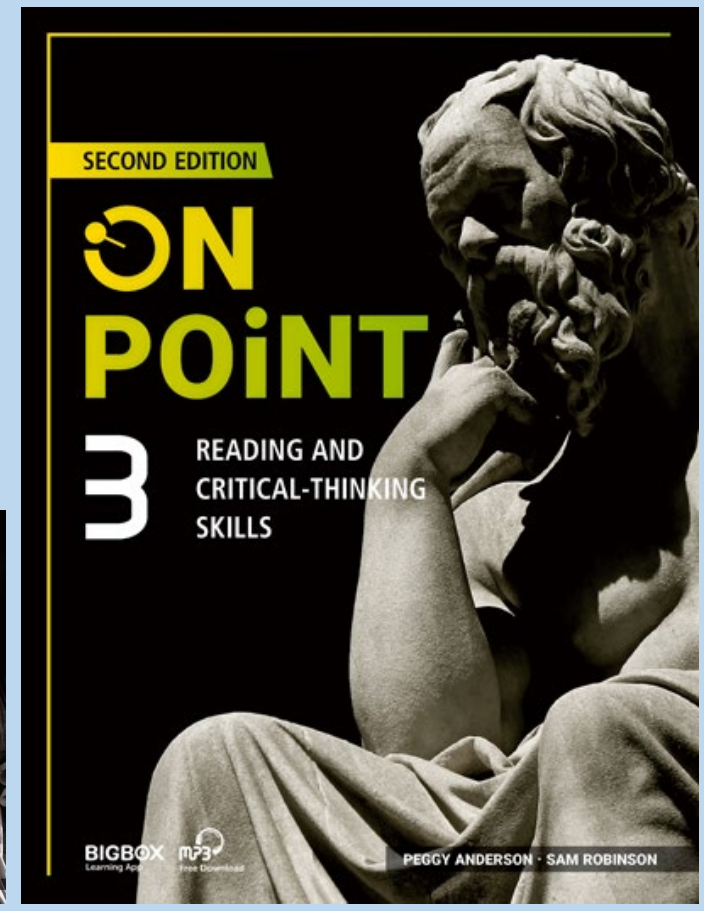
- MP3
- Word lists
- Answer Key
- Writing worksheets (ejercicios adicionales de escritura)
- Exámenes de unidad
- Examen de medio curso
- Examen final
- Guía del maestro

COMPONENTES

- Libro del alumno
- MP3 descargables
- Big Box App







SECOND EDITION

ON POINT

READING AND CRITICAL-THINKING SKILLS

SAMPLER

BIGBOX Learning App

MP3 Free Download

PEGGY ANDERSON · LUCAS FOSTER · THOMAS HONG

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

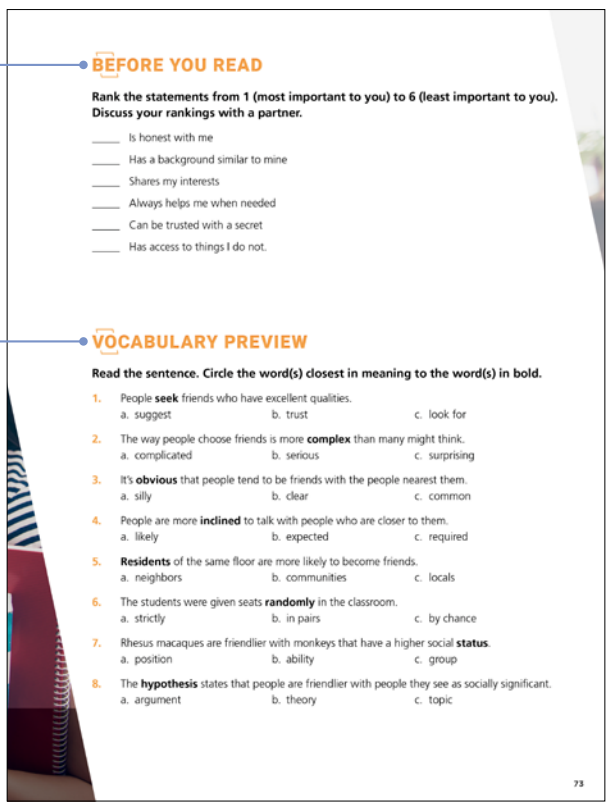
A short activity gives students an opportunity to predict the content of the passage to follow.

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

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

___ Is honest with me
___ Has a background similar to mine
___ Shares my interests
___ Always helps me when needed
___ Can be trusted with a secret
___ Has access to things I do not.

VOCABULARY PREVIEW

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

1. People **seek** friends who have excellent qualities.
   a. suggest b. trust c. look for
2. The way people choose friends is more **complex** than many might think.
   a. complicated b. serious c. surprising
3. It's **obvious** that people tend to be friends with the people nearest them.
   a. silly b. clear c. common
4. People are more **inclined** to talk with people who are closer to them.
   a. likely b. expected c. required
5. **Residents** of the same floor are more likely to become friends.
   a. neighbors b. communities c. locals
6. The students were given seats **randomly** in the classroom.
   a. strictly b. in pairs c. by chance
7. Rhesus macaques are friendlier with monkeys that have a higher social **status**.
   a. position b. ability c. group
8. The **hypothesis** states that people are friendlier with people they see as socially significant.
   a. argument b. theory c. topic

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READING & CRITICAL-THINKING SKILLS

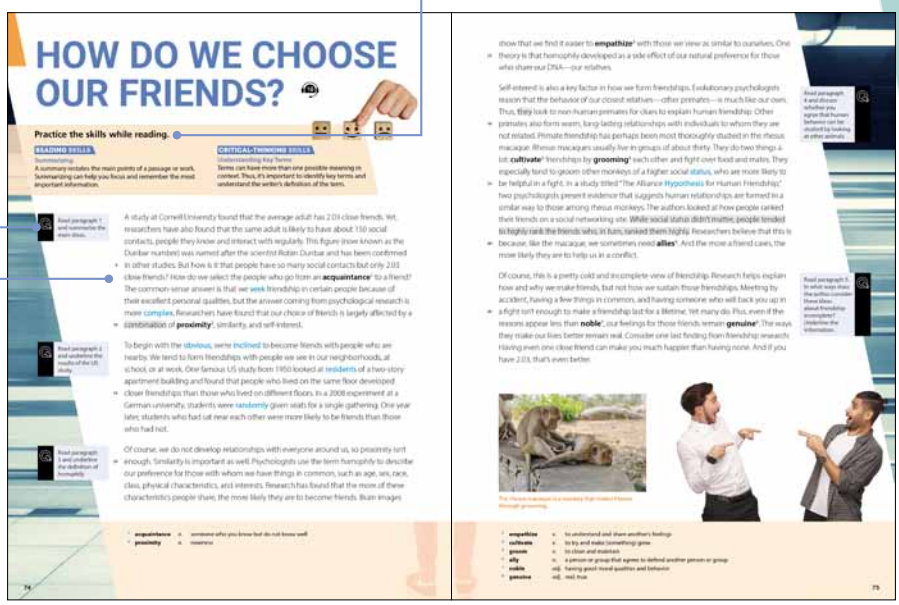
Reading and critical-thinking skills for each unit are previewed at the start of each lesson.

