

SECOND EDITION

# ON POINT

# 1

READING AND  
CRITICAL-THINKING  
SKILLS



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PEGGY ANDERSON · LUCAS FOSTER · THOMAS HONG

SECOND EDITION

# ON POINT

## 1 READING AND CRITICAL-THINKING SKILLS

PEGGY ANDERSON · LUCAS FOSTER · THOMAS HONG

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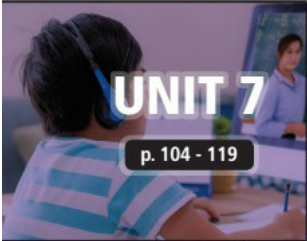
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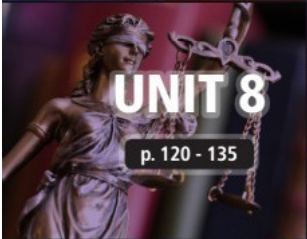
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# HOW TO USE

## UNIT OVERVIEW

**SOCIOLOGY 5**

**LESSON 1**

**SKILLS**  
Reading Skill: Summarizing  
Critical-Thinking Skill: Understanding Key Terms

**HOW DO WE CHOOSE OUR FRIENDS?**

**WARM-UP**

1. How did you meet your closest friend?
2. Have you ever ended a friendship because of something you or your friend did?

### 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

## 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.

### HOW DO WE CHOOSE OUR FRIENDS?

**Practice the skills while reading.**

**READING SKILLS**  
Summarizing  
A summary states the main points of a passage or work. Summarizing can help you focus and remember the most important information.

**CRITICAL-THINKING SKILLS**  
Understanding Key Terms  
Terms can have more than one possible meaning in context. Thus, it's important to identify terms and understand the writer's definition of the term.

**Guiding Question 1:** Read paragraph 1 and summarize the main ideas.

**Guiding Question 2:** Read paragraph 2 and describe the results of the US study.

**Guiding Question 3:** Read paragraph 4 and describe the definition of homophily.

A study at Cornell University found that the average adult has 233 close friends. Yet, researchers have also found that the same adult is likely to have about 150 social contacts, people they know and interact with regularly. This figure (now known as the Dunbar number) was named after the scientist Robin Dunbar and has been confirmed in other studies. But how is it that people have so many social contacts but only 233 close friends? How do we select the people who go from an **acquaintance** to a friend? The common sense answer is that we seek friendships in certain people because of their excellent personal qualities, but the answer coming from psychological research is more complex. Researchers have found that our choice of friends is largely affected by a combination of **proximity**, similarity, and self-interest.

To begin with the obvious, we're inclined to become friends with people who are nearby. We tend to form friendships with people we see in our neighborhoods, at school, or at work. 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. In a 2008 experiment at a German university, students were randomly given seats for a single gathering. One year later, students who had sat near each other were more likely to be friends than those who had not.

Of course, we do not develop relationships with everyone around us, so proximity isn't enough. Similarity is important as well. Psychologists use the term **homophily** to describe our preference for those with whom we have things in common, such as age, sex, race, class, physical characteristics, and interests. Research has found that the more of these characteristics people share, the more likely they are to become friends. Brain images

show that we find it easier to **empathize** with those we view as similar to ourselves. One theory is that homophily developed as a side effect of our natural preference for those who share our DNA—our relatives.

Self-interest is also a key factor in how we form friendships. Evolutionary psychologists reason that the behavior of our closest relatives—other primates—is much like our own. Thus, they look to non-human primates for clues to explain human friendship. Other primates also form warm, long-lasting relationships with individuals to whom they are not related. Primate friendship has perhaps been most thoroughly studied in the rhesus macaque. Rhesus macaques usually live in groups of about fifty. They do two things a lot: **cultivate** friendships by **grooming** each other and fight over food and mates. They especially tend to groom other monkeys of a higher social status, who are more likely to be helpful in a fight. In a study titled "The Alliance Hypothesis for Human Friendship," two psychologists present evidence that suggests human relationships are formed in a similar way to those among rhesus monkeys. The authors looked at how people ranked their friends on a social networking site. While social status didn't matter, people tended to highly rank their friends who had ranked them highly. Monkeys believe that this is because, like the macaques, we sometimes need **allies**. And the more a friend cares, the more likely they are to help us in a conflict.

