

Unit 1: Language Focus: Agree or Disagree (p.6)

Here are three extensions that can be used individually or in sequence:

EXTENSION 1: After reviewing the opinions and responses on this page, write 6 to 10 opinions on the board targeted to your students. Have fun! Being outrageous works well for this activity! For example,

For High School Students:

- "The music of the 1970's was better than the music of the 1990's."
- "High school girls should not wear make-up."
- "Loud music causes ear damage."
- etc.

For University Students:

- "Cigarette smoking is a dirty, nasty habit."
- "Cigarettes should be abolished ."
- "Gambling is a waste of time."
- etc.

For Business Classes:

- "This company should eliminate all bonuses."
- "Employees should be allowed to wear any kind of clothes to work."
- "This company's products are more expensive than its competitors."
- etc.

EXTENSION 2: This extension focuses on student ability to understand and respond appropriately to opinions read by the teacher. Note: all opinions should be extreme to elicit unambiguous responses from students:

Examples:

- There are 7 days in a week.
- There are 8 days in a week.
- There are 24 hours in a day
- There are 70 minutes in an hour.
- I think that fresh fish is more delicious than old fish.
- I feel that fresh vegetables are more delicious than rotten vegetables.
- I am certain that the US is larger than Japan.
- I think that Africa is a country.
- I believe that Japanese eat more bread than Americans.
- I think that sunny days are better than rainy days.
- I believe it is Friday.
- Tomorrow is Friday.
- Yesterday was Friday.
- There are 4 seasons a year.
- There are 4 seasons a week.

- There are 7 seasons a year.
- I believe that a Nissan Sunny is cheaper than a BMW.

EXTENSION 3: Students write three opinions of their own. If the class is small enough (usually 12 or less), the teacher can check each student's opinions for spelling and grammar. Then, students stand up, find a partner, and read and respond to the opinions. Switch partners and continue.

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Unit 1: Language Focus: Pairwork (pp 7-8)

TEACHING TIP: This pairwork does work! It isn't as complex as it looks, but is a challenge to set up. Here's what works best for us:

1. Divide the class into A's and B's. The A students should look at page 7 while the B's look at page 8.
2. Do Part I, number 1, with one of the A students. The teacher models the B role. (Okay...I know it's obvious that the teacher gets the B role, but we get paid by the word!)
3. Choose a B student and repeat Part I, number 1. (This time the teacher models the A role.)
3. Have students pair up and have everyone do Part I, number 1. Check to be sure everyone understands.
4. If everyone understands, you are a great teacher and are not getting paid enough! Continue with number 2, 3, and 4.
5. Before starting Part II (numbers 5, 6, 7, 8), we recommend repeating steps 2 and 3 above.

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Unit 1: Debate Application--Debate in the News (pp 13-14)

This activity is basically a reading for gist exercise. Students should be encouraged to read without dictionaries and deduce meaning from contextual clues.

As a warm-up and review, read through the 11 resolutions with the students and decide if each resolution is policy, fact, or value. Then have students read and match articles to resolutions.

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Unit 1: Debate Application--Debate in the News (p. 15)

CAUTION: This activity can be potentially confusing!

Sometimes students try to write a headline for the articles. Although this has merit, the purpose of the activity is to find a debatable issue in the

article, and write a resolution of fact, value or policy. In other words, we hope the exercise invites students to begin to recognize that the world is full of debatable issues.

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Unit 1: Project--Opinions in the News (p. 16)

EXTENSION--CURRENT EVENTS: When students bring their articles to class, you can use the articles and their resolutions as a springboard to a current events discussion.

1. Select four or five of the resolutions students wrote from the articles and write them on the board. Have students decide which are resolutions of fact, value, or policy. This can be done in groups, in pairs, or as a class.
2. Have students go around and poll each other whether they agree or disagree with the resolutions. Students should review and use the language from page 6.
3. Next, the teacher polls the class as a whole. For example, "How many people agree that President Clinton should resign from office?" "How many people disagree that President Clinton should resign from office?" Write the numbers on the board under each resolution.
4. As an optional reading activity, pass out copies of the articles that are the sources of the resolutions under discussion. Have students read a couple of the articles. Poll the class again and see if reading the articles and being better informed has changed very many opinions.