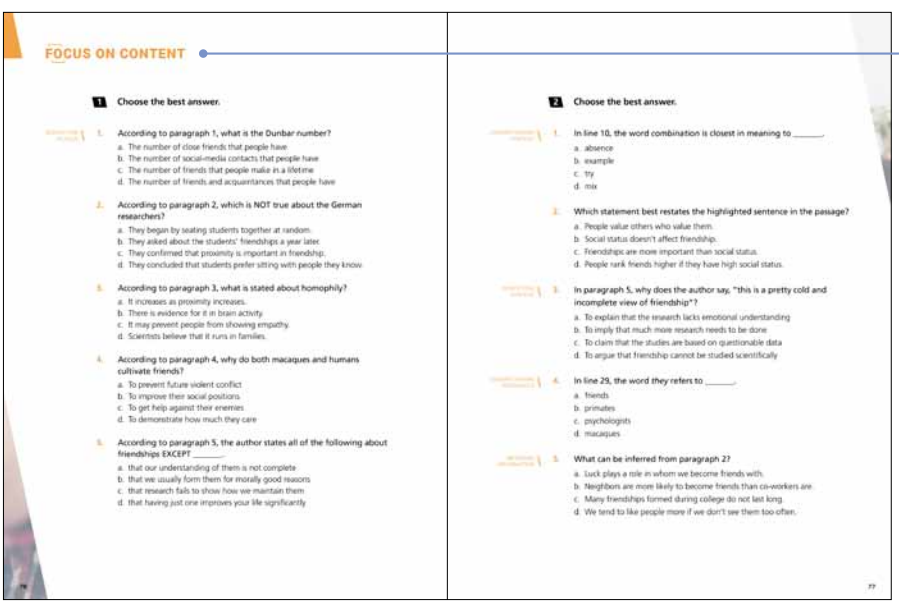
GUIDING QUESTIONS

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.

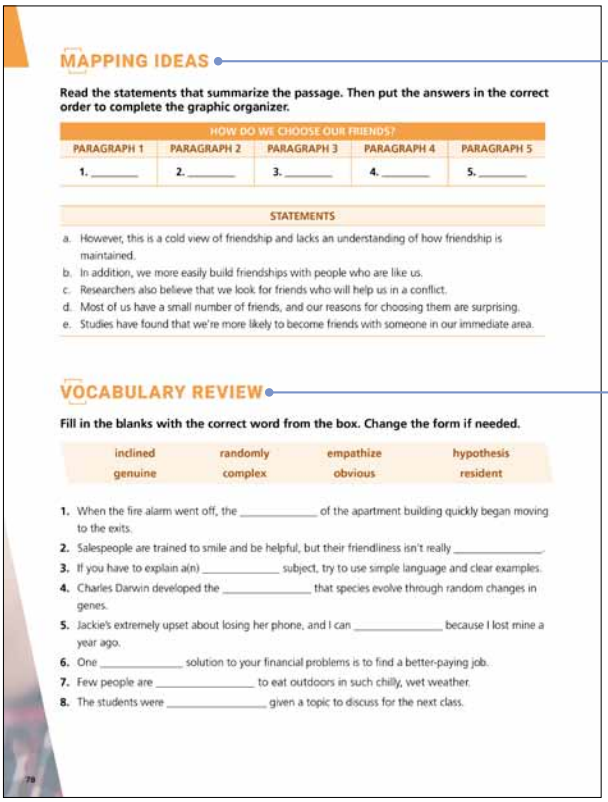




FOCUS ON CONTENT

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

HOW TO USE



MAPPING IDEAS

Read the statements that summarize the passage. Then put the answers in the correct order to complete the graphic organizer.

HOW DO WE CHOOSE OUR FRIENDS?				
PARAGRAPH 1	PARAGRAPH 2	PARAGRAPH 3	PARAGRAPH 4	PARAGRAPH 5
1. _____	2. _____	3. _____	4. _____	5. _____

STATEMENTS

a. However, this is a cold view of friendship and lacks an understanding of how friendship is maintained.
b. In addition, we more easily build friendships with people who are like us.
c. Researchers also believe that we look for friends who will help us in a conflict.
d. Most of us have a small number of friends, and our reasons for choosing them are surprising.
e. Studies have found that we're more likely to become friends with someone in our immediate area.

VOCABULARY REVIEW

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

inclined	randomly	empathize	hypothesis
genuine	complex	obvious	resident

1. When the fire alarm went off, the _____ of the apartment building quickly began moving to the exits.
2. Salespeople are trained to smile and be helpful, but their friendliness isn't really _____.
3. If you have to explain a(n) _____ subject, try to use simple language and clear examples.
4. Charles Darwin developed the _____ that species evolve through random changes in genes.
5. Jackie's extremely upset about losing her phone, and I can _____ because I lost mine a year ago.
6. One _____ solution to your financial problems is to find a better-paying job.
7. Few people are _____ to eat outdoors in such chilly, wet weather.
8. The students were _____ given a topic to discuss for the next class.

MAPPING IDEAS

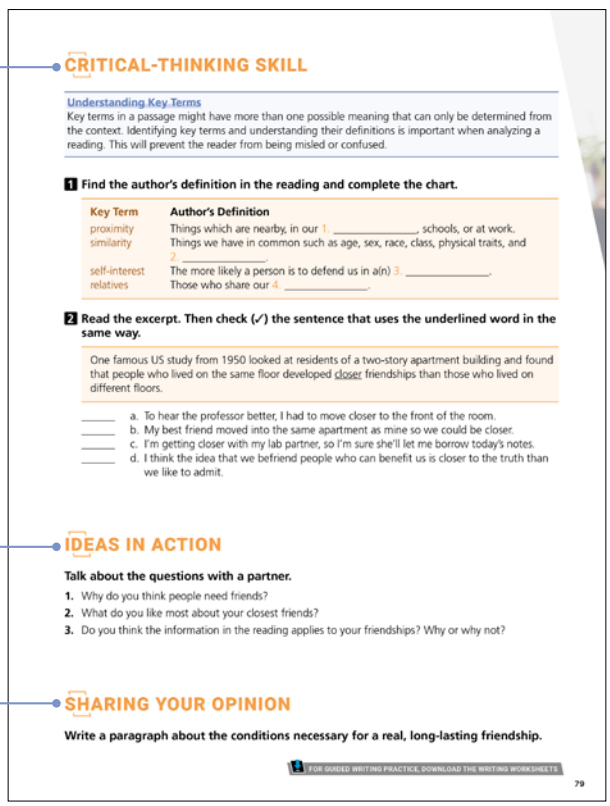
Graphic organizers help students gain familiarity with note-taking and common text organizations.