Of course, this is a pretty cold and incomplete view of friendship. Research helps explain how and why we make friends, but not how we sustain those friendships. Meeting by accident, having a few things in common, and having someone who will back you up in a fight isn't enough to make a friendship last for a lifetime. Not many do. Plus, even if the reasons appear less than **enoble**, our feelings for those friends remain **genuine**. The ways they make our lives better remain real. Consider one last finding from friendship research: Having even one close friend can make you much happier than having none. And if you have 233, that's even better.

**Guiding Question 4:** Read paragraph 6 and describe whether you agree that homophily explains how we choose our friends. Underline the information.

**Guiding Question 5:** Read paragraph 7 and describe how you would use the information.

**empathize** v. understand and feel another's feelings  
**cultivate** v. try to make something grow  
**enoble** v. to cheer and exalt  
**ally** n. a person or group that agrees to defend another person or group  
**enoble** v. having good moral qualities and behavior  
**genuine** adj. real, true

### FOCUS ON CONTENT

**1. Choose the best answer.**

**1.** According to paragraph 1, what is the Dunbar number?  
a. The number of close friends that people have  
b. The number of social-media contacts that people have  
c. The number of friends that people make in a lifetime  
d. The number of friends and acquaintances that people have

**2.** According to paragraph 2, which is NOT true about the German researchers?  
a. They began by seating students together at random.  
b. They asked about the students' friendships a year later.  
c. They confirmed that proximity is important in friendship.  
d. They concluded that students prefer sitting with people they know.

**3.** According to paragraph 3, what is stated about homophily?  
a. It increases as proximity increases.  
b. There is evidence for it in brain activity.  
c. It may prevent people from showing empathy.  
d. Scientists believe that it runs in families.

**4.** According to paragraph 4, why do both macaques and humans cultivate friends?  
a. To prevent future violent conflict  
b. To improve their social positions  
c. To get help against their enemies  
d. To demonstrate how much they care

**5.** According to paragraph 5, the author states all of the following about friendships EXCEPT \_\_\_\_\_.  
a. that our understanding of them is not complete  
b. that we usually form them for morally good reasons  
c. that research fails to show how we maintain them  
d. that having just one improves your life significantly

**2. Choose the best answer.**

**6.** In line 10, the word combination is closest in meaning to \_\_\_\_\_.  
a. absence  
b. example  
c. try  
d. mix

**7.** Which statement best restates the highlighted sentence in the passage?  
a. People value others who value them.  
b. Social status doesn't affect friendship.  
c. Friendships are more important than social status.  
d. People rank friends higher if they have high social status.

**8.** In paragraph 5, why does the author say, "this is a pretty cold and incomplete view of friendship"?  
a. To explain that the research lacks emotional understanding  
b. To imply that much more research needs to be done  
c. To claim that the studies are based on questionable data  
d. To argue that friendship cannot be studied scientifically

**9.** In line 29, the word they refers to \_\_\_\_\_.  
a. friends  
b. primates  
c. psychologists  
d. macaques

**10.** What can be inferred from paragraph 27?  
a. Luck plays a role in whom we become friends with.  
b. Neighbors are more likely to become friends than co-workers are.  
c. Many friendships formed during college do not last long.  
d. We tend to like people more if we don't see them too often.

## 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

- However, this is a cold view of friendship and lacks an understanding of how friendship is maintained.
- In addition, we more easily build friendships with people who are like us.
- Researchers also believe that we look for friends who will help us in a conflict.
- Most of us have a small number of friends, and our reasons for choosing them are surprising.
- 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

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

## 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

### 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 befriended 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.

