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JOURNEY TO ENGLISH

An Intermediate Textbook for EFL Learners

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Introduction

Thank you for choosing our textbook, a product of the "Curriculum Design for Communicative Language Teaching" seminar at Kansai University, guided by our instructor, Professor Ramonda. This project brought together the collective efforts of the professor and four dedicated seminar students (Hiro, Manami, Risa, & Sakura), with a shared aim: to craft a resource that emphasizes the value of communicative learning for those studying English as a second language. Through this textbook, we present numerous opportunities for learners to interact, converse, and immerse themselves in the English language.

A Brief Overview of Our Textbook

Target Audience and Objectives:

This textbook is primarily designed for university students who are at an intermediate level in their English learning journey. While it encompasses most aspects of language learning, there's a distinct emphasis on enhancing communication skills. We firmly believe in the importance of regular speaking practice for fluency, and our hope is that users of this textbook will find joy in the process of communication, growing more confident and fluent as they engage with the content.

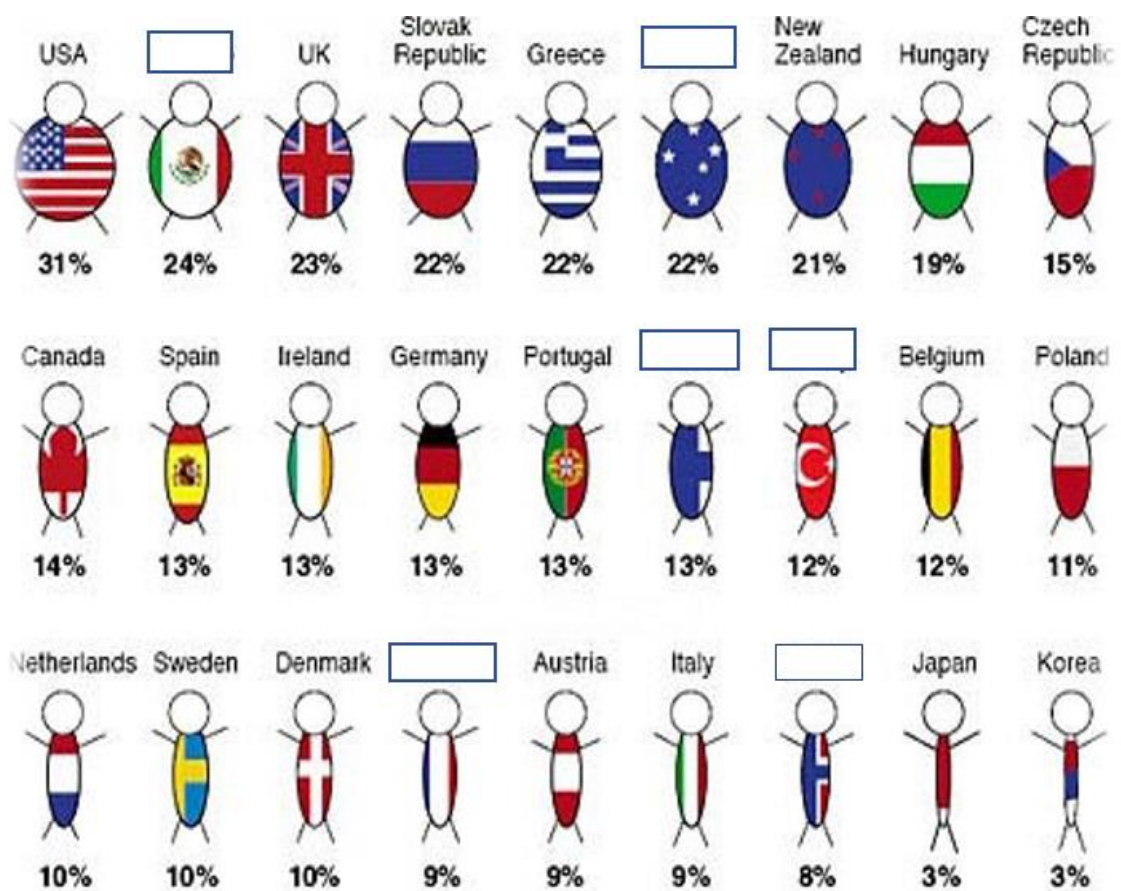
Content and Structure:

The textbook spans seven diverse topics: Food, Animals, Beauty, Personality, Relationships, Cultural Differences, and Addiction. Each chapter follows a structured format, beginning with a topic warm-up, followed by a reading section, surprising statistics with related communicative activities, a segment prompting personal opinions, and culminating in a task-based discussion activity.