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.



CRITICAL-THINKING SKILL

Understanding Key Terms

Key terms in a passage might have more than one possible meaning that can only be determined from the context. Identifying key terms and understanding their definitions is important when analyzing a reading. This will prevent the reader from being misled or confused.

1 Find the author's definition in the reading and complete the chart.

Key Term	Author's Definition
proximity	Things which are nearby, in our 1. _____, schools, or at work.
similarity	Things we have in common such as age, sex, race, class, physical traits, and 2. _____.
self-interest	The more likely a person is to defend us in a(n) 3. _____.
relatives	Those who share our 4. _____.

2 Read the excerpt. Then check (✓) the sentence that uses the underlined word in the same way.

One famous US study from 1950 looked at residents of a two-story apartment building and found that people who lived on the same floor developed closer friendships than those who lived on different floors.

a. To hear the professor better, I had to move closer to the front of the room.
b. My best friend moved into the same apartment as mine so we could be closer.
c. I'm getting closer with my lab partner, so I'm sure she'll let me borrow today's notes.
d. I think the idea that we befriend people who can benefit us is closer to the truth than we like to admit.

IDEAS IN ACTION

Talk about the questions with a partner.

1. Why do you think people need friends?
2. What do you like most about your closest friends?
3. Do you think the information in the reading applies to your friendships? Why or why not?

SHARING YOUR OPINION

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

FOR GUIDED WRITING PRACTICE, DOWNLOAD THE WRITING WORKSHEETS

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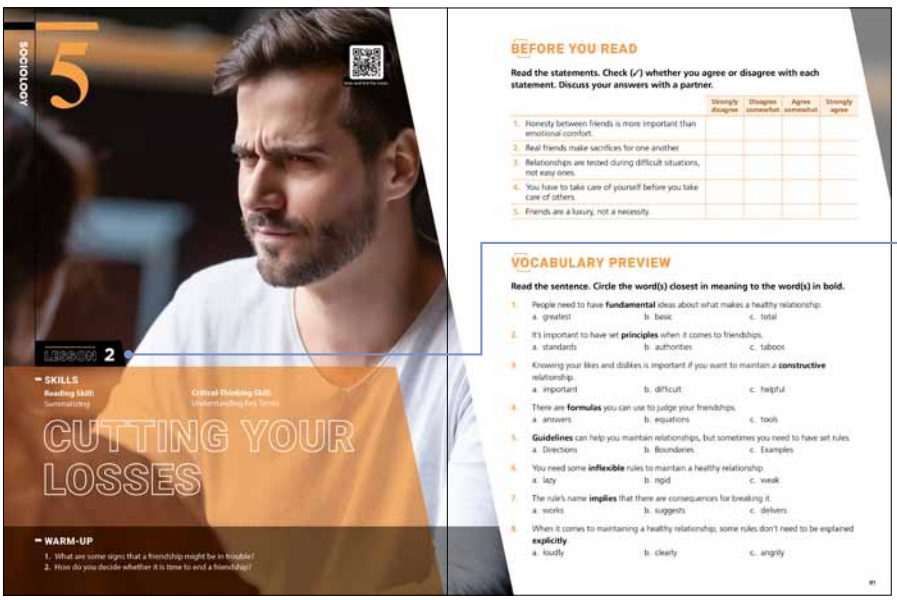
IDEAS IN ACTION

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.

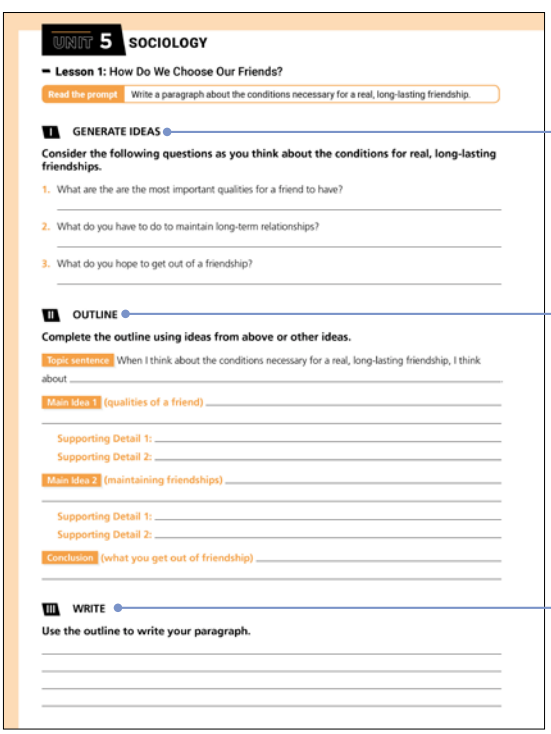


LESSON 2

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/OnPoint2e1 for downloadable word lists, progress tests, teacher's guides, and writing worksheets.



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.

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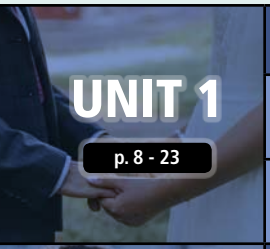 UNIT 1 p. 8 - 23	**PSYCHOLOGY**			
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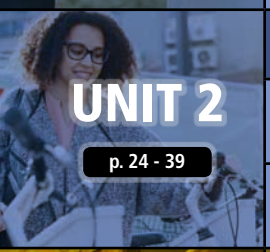 UNIT 2 p. 24 - 39	**BUSINESS**			
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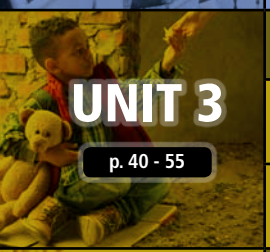 UNIT 3 p. 40 - 55	**SOCIOLOGY**			
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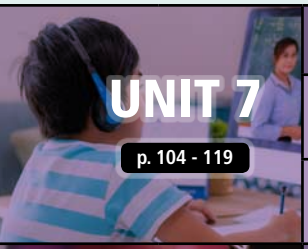
ON POINT 1

			Reading Skills	Critical-Thinking Skills
 UNIT 7 p. 104 - 119	**EDUCATION**			
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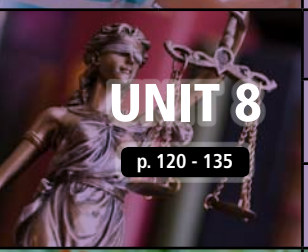 UNIT 8 p. 120 - 135	**CRIMINAL JUSTICE**			
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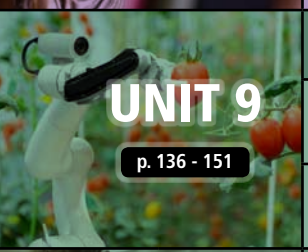 UNIT 9 p. 136 - 151	**ENGINEERING**			
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Scan and find the tracks.