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Unit 2: Model--Strong Reasons (p. 20)

EXTENSION: After students have finished the exercise and chosen the strongest reasons, ask the class to analyze the weaker reasons. Are they weak because:

- they don't logically support the opinion
- they aren't specific and don't state the idea clearly
- they aren't convincing to a majority of people

For example:

For number 1, Cats make better pets than dogs, reason C (because hot dogs have mustard; cats don't) is clearly weak because it does not support the opinion.

For number 2, It is better to live in the country than the city, reason A (because the country has more good things) is weak because it isn't specific and doesn't state the idea clearly. Reason B (because I like it) is weak because it isn't convincing to a majority of people.

ETC.

Unit 2: Language Focus: Pairwork (pp. 23-24)

TEACHING TIP: As with most pairwork or group activities, this one works best when the teacher models the activity first.

1. Divide the class into A's and B's. The A students should look at page 23 while the B's look at page 24.
2. Do Dialog 1 with one of the A students. The teacher models the B role.
3. Have students pair up and have everyone do Dialog 1. Check to be sure everyone understands.
4. If everyone understands, you are a superior teacher, a good person, and probably very attractive, charming, and intelligent! On the other hand, if the students didn't understand. . .
5. If you judge that the students have the idea, let them continue with dialogs 2, 3, and 4.
6. For more adventure and excitement, have the students switch roles and practice all four dialogs again. Practice makes for progress, if not for perfection!

Have fun! :)

Unit 2: Controlled Practice--Gimme one reason... (pp. 25-26)

EXTENSION--CURRENT EVENTS: This is a revision of the extension for the project in Unit 1.

1. After finishing with the text exercise on pp. 25-26, write down four or five topical resolutions or resolutions that are of interest to your class. You can use some of the resolutions from the Unit 1 Project that were not used before.
2. Have students go around and poll each other whether they agree or disagree with the resolutions. Students should use the language from page 6.
3. Next, the teacher polls the class as a whole. For example, "How many people agree that Hillary Clinton should divorce Bill?" "How many people disagree that Hillary Clinton should divorce Bill?" Write the numbers on the board.
4. Now, challenge a student who agreed with the resolution by saying "Gimme one reason why Hillary should divorce Bill." The student has to give a reason.
5. Challenge a student who disagrees with the resolution. "Gimme one reason why Hillary should

not divorce Bill." The student has to give a reason.

6. In a similar way, students challenge each other in pairs or groups.

7. When students are finished, challenge individual students ("Gimme one reason why... ") for each resolution to get a sampling of the reasons used by students.

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Unit 2: Debate Application: Brainstorm Reasons (pp.28-29)

VARIATION:

1. Give each group a sheet of paper, the larger the better.

2. Give the class a resolution to brainstorm reasons for.

3. Groups brainstorm for 4 minutes and write out each reason in large, clear letters on the paper.

4. When time expires, each group should exchange sheets with another group.

5. Review the 3 qualities for strong reasons on page 20:

- A strong reason must logically support the opinion
- A strong reason must be specific and state the idea clearly
- A strong reason must be convincing to a majority of people

6. Using these 3 qualities, each group rates another group's reasons as follows: Rate each reason on a scale of 0 to 3. Award 3 points if a reason all 3 qualities, 2 points if it has only 2 of the qualities, etc. Award no points for reasons that don't support the opinion, are unclear, and are not convincing.