In closing, we'd like to extend our gratitude for choosing this textbook. We are confident that it will be a valuable tool in your English learning journey, and hope you find as much enjoyment in using it as we did in creating it.

World Diet

The Most Overweight Nations



“Globesity” Breakdown: Percentage of the adult population considered obese as of December 2014.

Source: <https://www.sandiegoreader.com/photos/2014/dec/30/75291/>

TOPIC WARM UP

1. In the Globesity Breakdown graphic above, fill in the missing countries into the box above its corresponding flag. Choose from the below countries.

Turkey Norway Mexico Finland Australia France

2. What do you know about the countries that appear on the top (higher obesity rates) and bottom (lower obesity rates) rows? Discuss with your partner why some countries might have more obese people than others? Use your personal experience and knowledge to discuss possible reasons for these differences.
3. What is your definition of fast food? How often and when do you eat fast food? What is your favorite fast-food restaurant, and why?
4. Are you familiar with the following food establishments? Check the ones you consider to be “fast food.” Then, rank them in order of most healthy to least healthy. When you are finished, compare your ideas with your partner.

- McDonald's__
- Mos Burger__
- Lotteria__
- KFC__
- Mister Donuts__
- Sukiya__
- CoCo Ichibanya__
- Hotto Motto__
- Sushiro__
- Domino's Pizza__
- Subway__



5. For you, what is the most addictive food among these food establishments, and why?
Ex: For me, I am totally addicted to Big Macs because McDonalds is everywhere and the Big Mac sauce tastes so good!

KEY VOCABULARY

addictive exhibit disorder diagnose
imbalance reward craving premature take a toll

READING



What Are the Most Addictive Foods?

Up to 20% of people may have a food addiction or **exhibit** addictive-like eating behavior. This number is even higher among people with obesity. Food addiction involves being addicted to food in the same way as someone with a substance use **disorder** demonstrates addiction to a particular substance. People who have food addiction report that they are unable to control their consumption of certain foods. However, people don't just become addicted to any food. Some foods are much more likely to cause symptoms of addiction than others.

Researchers at the University of Michigan studied addictive-like eating in 518 people. They used the Yale Food Addiction Scale (YFAS) as a reference. It's the most commonly used tool to assess food addiction. All participants received a list of 35 foods, both processed and unprocessed. They rated how likely they were to experience problems with each of the 35 foods, on a scale of 1 (not at all addictive) to 7 (extremely addictive).

In this study, 7–10% of participants were **diagnosed** with full-blown food addiction. In addition, 92% of participants exhibited addictive-like eating behavior toward some foods. They repeatedly had the desire to quit eating them but were unable to do so. The results below detail which foods were the most and least addictive.

Not surprisingly, most of the foods rated as addictive were **processed** foods. These foods were usually high in sugar or fat — or both. The number following each food is the average score given in the study mentioned above, on a scale of 1 (not at all addictive) to 7 (extremely addictive).

The 18 Most Addictive Foods

pizza 4.01	chocolate 3.73	chips 3.73
cookies 3.71	ice cream 3.68	french fries 3.60
cheeseburgers 3.51	soda (not diet) 3.29	cake 3.26
cheese 3.22	bacon 3.03	fried chicken 2.97
rolls (plain) 2.73	muffins 2.50	popcorn (buttered) 2.64
breakfast cereal 2.59	gummy candy 2.57	steak 2.54

The 17 Least Addictive Foods

cucumbers 1.53	carrots 1.60	beans (no sauce) 1.63
apples 1.66	brown rice 1.74	broccoli 1.74
bananas 1.77	salmon 1.84	corn (no butter or salt) 1.87
strawberries 1.88	granola bar 1.93	water 1.94
crackers (plain) 2.07	pretzels 2.13	chicken breast 2.16
eggs 2.18	nuts 2.47	

Addictive-like eating behavior involves a lot more than just a lack of willpower, as there are biochemical reasons why some people lose control over their consumption. This behavior has repeatedly been linked to processed foods, especially those high in added sugar and/or fat. Processed foods are usually engineered to be highly enjoyable in taste so that they taste really good. They also contain high amounts of calories and cause significant blood sugar **imbalances**. These are known factors that can cause food cravings.