LESSON 1

SKILLS

Reading Skill:
Setting a Purpose for Reading

Critical-Thinking Skill:
Detecting the Author's Purpose

DIFFERENCES THAT DON'T DIVIDE

WARM-UP

1. Do you believe that opposites attract?
2. What are some advantages of knowing people who are very different from you?

BEFORE YOU READ

Rank the traits of a potential romantic partner from 1 (most important to you) to 6 (least important to you). Discuss your rankings with a partner.

_____ Attractiveness

_____ Personality

_____ Sense of humor

_____ Level of education

_____ Wealth

_____ Career goals

VOCABULARY PREVIEW

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

1. **Prior to** meeting her husband, Hannah was shy in groups.
   a. Since b. Before c. While

2. How have these two people **retained** their connection for so long?
   a. employed b. kept c. absorbed

3. The **conventional** belief is that it's good to have a lot in common with your partner.
   a. chosen b. correct c. common

4. **Interactions** between similar people are less likely to create conflict.
   a. Impressions b. Contacts c. Conversations

5. **Ultimately**, some opposites attract while others do not.
   a. Basically b. Presently c. Rightfully

6. Researchers **compiled** evidence that people can sense a good partner by smell.
   a. collected b. edited c. judged

7. You shouldn't **exclusively** search for partners who are like you.
   a. additionally b. uniquely c. only

8. Don't look for partners whom you **perceive** as similar to yourself.
   a. identify b. mind c. attract

DIFFERENCES THAT DON'T DIVIDE

02

Practice the skills while reading.

READING SKILL

Setting a Purpose for Reading

Set a goal before reading, such as reading for enjoyment, learning technical information, seeing a new point of view, or learning about a subject.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons: to inform, persuade, entertain, etc. Knowing the author's purpose helps you think critically about the reading.

Read the title and paragraph 1 and circle your purpose for reading the rest of the article.

a. For enjoyment
b. To learn about a subject
c. To see a new point of view

Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. Prior to meeting Tristan, Hannah was soft-spoken in groups. However, she's now far more outspoken than Tristan. The list of differences between them goes on and on. Yet, somehow, they've been married for fifteen years. With so little in common, how did they manage to make a connection and retain it for so long?

Read paragraphs 2 and 3 and discuss the author's purpose for writing about opposites.

Unlikely relationships like theirs are kind of curious. Most people assume that successful couples have more similarities than differences. That is the conventional wisdom: having a lot in common with a partner should make life easier. After all, interactions will produce less conflict and unhappiness if the partners share a similar point of view.

However, research shows that this might not be the case. A Columbia University study found that some couples are just too much alike for their own good. Over three years, researchers studied 732 men and women and found that couples with the most similar personalities had some of the weakest relationships. In surveys about levels of closeness, commitment, and overall happiness, those couples scored low. Clearly, having a lot in common is no guarantee of a successful marriage. Relationships between very different people have other advantages as well. In his study of couples, Robert Levenson of the University of California showed that different personalities could balance against each other and give couples different ways to see issues and cope with life's difficulties. For instance, someone with an **outgoing**[1] nature can make up for a partner's shyness. In turn, the outgoing partner can learn to enjoy more time alone.

The causes of attraction between very different people may go even deeper. A study

[1] **outgoing** *adj.* friendly and socially confident

at Rutgers University revealed a **physiological**[2] reason for attraction between some opposites. In the study, Dr. Helen Fisher reviewed research on the subject of attraction and learned that levels of certain hormones are linked with specific personality characteristics. Individuals with high levels of testosterone tend to be competitive and **analytical**[3]. They often are attracted to—and attract—their opposites, who are **introspective**[4] and **nurturing**[5] individuals with high levels of the hormone estrogen. On the other hand, people with more curious or flexible personality types tend to be attracted to people like themselves. In addition, people who are less anxious and more social are attracted to others of the same personality type. These two groups tend to have average levels of testosterone and estrogen. Ultimately, it seems that opposites do attract among certain personality types, but not all.

Read paragraph 4 and underline two adjectives describing people with high testosterone.

Genetics[6] may also explain why opposites sometimes attract. A University of New Mexico study suggests that our genes strongly influence our choice of partners. The study found that a woman's unhappiness in a relationship is linked to her partner's genes being too closely matched to her own. This preference may have developed to avoid the dangers that come with **inbreeding**[7], which can cause harmful **mutations**[8] and decreased overall health. In addition, researchers at the Université Paris Diderot compiled evidence that people use smell to sense whether a partner is a match. The study suggests that people can sense differences in MHC (a part of our DNA that plays an essential role in protecting the body from disease) and are more attracted to those whose MHC composition differs from their own. Differing MHC compositions give partners a genetic advantage when having children since their offspring will benefit from a diversified gene pool that can protect them from various diseases.

Read paragraph 5 and then circle the author's purpose.

a. To explain how genetics affects attraction
b. To explain why inbreeding is harmful
c. To explain why people have a particular smell

As with everything in life, there's no one approach to finding love. Like Tristan and Hannah, people with very different upbringings, personalities, and interests can have long-lasting relationships. Their characters, not to mention their hormones and diversified gene pool, may even benefit them in the long run. But in the end, all of this research doesn't really offer much advice for people looking for a perfect match. So don't search exclusively for partners whom you perceive as similar to or different from yourself. Leave your options open and allow yourself to be surprised by what you find.

[2] **physiological** *adj.* related to the functioning of the body
[3] **analytical** *adj.* related to the use of reasoning
[4] **introspective** *adj.* quiet and thoughtful
[5] **nurturing** *adj.* helping someone or something grow or develop
[6] **genetics** *n.* the study of genes in plants and animals
[7] **inbreeding** *n.* producing children from closely related individuals
[8] **mutation** *n.* an error or change in a gene

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING FOR DETAILS

1. According to paragraph 1, what is true about Tristan?
   a. He dislikes sports.
   b. He is an only child.
   c. He's outspoken in groups.
   d. He's been married for years.

2. According to paragraph 3, what did the study at Columbia University find?
   a. Couples with different personalities can balance against each other.
   b. Couples with different personalities can cope with life's problems better.
   c. Couples with similar personalities are more likely to have weak relationships.
   d. Couples with similar personalities are more likely to have successful marriages.