- Why do you think people need friends?
- What do you like most about your closest friends?
- 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.

**5** **ADAPTORS**

**LESSON 2**

**CRITICAL-THINKING SKILL**  
Summarizing

**CUTTING YOUR LOSSES**

**WARM-UP**

1. What are some signs that a friendship might be in trouble?
2. How do you decide whether it is time to end a friendship?

**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. Honesty between friends is more important than emotional comfort.				
2. Real friends make sacrifices for one another.				
3. Relationships are tested during difficult situations, not easy ones.				
4. You have to take care of yourself before you take care of others.				
5. Friends are a luxury, not a necessity.				

**VOCABULARY PREVIEW**

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

1. People need to have **fundamental** ideas about what makes a healthy relationship.
  - a. greatest
  - b. basic
  - c. total
2. It's important to have set **principles** when it comes to friendships.
  - a. standards
  - b. authorities
  - c. taboos
3. Knowing your likes and dislikes is important if you want to maintain a **constructive** relationship.
  - a. important
  - b. difficult
  - c. helpful
4. There are **formulas** you can use to judge your friendships.
  - a. answers
  - b. equations
  - c. tools
5. **Guidelines** can help you maintain relationships, but sometimes you need to have set rules.
  - a. Directions
  - b. Boundaries
  - c. Examples
6. You need some **inflexible** rules to maintain a healthy relationship.
  - a. lazy
  - b. rigid
  - c. weak
7. The rule's name **implies** that there are consequences for breaking it.
  - a. works
  - b. suggests
  - c. delivers
8. When it comes to maintaining a healthy relationship, some rules don't need to be explained **explicitly**.
  - a. loudly
  - b. clearly
  - c. angrily

## 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](http://www.compasspub.com/OnPoint2e1) for downloadable word lists, progress tests, teacher's guides, and writing worksheets.

**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.

1. What are the most important qualities for a friend to have?
2. What do you have to do to maintain long-term relationships?
3. 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.





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



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.

- For enjoyment
- To learn about a subject
- To see a new point of view



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

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?

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**<sup>1</sup> 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

<sup>1</sup> **outgoing** *adj.* friendly and socially confident

at Rutgers University revealed a **physiological**<sup>2</sup> reason for attraction between some  
 25 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**<sup>3</sup>.  
 They often are attracted to—and attract—their opposites, who are **introspective**<sup>4</sup> and  
**nurturing**<sup>5</sup> individuals with high levels of the hormone estrogen. On the other hand,  
 30 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.



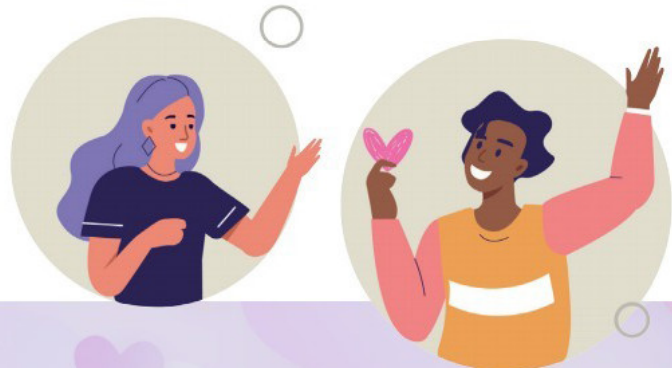
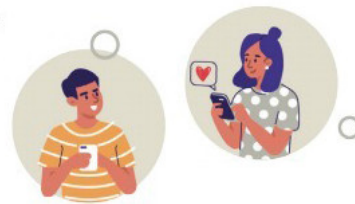
35 **Genetics**<sup>6</sup> may also explain why opposites sometimes attract. A University of New Mexico  
 study suggests that our genes strongly influence our choice of partners. The study found  
 that a woman's unhappiness in a relationship is linked to her partner's genes being too  
 closely matched to her own. This preference may have developed to avoid the dangers  
 that come with **inbreeding**<sup>7</sup>, which can cause harmful **mutations**<sup>8</sup> and decreased overall  
 40 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  
 45 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.