However, the biggest contributor to addictive-like eating behavior is the human brain. Your brain has a **reward** center that secretes dopamine and other feel-good chemicals when you eat. This reward center explains why many people enjoy eating. It ensures that enough food is eaten to get all the energy and nutrients that the body needs. Eating processed junk food releases massive amounts of feel-good chemicals, compared with unprocessed foods. This yields a much more powerful reward in the brain. The brain then seeks more reward by causing **cravings** for these hyper-rewarding foods. This can lead to a **harmful** cycle called addictive-like eating behavior or food addiction.

Though the term addiction is often thrown around lightly, having a true addiction is a serious condition that typically requires treatment to overcome. The symptoms and thought processes associated with food addiction are similar to those of drug abuse. It's just a different substance, and the social consequences may be less severe. Food addiction can cause physical harm and lead to chronic health conditions like obesity and type 2 diabetes. In addition, it may negatively impact a person's self-esteem and self-image, making them unhappy with their body. As with other addictions, food addiction may **take an** emotional **toll** and increase a person's risk of **premature** death.

Food addiction is a problem that rarely resolves on its own. Unless a conscious decision to deal with it is made, chances are it will worsen over time. The first steps to overcoming the addiction include listing the pros and cons of quitting trigger foods, finding healthy food alternatives, and setting a fixed date to start the journey toward health. Consider seeking help from a health professional or free support group. Always remember that you're not alone.

Source: <https://www.healthline.com/nutrition/18-most-addictive-foods>



CHECK YOUR UNDERSTANDING

1. How many participants in the University of Michigan study were diagnosed with full-blown food addiction?
 - a) about 25 people
 - b) about 50 people
 - c) about 100 people
 - d) about 200 people

2. What chemical does the reward center in the brain secrete when you eat?
 - a) serotonin
 - b) dopamine
 - c) norepinephrine
 - d) acetylcholine

3. What health conditions can food addiction lead to?
 - a) obesity
 - b) type 2 diabetes
 - c) depression
 - d) all of the above

4. What is the first step in overcoming food addiction?
 - a) getting assistance from a medical expert
 - b) finding nutritious substitutes for unhealthy foods
 - c) writing a list of the pros and cons for quitting trigger foods
 - d) deciding the specific date to pass through wellness

5. Which of the following statements is true?
 - a) Food addiction is a problem that typically resolves itself on its own.
 - b) Food addiction is not linked to processed foods.
 - c) Food addiction causes physical harm and health problems.
 - d) Food addiction cannot have a significant emotional impact on an individual.

DISCUSSING THE ARTICLE

1. Are you addicted to any of the foods in the chart below? If not, what about any other foods? Compare with your partner and discuss any differences.

pizza	chocolate	chips
cookies	ice cream	french fries
cheeseburgers	soda	cake
cheese rolls	bacon	fried chicken
	muffins	gummy candy

2. Many people believe that the government should regulate junk food to help prevent obesity. Read the proposed regulations about junk food below. Check the boxes you agree with and discuss the opinions with your partner.

- The government should include a significant tax on all junk food.
- Fast-food restaurants must provide basic nutritional information for every menu item.
- All restaurants must offer healthy menu options for children.
- Fast food marketing practices targeting children should be banned, such as using cartoon characters and toys.
- Every fast-food restaurant should offer healthy options, such as soy meat alternatives for burgers.
- Children under 10 are prohibited from eating at fast food restaurants without adult supervision.
- Fast food restaurants should limit the portion size of menu items, particularly for high-calorie foods.
- Establishing fast-food restaurants near schools should be restricted.
- Schools are required to provide nutritional education programs for all elementary school children.

3. Role playing

With your partner, role play Student A (addicted to junk food) and Student B (giving advice). Student A chooses one of the addictive foods from the box on page 7 and needs help overcoming their addiction to it. Student B gives advice. Student A rejects each piece of advice, but Student B keeps giving more. Keep going until either Student A agrees to a solution or Student B runs out of ideas.