3. According to paragraph 4, what is NOT true about attraction?
   a. Individuals with high levels of hormones are likely to be attracted to their opposite.
   b. Analytical individuals tend to be attracted to competitive personality types.
   c. Individuals with average levels of hormones are likely to be attracted to each other.
   d. Individuals who are curious or flexible tend to be more attracted to people with average hormone levels.

4. According to paragraph 5, how does genetics affect attraction?
   a. People are attracted to individuals who have similar MHC compositions.
   b. Pairing individuals with differing genes is likely to cause harmful mutations.
   c. Couples with similar gene pools are more likely to be unhappy.
   d. People are less attracted to individuals who are unhealthy.

5. According to paragraph 5, why have women evolved to prefer partners who are genetically different?
   a. To minimize the chances of health problems in their children
   b. To increase the possibility of success in their relationships
   c. To avoid partners who are too competitive and analytical
   d. To select partners who have higher levels of testosterone

2 Choose the best answer.

UNDERSTANDING CONTENT

1. In line 8, the word *curious* is closest in meaning to _____.

a. puzzling
b. rare
c. mistaken
d. questioning

2. Which statement best restates the highlighted sentence in the passage?

a. Couples with similar personalities can balance out individual flaws.
b. Couples with similar personalities typically have an unhealthy relationship.
c. Couples with dissimilar personalities may be able to cope better with hardships.
d. Couples with dissimilar personalities are more likely to have arguments.

IDENTIFYING PURPOSE

3. In paragraph 1, why does the author mention that Tristan is from a large family?

a. To introduce the idea that family background affects attraction
b. To show that not all people are attracted to their opposite
c. To give an example of how he differs from his wife
d. To explain why he was attracted to Hannah

UNDERSTANDING REFERENCES

4. In line 46, the word *them* refers to _____.

a. genes
b. children
c. partners
d. MHC compositions

INFERRING INFORMATION

5. In paragraph 5, what can be inferred about genes?

a. They determine whether someone has MHC or not.
b. They should be tested before two people have children.
c. They cause different diseases in men and women.
d. They can affect how a person smells.

MAPPING IDEAS

Find the four correct main ideas and match them to the graphic organizer.

DIFFERENCES THAT DON'T DIVIDE		
MAIN IDEA / THESIS		
1. _____		
POINT 1	POINT 2	POINT 3
2. _____	3. _____	4. _____

a. Couples with differing gene pools are more likely to produce healthy children.
b. People with similar personalities tend to have weaker relationships with less commitment, closeness, and overall happiness.
c. People are more likely to be attracted to someone with a similar MHC composition.
d. Unlikely relationships between individuals with different personalities have many advantages.
e. Individuals who are competitive and analytical are attracted to introspective and nurturing types.
f. Attraction is often influenced by hormones that can pull people to certain personality types.

VOCABULARY REVIEW

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

conventional	interaction	retain	compile
exclusively	perceive	analytical	outgoing

1. _____ all the information into a single document and send it to my email.
2. My friend who is very _____ wants to study either mathematics or physics.
3. The new app will be made available _____ to users who get an invitation from an existing member.
4. People with _____ personalities find it easier to be in big groups and socialize.
5. Beauty is based on how you _____ it. Everyone is beautiful to someone.
6. This idea is a bit too _____ for our customers. We need something more exciting!
7. It's important to be polite during everyday _____ with people.
8. The people must _____ their basic rights, no matter who wins the elections.

CRITICAL-THINKING SKILL

Detecting the Author's Purpose

Authors write for many reasons. Common reasons include to entertain, to inform, to explain, to teach, to persuade, and to compare and contrast. Authors can also have more than one purpose.

Read the excerpts. Evaluate them with a partner and answer the questions.

1. Tristan and Hannah are as different as two people could be. Tristan loves football, but Hannah hates sports. Hannah loves technology. On the other hand, Tristan doesn't know the first thing about computers. He's from a large family with four brothers and sisters. She's an only child. Prior to meeting Tristan, Hannah was soft-spoken in groups. However, she's now far more outspoken than Tristan. The list of differences between them goes on and on. Yet, somehow, they've been married for fifteen years.

PURPOSE **Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.**

a. To entertain b. To compare and contrast c. To persuade d. To teach

SUMMARIZE **Write a short summary of the author's purpose.**

_____

2. A study at Rutgers University revealed a psychological reason for attraction between some opposites. In the study, Dr. Helen Fisher reviewed research on the subject of attraction and learned that levels of certain hormones are linked with specific personality characteristics. Individuals with high levels of testosterone tend to be competitive and analytical. They often are attracted to—and attract—their opposites, who are introspective and nurturing individuals with high levels of the hormone estrogen.

PURPOSE **Circle the purpose. Then underline the sentence that most clearly illustrates the purpose.**

a. To entertain b. To compare and contrast c. To persuade d. To inform

SUMMARIZE **Write a short summary of the author's purpose.**

_____

IDEAS IN ACTION

Talk about the questions with a partner.

1. How would you describe your personality?
2. Do you think the information in the reading applies to you? Why or why not?
3. Describe your ideal partner. Is he or she similar to you or different?

SHARING YOUR OPINION

Write a paragraph about whether you think opposites attract and include the reasons for your opinion.

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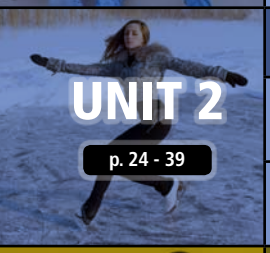 UNIT 2 p. 24 - 39	**SPORTS**			
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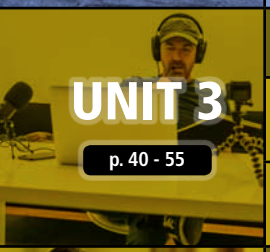 UNIT 3 p. 40 - 55	**MASS MEDIA**			
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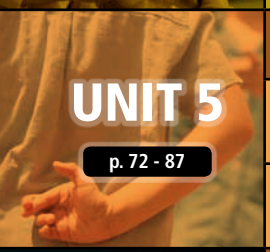 UNIT 5 p. 72 - 87	**PHILOSOPHY**			
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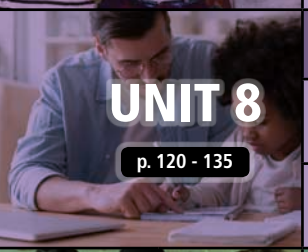 UNIT 8 p. 120 - 135	**EDUCATION**			
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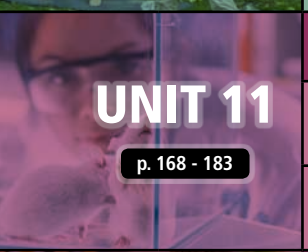 UNIT 11 p. 168 - 183	**SCIENCE**			
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Scan and find the tracks.

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.