- To explain how genetics affects attraction
- To explain why inbreeding is harmful
- 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,  
 50 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  
 55 options open and allow yourself to be surprised  
 by what you find.



- <sup>2</sup> **physiological** *adj.* related to the functioning of the body
- <sup>3</sup> **analytical** *adj.* related to the use of reasoning
- <sup>4</sup> **introspective** *adj.* quiet and thoughtful
- <sup>5</sup> **nurturing** *adj.* helping someone or something grow or develop
- <sup>6</sup> **genetics** *n.* the study of genes in plants and animals
- <sup>7</sup> **inbreeding** *n.* producing children from closely related individuals
- <sup>8</sup> **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.**





Scan and find the tracks.



LESSON 2

— SKILLS

**Reading Skill:**  
Setting a Purpose for Reading

**Critical-Thinking Skill:**  
Detecting the Author's Purpose

# SHOULD YOU SWIPE?

— WARM-UP

1. Do you prefer meeting new people online or offline?
2. What are some advantages and disadvantages of both?

## BEFORE YOU READ

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

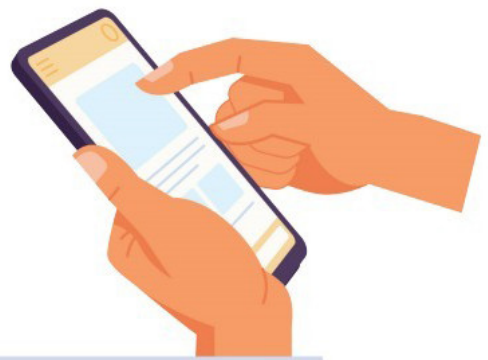
	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
1. I am very confident in myself.				
2. I have an easy time introducing myself to new people.				
3. I don't easily feel pressured by others.				
4. I have high standards when it comes to friends and acquaintances.				
5. I prefer to have difficult conversations online rather than in person.				

## VOCABULARY PREVIEW

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

- Almost one-fifth of the people in the study were in a **committed** relationship.
  - easy
  - positive
  - faithful
- Nearly one out of every five American **couples** first meet online.
  - marriages
  - teams
  - pairs
- One of the many criticisms of online dating is that it affects a person's **mental** health.
  - physical
  - personal
  - psychological
- The researcher found that people who used online dating apps felt **disposable**.
  - acceptable
  - unimportant
  - necessary
- Getting a **rejection** online can be just as painful as getting one in person.
  - separation
  - refusal
  - relief
- The **process** of finding a date online can be addictive for many people.
  - system
  - organization
  - plan
- Many **factors** influence our feelings toward dating and relationships.
  - arguments
  - points
  - tasks
- No data shows that the online **approach** is better than the traditional one.
  - method
  - purpose
  - opinion

# SHOULD YOU SWIPE?



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 technical information
- c. To learn about a particular subject

Meeting your significant other can be a long journey. But for some, this journey seems to have a **shortcut**<sup>1</sup>. Dating sites and apps give singles a platform to easily connect with other singles. In the past decade, these platforms have become an important part of modern romance. In fact, a 2020 Pew Research Center study found that forty-eight percent of young American adults aged eighteen to twenty-nine have used online dating sites and apps. In addition, seventeen percent of those have entered **committed** relationships. With nearly a fifth of all young **couples** first meeting online, these services' popularity is obvious. But not all popular things are good. For many users, these dating services have made modern romance more difficult and complex.

- 10 Psychologists have found many advantages and disadvantages to online dating. Among the many criticisms aimed at online dating, the most severe concern is its effects on people's **self-esteem**<sup>2</sup> and **mental** health.