A: I love cheeseburgers. I eat them several times a week. I know it is not good for my health. I wonder what I can do.

B: I understand your concern. It's great that you're aware of the potential health risks.

A: Thanks. Do you have any suggestions for how to stop eating them so often?

B: Start by cutting down to once a week, and then try to further decrease it over time.

A: There's no way I can cut down to once a week! Twice a week, maybe...

B: Hmmm, okay... You can eat it twice a week, but you have to look for healthier burger options that are made with lean meats or plant-based ingredients.

A: But...

Student B can give advice in terms of...

- Calorie management (“Have you considered tracking your calorie intake? It could help you understand how much you’re eating.”)
- Alternative healthy options (“What about trying some healthier burger options, like those made from lean meats or plant-based ingredients?”)
- Portion control (“Maybe you could try eating smaller portions or sharing your food with someone?”)
- Homemade dishes (“Have you thought about making these at home? You can control the ingredients and make them healthier.”)

Notes:



SURPRISING STATISTICS

Part A - The Background

Super-size Me is a documentary about a man (Morgan Spurlock) who ate nothing but McDonalds for 30 days in a row. Why would he do this? He wanted to find out what would happen to his body in this dangerous experiment.

Let's look at the trailer for the documentary in the link below:

<[Super Size Me | Official Trailer | DocPlay – YouTube](#)>



Part B - Making Predictions

Now, guess what happened to Morgan Spurlock's body after 30 days.

Review the following statements and put T (true) or F (false) next to each one based on your predictions. Then, compare and discuss your ideas with a partner.

1. He had a significant increase in weight. _
2. He became depressed and exhausted. _
3. He lost his sense of taste when eating some foods. _
4. He nearly doubled his risk of coronary heart disease. _
5. He developed only physical issues, not mental issues. _
6. He had difficulty remembering things. _
7. He almost completely lost his sense of smell. _
8. He always felt hungry and had massive headaches. _
9. He didn't sleep well at night. _

What's in Your Food?

Part A - Category Matching

Obesity is often caused by eating foods that have excessive carbs, oil, and sugar. Test your food knowledge by matching each food in the chart to the category with which it is most associated.

- I. Carb heavy foods _____
- II. Oil _____
- III. Sugar _____

A. pasta B. tempura C. french fries D. cake
E. ice cream F. soda G. fried chicken H. bread
I. potato chips J. doughnuts K. bagel L. onion rings

Part B - Personalize It!

Imagine that you must stop eating one category of food for a month to be healthy. Which category do you think you could cut out of your daily life completely? Why?

Also, after the one month is finished, which food from that category would you most want to eat first? Discuss your ideas with a partner.



- Carb heavy foods (e.g. rice, bread)
- Oil (e.g. fried foods, butter)
- Sugar (e.g. sweets, juice)

WHAT'S YOUR OPINION?

Read the opinions of Amy, Becky, David, Janet, and William and think about the question “Do you have to be a strict vegetarian to enjoy the considerable health benefits of a vegetarian diet?” Whose opinion do you agree and disagree with the most? Why?



Amy

I always eat vegetables, **come rain or shine**. It is cruel and unethical to kill animals for food when vegetarian options are available, especially because raising animals in confinement for slaughter is cruel, and many animals in the United States are not slaughtered humanely.



Becky

You can say that again! Also, a vegetarian diet is better for the environment. Overgrazing livestock hurts the environment through soil compaction, erosion, and causes harm to native plants and animals.



David

I'm **on the fence** about vegetarianism because I cannot give up meat. Actually, I tried being a vegetarian for a week, but my attempt **went down in flames**. It was very difficult for me to do restrict my eating habits.



Janet

I could be wrong, but I think eating meat is natural, not cruel or unethical. Vegetarians mistakenly elevate the value of animal life over plant life. Research shows that plants also respond electrochemically to threats. Every organism on earth dies at some point so other organisms can live. There is nothing wrong with this cycle.



William








I'm glad we **see eye to eye**. Eating meat is part of a healthful diet. Meat is the most convenient protein source available. Most plant foods do not provide adequate levels of all the essential amino acids in a single serving.

Part A - Preparation

Step 1

Read these kinds of vegetarians and check each category of foods that they can eat.