1. Did the writer think about what would happen if everyone **ceased** to care about what others think?
   a. stopped b. attempted c. imagined

2. Many **psychologists** believe that humans developed emotions in order to survive.
   a. patients b. scientists c. surgeons

3. If we **deviate** from social conventions too often, we might end up unpopular and alone.
   a. discuss b. lie c. differ

4. You make an embarrassing mistake; **subsequently**, you try to avoid repeating it.
   a. luckily b. later c. seemingly

5. 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

6. We present a certain **image** of ourselves around others that shows we care about their expectations.
   a. argument b. value c. idea

7. The way we talk and behave **functions** to show others that we care about their opinion.
   a. allows b. drives c. works

8. As **intelligent** creatures, we care about what others think of us.
   a. smart b. friendly c. emotional

CARING ABOUT WHAT OTHERS THINK

02

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

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.

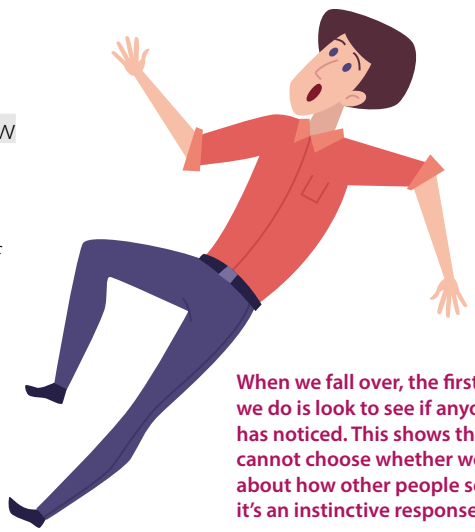
Read paragraph 4. Think of a time when you were embarrassed. What did you learn from the experience?

"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.

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

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	psychologist	deviate	adapt
function	intelligent	shame	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.

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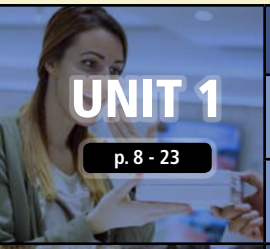 UNIT 1 p. 8 - 23	**TECHNOLOGY**			
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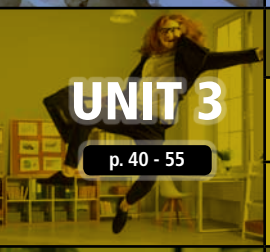 UNIT 3 p. 40 - 55	**CAREERS**			
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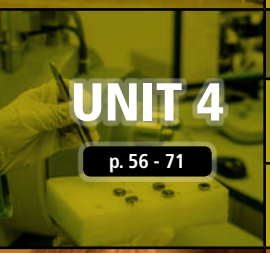 UNIT 4 p. 56 - 71	**ENGINEERING**			
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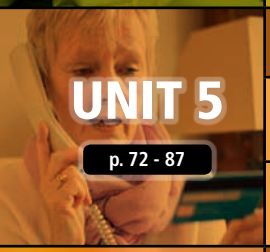 UNIT 5 p. 72 - 87	**CRIME**			
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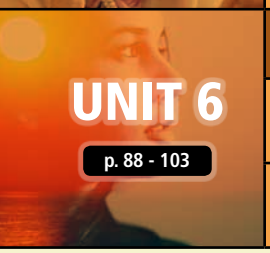 UNIT 6 p. 88 - 103	**PSYCHOLOGY**			
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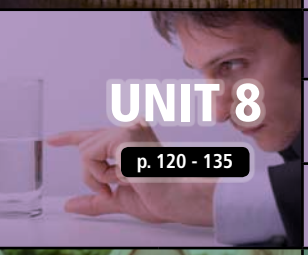 UNIT 8 p. 120 - 135	**PSYCHOLOGY**			
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Scan and find the tracks.

LESSON 1

SKILLS

Reading Skill:
Making Predictions

Critical-Thinking Skill:
Detecting Arguments

EARLY ADOPTERS FALL INTO A COSTLY TRAP

WARM-UP

1. Do you think it is worth it to buy the latest technologies when they are released? Why or why not?
2. What are some things you consider when buying a new device?

BEFORE YOU READ

Rank the features you consider when purchasing a new product from 1 (most important to you) to 6 (least important to you). Discuss your rankings with a partner.

_____ Design

_____ Brand

_____ Exclusivity (limited edition, etc.)

_____ New features

_____ Cost

_____ Available accessories

VOCABULARY PREVIEW

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

1. People **underestimate** the cost of buying a new device.
   a. underappreciate b. overrate c. undervalue

2. Stay away from any technology that is in **uncharted** territory.
   a. unsafe b. unexplored c. unavailable

3. Not buying the latest products saves you from devices that could **erode** your privacy or are doomed to fail.
   a. neglect b. destroy c. ignore

4. In the early 2000s, there were two **options** for high-definition video players.
   a. preferences b. opportunities c. alternatives

5. Buyers remained **neutral** and chose not to buy either product until much later.
   a. positive b. uncommitted c. consistent

6. The **implications** of voice recognition technology in terms of privacy are not yet clear.
   a. consequences b. errors c. presumptions

7. The **tension** between consumers and tech companies is high.
   a. strain b. demand c. restraint

8. Early adopters often buy expensive gadgets with technology that has not **matured** yet.
   a. developed b. experienced c. functioned

EARLY ADOPTERS FALL INTO A COSTLY TRAP

02

Practice the skills while reading.

READING SKILL

Making Predictions

Readers can make predictions about a text by looking for clues in the title, the introduction paragraph, and the first and last sentences in a paragraph.

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 the title and paragraph 1 and circle what you think the passage will be about.

a. Early adopters are wasting their money on bad products.
b. Early adopters make things expensive for everyone.

It's undeniable: being among the first to try out a new piece of technology is cool. When you're the sole member of your social circle with the latest hot **gadget**[1], people stare in fascination, seeing you as the holder of powerful and secret knowledge—at least until the next big thing comes along. People tend to underestimate the costs of this temporary coolness, which they end up paying for in more ways than one. So take it from me and don't fall into the early adopter trap by joining the first wave of consumers who invest in the latest uncharted territory in technology. Instead, if you just wait and see, you will save money and avoid being stuck with **defective**[2], possibly **doomed**[3] technology that could even erode your privacy.

Read paragraphs 2 and 3 and underline the part that explains how tech companies make money from early adopters.