7. As a class, find out which reasons were rated the lowest and highest by each group.

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Unit 3: Controlled Practice: One, Two, Three (pp. 38-39)

TEACHING TIP--Teachers should probably preview the vocabulary in this exercise and pre-teach difficult words. Words in this exercise that might obscure meaning or confuse students include:

to ban something

to tear something down

a guidance system (as in an airplane's guidance system)

an amusement park
to collapse (as in an old building)
to be connected to (related with)
second-hand cigarette smoke
an infection

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Unit 3: Debate Application: Case Study (pp. 40-45)

TEACHING TIP--This is a great reading activity! The vocabulary is controlled, although some words will still be difficult. Teachers should probably preview the vocabulary and pre-teach difficult words. Unfamiliar words might include:

capital punishment
death penalty
to be innocent
to be convicted
to execute someone
an execution
to imprison someone
life imprisonment
a firing squad
death row
to be abolished (to ban)
to be retained

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Unit 4: Debate Application: Controlled Practice (pp. 56-57)

Here are 3 teaching tips and 2 variations for doing strip stories!

TEACHING TIP 1--Preview vocabulary that might obscure meaning. I usually write the words on the board. For example, in this strip story the words to preview might include:

to ignore
to get rid of
pollution
poisonous
chemicals
lung

TEACHING TIP 2--Have students preview the strips and mark them "I" for Introduction, "P1" for point 1, "P2" for point 2, "P3" for point 3, and "C" for conclusion. Dividing the strips like this makes

the task more manageable. In the immortal words of Alexander the Great, "Divide and conquer." (Hey, they didn't call the guy "Great" for nothing!)

TEACHING TIP 3--Then students find the right place for a strip, they should cross the strip out. Using this process of elimination, the field visibly narrows, and the task becomes easier, and easier. Play the tape so that students can check their answers.

VARIATION 1--Cut page 125 into 16 strips. Group the students so that each student gets 2 or 3 strips. Each student in turn reads their strips but holds them so that no one can see them. Students listen and ask for repetition, clarification, and confirmation etc. until the correct order of strips can be found. The first group that finishes wins a "free" trip to Hawaii!!! (They are "free" to go anytime they have the time and money! Ha, ha, ha!!! Sorry, it is bad joke, but that never stopped us before.) Play the tape so that students can check their answers.

VARIATION 2--If you are lucky enough to have 15 or 16 students, give each student one strip. (If there are 15 students, the teacher takes the extra strip.) Students can read their strips aloud as many times as necessary, but can't show the strip to anyone. Finally, students line up in the correct order and read their strips. Play the tape so that students can check their answers.

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Unit 5: Controlled Practice: (pp. 70-71)

EXTENSION: Practice in stating refutations.

After the class finishes creating refutations for the speeches on these 2 pages, go back and review the 5 steps for stating a refutation on page 67. Then, students can practice using the five steps to state the refutations they have created on pages 70 and 71. For example:

1. Signpost: Their first point was family.
2. Rephrase: They said that if students didn't have school, they would spend more time with their families.
3. Negation: This is not true!
4. Why: It is not necessarily true that they would spend their free time with their families.
5. Rationale: Just because they have free time doesn't mean they would spend it with their families. They would probably waste it at game centers! Or playing computer games in their rooms!

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Unit 6: Discover Challenging Supports (pp. 76-79)

TEACHING TIP--This activity can be great fun for the teacher as well as the students when the

teacher acts it out!

We present it like a side-show/vaudeville/medicine show replete with top hats and canes:

"Step right up! Get your Super Springo Healthasizer right here! And what is the Super Springo Healthasizer? It is the latest technique for losing weight and staying healthy. Here are six reasons you need the SSH! Reason 1 No more dieting etc."

EXTENSION--After students are familiar with the 6 tests for evidence on pages 78-79, have students go back and re-read the sources for and against capital punishment (pp. 40-43).

Have students test each of the 14 sources. Not only is this an excellent review of the vocabulary, but also, by re-reading the sources from another angle, students see that reading is not just about meaning.

It is about the tools we bring to the text as readers. Different tools yield different readings, different dimensions, and different meanings.

Now, armed with the tools for testing supports, students should see an added dimension to the sources that they missed on the first reading.

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