- *A flexitarian diet* is plant-based, meaning plant foods take center stage, but it allows dieters to personally include meat and other animal products.
- *Pescatarians* are people who choose to eat a mostly plant-based diet, but also eat seafood as a protein source, unlike vegetarians who avoid all meat. Many pescatarians also eat dairy and eggs.
- *Lacto-ovo vegetarians* avoid meat, fish, and poultry, but still eat animal products like dairy and eggs.
- The least flexible of the *vegetarian* diets is veganism. The entire diet is plant-based. Vegans don't eat or use any animal products, including meat, fish, poultry, dairy, and eggs.

	 Red meat	 Poultry	 Seafood	 Eggs	 Dairy	 Plants	 Buys leather/fur
Flexitarian*							
Pescatarian							
Lacto-Ovo Vegetarian							
Vegan							

Step 2 - What Do You Think?

You have to decide if adopting a vegan lifestyle is the most ethical and sustainable dietary choice or not.



In pairs, look at the statements below and decide if each is for or against veganism. Write

F (for) or A (against) in the blanks next to each statement. In addition, circle the number of the statements you agree with.

1. Eating meat is natural, not cruel or unethical. ___
2. Humans are omnivores and have evolved to consume even more meat. ___
3. A vegan diet lowers risk of diseases. ___
4. A vegan diet is better for the environment. ___
5. Veganism promotes ethical treatment of animals and reduces animal suffering. ___
6. Vegans have limited food choices and miss out on enjoyable flavors. ___
7. It is cruel and unethical to kill animals for food. ___
8. Eating meat is part of a healthful diet. ___

Step 3

In pairs, compare and check each other's answers. Then, discuss why you agreed or disagreed with the above statements. Give some reasons to support your ideas.

Part B - Discussion

Make a group of four members. Half of the groups will be in support of veganism and the other will be against veganism. In your new groups, brainstorm further support for your side case. Take notes in the box so you can refer to them in the final stage of this task.

Part C - Debate

Two members from each pro-vegan group join with two members of another anti-vegan group. Using your notes, work with your team members and try to present the best possible argument for your side. Use concrete examples as evidence to support your case. Make concessions as necessary to show you are a good-faith debater. You have two main goals in this task.

Goal 1

Make convincing arguments to support your position.

Goal 2

Use key terms and expressions from this unit.

(Every time you use a key term or expression, check it off in the list below.)

- come rain or shine*
- You can say that again!*
- on the fence*
- go down in flames*
- I could be wrong, but I think*
- see eye to eye*



Part D - Report

Each group reports to the class a brief summary of their discussion. In this summary, include at least one good point raised by the other side during your debate.

Animals

10 INTERESTING FACTS ABOUT CATS

MADE BY ANIMALSLIFE.NET

- 1 MOST CATS ARE LACTOSE INTOLERANT AND SHOULD NOT BE GIVEN COW'S MILK
- 2 AN ADULT CAT HAS TEETH
- 3 THE AVERAGE CAT SLEEPS HOURS PER DAY
- 4 CATS HAVE MORE THAN DIFFERENT VOCAL SOUNDS
- 5 CATS CANNOT TASTE ANYTHING SWEET
- 6 A CAT CAN JUMP APPROXIMATELY SEVEN TIMES ITS HEIGHT
- 7 CAT'S HEART BEATS NEARLY TWICE AS FAST AS A HUMAN HEART, 110-140 BEATS A MINUTE
- 8 CAT'S NOSE PAD IS RIDGED WITH A UNIQUE PATTERN, JUST LIKE THE FINGERPRINT OF A HUMAN
- 9 CATS CAN RUN UP TO KM PER HOUR
- 10 CATS SPEND NEARLY 1/3 OF THEIR WAKING HOURS CLEANING THEMSELVES