Early adoption is a bad investment, to put it **bluntly**[4]. First, the earliest versions of products are not only expensive, they are the most expensive that those devices will ever be. Companies presumably charge more to recover the cost of development and production as fast as possible, and they know that there are serious tech-lovers who will pay a great deal to be early adopters. Once the revenues from early adopters' purchases are safely in their hands, they can cut the price and shift to the next marketing phase: selling the product to everyone else. This tactic is why the cost of the original iPhone dropped about $200 only eight months after its release. Prices of gadgets most often fall shortly after release, and they are likely to continue falling. For instance, many new TV models drop significantly in price as little as ten days after hitting the market. Furthermore, electronics rapidly **depreciate**[5] because they become **obsolete**[6] so quickly; the resale price of a used cell phone or laptop can drop by fifty percent within just a few months.

1	**gadget**	*n.*	a device; a useful machine
2	**defective**	*adj.*	not working properly
3	**doomed**	*adj.*	facing certain failure or death
4	**bluntly**	*adv.*	briefly and directly
5	**depreciate**	*v.*	to become lower in value
6	**obsolete**	*adj.*	outdated and no longer in use

Those who are first to leap into a new technology not only risk wasting money, they might also lose time on something that will never catch on with the general public.

In 2006, two competing options for high-definition video entered the market: HD DVDs and Blu-ray discs. Both seemed promising, and both required special devices called players, costing hundreds of US dollars. Cautious consumers decided to stay neutral, realizing that one or the other would probably end up dominating, and refrained from buying either product. But a few eager consumers **took a gamble**[7], and those who regrettably bought an HD DVD player quickly found themselves stuck with a virtually worthless machine. In the struggle for high-definition video dominance, Blu-ray was much more technologically advanced than HD DVD and could store up to seven times the amount of information. Sales dropped steadily for HD DVD players, and by early 2008, support for the product was discontinued entirely. Many new products face a similar fate; early adopters are then stuck with pricey gadgets that do nothing but sit on their shelves **collecting dust**[8].

Even worse, your new device might have functions that you don't know about and would likely not approve of if you did. In 2013, Amazon Echo introduced the world to a digital assistant named Alexa, who is supposed to become active only when you say "her" name. However, voice-recognition technology is still imperfect. These devices often activate without users' permission and record what they hear (though this fact is not acknowledged in the packaging or marketing). The privacy implications remain unclear but are causing tension between developers and consumers. As tech reporter Adam Estes told the *Guardian* in 2019 in a discussion of digital assistants, "I hate to be dramatic, but I don't think we're ever going to feel safe from their data-collection practices."

Read paragraph 4 and think of reasons why a product like Alexa could be dangerous.

Early adopters do something most others are reluctant to do: buy overpriced technology before it has matured for the **dubious**[9] rewards of being the first and enjoying a short-term increase in status. These **trailblazers**[10] help the rest of us through their willingness to spend the extra money and work out the problems with a new product. So if you know any early adopters, thank them, and then congratulate yourself on not being one of them.

Read paragraph 5 and then circle the statement the author would agree with most.

a. There are no benefits to being an early adopter.
b. Early adopters help companies improve their products.

7 **take a gamble** *idiom* to take a risk
8 **collect dust** *idiom* to remain unused
9 **dubious** *adj.* of doubtful worth or quality
10 **trailblazer** *n.* someone who does something new that others follow; a pioneer

FOCUS ON CONTENT

1 Choose the best answer.

SEARCHING FOR DETAILS

1. According to paragraph 1, what advantage do early adopters have?
   a. They enjoy extra privileges from the company that makes the product.
   b. They have reduced privacy concerns because of newer technologies.
   c. They don't end up with defective devices or doomed products.
   d. They gain the attention of others within their social circle.

2. According to paragraph 2, what is true about newly released devices?
   a. They are poorly designed.
   b. They quickly decline in price.
   c. They are marketed to everyone.
   d. They bring in very little revenue.

3. According to paragraph 3, why did Blu-ray succeed over HD DVDs?
   a. It was more user-friendly.
   b. It was less expensive.
   c. It had more storage space.
   d. It sold to more early adopters.

4. According to paragraph 3, which is NOT true of Blu-ray and HD DVD?
   a. Blu-ray and HD DVD appeared in the same year.
   b. The two types of disc required different players.
   c. Both types of disc offered high-quality video.
   d. There are still several Blu-ray and HD DVD makers.

5. According to paragraph 4, what is true about the tech reporter Adam Estes?
   a. He believes the tension between developers and consumers will persist.
   b. He thinks people are being too dramatic in regard to their privacy concerns.
   c. He believes voice-recognition technology will improve and prevent privacy leaks.
   d. He thinks that digital assistants' functions must be limited to maintain users' privacy.

2 Choose the best answer.

UNDERSTANDING CONTENT

1. Which statement best restates the highlighted sentence in the passage?

a. Early adopters leap into new technologies that the general public typically cannot afford.
b. Early adopters enjoy new products for longer because the general public is slow to adopt.
c. Early adopters may waste money and time on products that won't be around very long.
d. Early adopters invest a lot of time and money in new products for limited benefits.

2. In line 44, the word *dramatic* is closest in meaning to _____.

a. exaggerated
b. considerable
c. artificial
d. thrilling

IDENTIFYING PURPOSE

3. In paragraph 2, why does the author mention that iPhone dropped in price eight months after launching?

a. To demonstrate the bargains that early adopters can get
b. To show that device prices take a long time to go down
c. To show how early adopters waste money by buying early
d. To explain why the first iPhone was so popular at the time

UNDERSTANDING REFERENCES

4. In line 15, the word *they* refers to _____.

a. tech-lovers
b. companies
c. revenues
d. purchases

INFERRING INFORMATION

5. What can be inferred about early adopters from paragraph 5?

a. They take pride in buying overpriced goods because it's helpful to others.
b. They see themselves as experts in technology and with new devices.
c. They enjoy the status given to early adopters more than the product.
d. They are more likely to make risky purchasing decisions than others.

MAPPING IDEAS

Read the outline and match the best predictions about the contents of the paragraphs to complete the graphic organizer.

EARLY ADOPTERS FALL INTO A COSTLY TRAP		
	TOPIC SENTENCES	**PREDICTIONS**
Paragraph 1	People tend to underestimate the costs of [early adoption's] temporary coolness, which they end up paying for in more ways than one.	**1.** _____
Paragraph 2	Early adoption is a bad investment, to put it bluntly.	**2.** _____
Paragraph 3	Those who are first to leap into a new technology not only risk wasting money, they might also lose time on something that will never catch on with the general public.	**3.** _____
Paragraph 4	Even worse, your new device might have functions that you don't know about and would likely not approve of if you did.	**4.** _____
Conclusion: Early adopters do something most others are reluctant to do: take on overpriced technology before it has matured, for the dubious rewards of being the first and enjoying a short-term increase in status.		

PREDICTIONS
a. The author will describe how companies access personal information without permission.
b. The author will describe how buying early can mean wasting money on bad products.
c. The author will describe a product that ended up collecting dust on a shelf.
d. The author will describe people's reasons for early adoption and its flaws.