**Swipe**<sup>3</sup> left or swipe right: this is essentially the system for most popular dating apps. You're given a picture and a **profile**, and you swipe to match or not. For most dating app users, it only takes a few seconds to decide. In fact, a study of over 100,000 dating app users done by researchers at Northwestern University and the MIT Media Lab found that women spend on average only 3.19 to 8.7 seconds looking at a profile. As for men, they spend 5.7 to 6.26 seconds. While efficient at making connections, this system is criticized for being **superficial**<sup>4</sup>. A 2017 study in the journal *Body Image* found that users of the dating app Tinder reported less satisfaction with their bodies and looks than non-users. According to research co-author Jessica Strübel, the reason lies in how the apps work. Strübel found that after a while, users begin to feel less like unique, special individuals and more like they're **disposable**. This feeling leads to users becoming increasingly

- <sup>1</sup> **shortcut** *n.* a quicker or easier way to do something or get somewhere
- <sup>2</sup> **self-esteem** *n.* a feeling of confidence in one's abilities or self
- <sup>3</sup> **swipe** *v.* to move one's finger across a touchscreen to activate a function
- <sup>4</sup> **superficial** *adj.* only concerned with outward appearance; not deep or meaningful

sensitive about their looks and bodies. Dating apps also added to the idea that there's always something better around the corner, which further pressures users into trying to appear more attractive.

In addition to dating apps negatively affecting self-esteem, they also change how people perceive dating and relationships. By speeding up the dating process, these apps accidentally encourage poor social **behavior**<sup>5</sup>. For instance, it's not unusual for people to ignore "likes" and messages or to lose interest and cut off communication. This behavior would have been considered extremely rude in the past. But with online dating, it is a common reality. When this happens, the feeling of **rejection** can be worse than a face-to-face rejection. And over time, these rejections can damage a person's mental health. The 2020 Pew study found that forty-five percent of online daters felt more **frustrated**<sup>6</sup> about their romantic life after using online dating apps. Furthermore, thirty-five percent of users actually reported feeling pessimistic about dating. Only twenty-eight percent of surveyed users reported feeling hopeful after using a dating site or app.

So why do people even bother to use these apps in the first place? Perhaps one reason has to do with their **addictive**<sup>7</sup> qualities. In a volunteer study by the online dating site Match.com, it was found that one in six singles reported feeling addicted to the online **process** of looking for a date. Researchers have compared online dating apps to gambling. Every time a person makes a match, they're promised a chance at romance. Every match gives the user a little **ego**<sup>8</sup> boost. This feeling is made by design. Dating app systems often work like a simple and fun game. They are designed to deliver excitement quickly and cheaply. But when people use online dating just for these reasons, others get hurt along the way.

Dating and relationships are incredibly complex, and how we feel about them is influenced by many **factors**. Different cultures have different views about how to build relationships, and there is no definitive data that shows that one **approach** is better than others. Even though online dating apps have been effective for many people, they're not for everyone. So swipe at your own risk, and know that there are no shortcuts to happiness.

Read paragraph 4 and underline examples of poor social behavior. Can you think of other examples?



Read paragraph 5 and think of other activities that are similarly addictive.



Read paragraph 6 and then circle the author's purpose.

- To entertain
- To persuade
- To compare and contrast



- |                                |   |
|--------------------------------|---|
| <sup>5</sup> <b>behavior</b>   | <i>n.</i> the way a person or animal acts with others                             |
| <sup>6</sup> <b>frustrated</b> | <i>adj.</i> very upset because of being unable to do something                    |
| <sup>7</sup> <b>addictive</b>  | <i>adj.</i> having a strong and often harmful quality that makes people dependent |
| <sup>8</sup> <b>ego</b>        | <i>n.</i> the opinion that you have about yourself or your self-importance        |