10 INTERESTING FACTS ABOUT DOGS

MADE BY ANIMALSLIFE.NET

- 1 DOGS DON'T ONLY SEE IN AND - THEY CAN ALSO SEE BLUE AND YELLOW
- 2 PUPPIES HAVE 28 TEETH AND NORMAL ADULT DOGS HAVE 42
- 3 DOGS' EYES CONTAIN A SPECIAL MEMBRANE, WHICH ALLOWS THEM TO SEE IN THE DARK
- 4 DOGS' SENSE OF IS 10,000 TIMES STRONGER THAN HUMANS
- 5 DOGS CAN RECOGNIZE MORE THAN 150 WORDS
- 6 DOGS CAN HEAR ABOUT 4 TIMES THE DISTANCE OF A HUMAN
- 7 DOGS CURL UP IN A BALL WHEN THEY SLEEP BECAUSE OF AN AGE-OLD INSTINCT TO PROTECT THEIR VITAL ORGANS
- 8 DOGS HAVE ABOUT 1,700 TASTE BUDS, BUT CATS ONLY 473
- 9 A ONE YEAR OLD DOG IS AS MATURE, PHYSICALLY, AS A YEARS OLD HUMAN
- 10 DOGS AND HUMANS HAVE THE SAME TYPE OF SLEEP THEREFORE DOGS CAN

TOPIC WARM UP

Step 1

Read the information above about cats and dogs. Then, for cats, match the numbers from the box below to the appropriate blank. For dogs, fill in the blank with the word that you think best completes the sentence.

Cats

②	③	④	⑨
---	---	---	---

17 30 48 100 42 20

Dogs ① _____ and _____ ④s _____ ⑨ _____ ⑩d _____

Step 2

Compare your answers with your partner. Who knows more about cats and dogs? What information above was most surprising to you and your partner?

Discussion

1. Do you have any pets? What kind of pets do you have? Where did you get your pet(s)? If you don't have any pets, would you like to get one in the future? Why or why not?
2. Do you think that one's personality affects the type of pet they choose to raise? If yes, what kind of person do you think prefers cats? What about dogs?

KEY VOCABULARY

snuggle cardiovascular therapeutic stimulus fulfillment
euthanized morale perseverance

READING



The Benefits of Pets



Most pet owners are clear about the immediate joys that come with sharing their lives with companion animals. However, many of us remain unaware of the physical and mental health benefits that can also accompany the pleasure of **snuggling** up to a furry friend. Pets have evolved to become acutely attuned to humans and our behavior and emotions. Dogs, for example, can understand many of the words we use, but they're even better at interpreting our tone of voice, body language, and gestures. And like any good human friend, a loyal dog will look into your eyes to try your emotional state and try to understand what you're thinking and feeling. Pets, especially dogs and cats, can reduce stress, anxiety, and depression, ease loneliness, encourage exercise and playfulness, and even improve your **cardiovascular** health. Caring for an animal can help children grow up more secure and active. Pets also provide valuable companionship for older adults. Perhaps most importantly, though, a pet can add real joy and unconditional love to your life.

Pets and Improved Health

While it's true that people with pets often experience greater health benefits than those without, a pet doesn't necessarily have to be a dog or a cat. A rabbit could be ideal if you're allergic to other animals or have limited space but still want a furry friend to **snuggle** with. Birds can encourage social interaction and help keep your mind sharp if you're an older adult. Snakes, lizards, and other reptiles can make for exotic companions. Even watching fish in an aquarium can help reduce muscle tension and lower your pulse rate.

Studies have shown that:

1. Pet owners are less likely to suffer from depression than those without pets.
2. People with pets have lower blood pressure in stressful situations than those without pets.
3. Playing with a dog, cat, or other pet can elevate levels of serotonin and dopamine, which calm and relax.
4. Pet owners have lower triglyceride and cholesterol levels (indicators of heart disease) than those without pets.
5. Heart attack patients with pets survive longer than those without.
6. Pet owners over age 65 make 30 percent fewer visits to their doctors than those without pets.

One of the reasons for these **therapeutic** effects is that pets **fulfill** the basic human need for touch. Stroking, hugging, or otherwise touching a loving animal can rapidly calm and soothe you when you're stressed or anxious. The companionship of a pet can also ease loneliness, and most dogs are a great stimulus for healthy exercise, which can substantially boost your mood and ease depression.

The Benefits of Pets for Older Adults

As well as providing vital companionship, owning a pet can play an important role in healthy aging by helping you to: Find meaning and joy in life. As you age, you'll lose things that previously occupied your time and gave your life purpose. You may retire from your career, or your children may move far away. Caring for a pet can bring pleasure and help boost your **morale**, optimism, and sense of self-worth. Choosing to adopt a pet from a shelter, especially an older pet, can add to your sense of fulfillment, knowing that you've provided a home to a pet that may otherwise have been **euthanized**.