VOCABULARY REVIEW

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

erode	implication	mature	bluntly
neutral	tension	obsolete	underestimate

1. The restaurant ran out of food because they _____ how many customers would show up.

2. When strangers are forced together, it's normal for some _____ to develop.

3. Telling lies _____ trust between friends, which may take time to rebuild.

4. Even though it became _____ decades ago, Janine still likes her old typewriter.

5. I'm _____ about who wins this game since I'm not a fan of either team.

6. When the law was passed, many who supported it didn't understand its negative _____.

7. Olivia doesn't mean to be rude; she just has a habit of saying things very _____.

8. Although his early writings were a bit awkward, his writing style has _____.

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.

> Early adoption is a bad investment, to put it bluntly. [. . .] Prices of gadgets most often fall shortly after release, and they are likely to continue falling. For instance, many new TV models drop significantly in price as little as ten days after hitting the market. Furthermore, electronics rapidly depreciate because they become obsolete so quickly; the resale price of a used cell phone or laptop can drop by fifty percent within just a few months.

DETECTING ARGUMENTS

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

a. The value of electronic devices depreciates when they're not popular.
b. Early adopters are more likely to lose money by selling obsolete devices.
c. It makes sense to wait before buying a "new" technological device.
d. Shoppers refuse to buy new products because they'll soon be obsolete.

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 are early adopters viewed in your circle of friends?
2. Have you ever purchased a new product when it was first released? Describe the experience.
3. Describe an expensive and trendy product you want. Why do you want it so badly?

SHARING YOUR OPINION

Write a paragraph about whether you think being an early adopter is worth it or not. Give multiple reasons.

FOR GUIDED WRITING PRACTICE, DOWNLOAD THE WRITING WORKSHEETS

ACADEMIC WORD LIST VOCABULARY

UNIT 1

LESSON 1

compile *v.* to collect; to build up
conventional *adj.* traditional and ordinary; widely accepted
exclusively *adv.* only
interaction *n.* a situation where two or more people or things communicate with each other
perceive *v.* to think of something in a particular way
prior to *adj. phr.* before a particular time or event
retain *v.* to keep or continue to have something
ultimately *adv.* in the end; at the most basic level

LESSON 2

approach *n.* a way of considering or doing something
committed *adj.* loyal and willing to give your time and energy to something that you believe in
couple *n.* two people who are married or in a romantic relationship
disposable *adj.* intended to be thrown away after use
factor *n.* a fact or situation that influences the result of something
mental *adj.* relating to the mind
process *n.* a series of actions that you take in order to achieve a result
rejection *n.* the feeling that someone does not give you the love or attention you were expecting

UNIT 2

LESSON 1

ambiguous *adj.* having or expressing more than one possible meaning, sometimes intentionally
coincidence *n.* chance or luck
compensation *n.* the payment and other benefits that an employee receives for doing their job
evolve *v.* to change or develop gradually
facilitate *v.* to make something possible or easier
participant *n.* a person who takes part in or becomes involved in a particular activity
rigid *adj.* not able to be changed
stability *n.* the state of being firmly fixed or not likely to move or change

LESSON 2

corporate *adj.* relating to a large company
distinction *n.* a difference between two similar things
eventual *adj.* happening later or at the end, especially after a lot of effort, problems, etc.
indicative *adj.* being or relating to a sign that something exists, is true, or is likely to happen
labor *n.* work; effort
likewise *adv.* in the same way
mutually *adv.* felt or done by two or more people or groups in the same way
scenario *n.* a description of possible actions or events

UNIT 3

LESSON 1

administration *n.* the act or process of managing or dealing with a business activity
fund *v.* to provide the money to pay for an event, activity, or organization
implement *v.* to start using a plan or system
infrastructure *n.* the basic systems and services, such as transportation and power supplies, that a country or organization uses in order to work effectively
inspection *n.* the act of checking or testing something carefully against established standards
policy *n.* a set of ideas or a plan of what to do that has been agreed to officially by a group of people, a business organization, a government, or a political party
regulation *n.* an official rule or the act of controlling something
welfare *n.* help given by the state to people who need it, especially because they do not have enough money

LESSON 2

assistance *n.* help, especially money or resources that are given to people, countries, etc., when they have experienced a difficult situation
equivalent *adj.* having the same amount, value, purpose, qualities, etc.
insecurity *n.* the state of being open to danger or threat; lack of protection
radical *adj.* believing or expressing the belief that there should be great or extreme social or political change
restriction *n.* an official limit on something
subsidize *v.* to pay part of the cost of something
sustainable *adj.* able to continue over a period of time
theory *n.* an idea or set of ideas that is intended to explain something

UNIT 4

LESSON 1

concentrate *v.* to direct one's attention or efforts towards a particular activity
criteria *n.* conditions or facts used as a standard by which something can be judged or defined
depressed *adj.* unhappy and without hope
exhibit *v.* to show or display something outwardly for others to see
phenomenon *n.* a fact or situation that exists or happens, especially one whose cause or explanation is in question
preceding *adj.* existing or happening before someone or something
reliant on *adj. phr.* needing a particular thing or person in order to continue or succeed
validation *n.* the feeling that other people approve of and accept you, or something that gives you this feeling

LESSON 2

aware *adj.* knowing that something exists or is true
bond *v.* to develop a close connection or strong relationship with someone
context *n.* the situation within which something exists or happens and which can help explain it
creativity *n.* the ability to produce or use original and unusual ideas
ensure *v.* to make something certain to happen
link *v.* to make a connection between two or more people, things, or ideas
outcome *n.* the result or effect of an action, situation, etc.
redefine *v.* to change the meaning of something or to make people think about something in a new or different way

SECOND EDITION

ON POiNT

READING AND CRITICAL-THINKING SKILLS

On Point is a three-volume series that teaches upper-intermediate and advanced learners of English to analyze, critically evaluate, and intelligently respond to texts. Each unit centers on a high-interest topic and guides learners through engaging discussions and activities.

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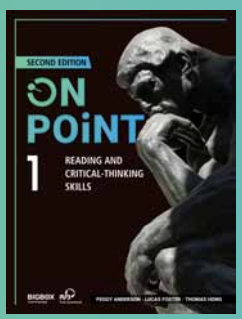

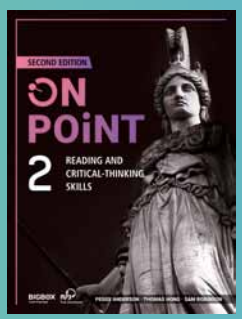

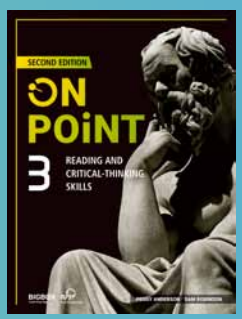

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