The Benefits of Pets for Children

Not only do children who grow up with pets have less risk of allergies and asthma, many also learn responsibility, compassion, and empathy from having a dog or cat. Unlike parents or teachers, pets are never critical and don't give orders. They are always loving and their mere presence at home can help provide a sense of security in children. Having an ever-present pet can help ease separation anxiety in children when mom and dad aren't around.

Having the love and companionship of a pet can make a child feel important and help them develop a positive self-image. Like adults, children can benefit from playing with a pet. It can be a source of calmness and relaxation, as well as a source of **stimulation** for the brain and body. Playing with a pet can even be a doorway to learning for a child. It can stimulate a child's imagination and curiosity. The rewards of training a dog to perform a new trick, for example, can teach kids the importance of **perseverance**. Caring for a furry friend can also offer another benefit to a child: immense joy.

Source: [The Health and Mood-Boosting Benefits of Pets - HelpGuide.org](http://www.helpguide.org/articles/mental-health/the-health-and-mood-boosting-benefits-of-pets.htm)



CHECK YOUR UNDERSTANDING

1. According to the article, pets can help reduce:
 - a) muscle tension and pulse rate
 - b) visits to the doctor for older adults
 - c) risk of allergies and asthma in children
 - d) all of the above

2. What is one way in which pets can benefit children's development?
 - a) teaching them critical thinking skills
 - b) providing a sense of security
 - c) fostering a sense of companionship
 - d) enhancing their understanding of math concepts

3. Which type of pet is suggested as an alternative for individuals with allergies or limited space?
- a) lizards
 - b) rabbits
 - c) birds
 - d) snakes
4. According to the article, pets contribute to healthy aging specifically in older adults by
- a) providing social interaction
 - b) boosting serotonin and dopamine levels
 - c) offering companionship and a sense of fulfillment
 - d) reducing triglyceride and cholesterol levels
5. Why do pets have a positive impact on mental health?
- a) They provide unconditional love and joy to their owners.
 - b) They lower triglyceride and cholesterol levels in the elderly.
 - c) They reduce visits to the doctor for males.
 - d) They stimulate imagination and curiosity in everyone.

DISCUSSING THE ARTICLE

1. How can pets improve your life?
- If you don't have pets, imagine you do. Use the key phrases below to help you get started.
- ✧ **Increasing exercise**
 - ✧ **Providing companionship**
 - ✧ **Helping you meet new people**
 - ✧ **Reducing anxiety**
2. What do you think are some disadvantages of having pets?
3. Imagine your close friend is becoming a pet owner for the first time. What advice would you give him or her on being a good pet owner?



SURPRISING STATISTICS



Source: [14 Dog Shelters Speak Out: What You Should Know BEFORE Adopting a Dog | All Things Dogs](#)

Part A

Look at the chart above. According to this information, what are some problems related to dog ownership in the US? Discuss your ideas with your partner.

Part B

Step 1: Animal Facts

Read the statements about animals below and decide whether each is true (T) or false (F). Then, compare your ideas with your partner.

1. Elephants are the only animals that can't jump.
2. Ostriches can run faster than horses.
3. Bats are blind.
4. Cows have four stomachs.
5. Gorillas can swim.
6. Penguins have knees.
7. Honeybees can recognize human faces.
8. Dolphins sleep with one eye open.



Step 2: Vocabulary Practice (Animal Categories)

How familiar are you with different groups of animals? Read through each list and discuss with your partner what they have in common. Then, match each list to its corresponding category in the box below.

Match the category these animals fit the best.

1. dogs, cats, elephants, lions, tigers, bears, monkeys, whales, dolphins, giraffes, rabbits, mice.
2. eagles, owls, parrots, penguins, peacocks, swans, hummingbirds, sparrows, flamingos, ostriches.
3. snakes, turtles, lizards, crocodiles, alligators, iguanas, chameleons, geckos, tortoises.
4. frogs, toads, salamanders, newts, caecilians.
5. sharks, goldfish, clownfish, angelfish, salmon, tuna, seahorses, stingrays.
6. butterflies, bees, ants, ladybugs, grasshoppers, beetles, dragonflies, mosquitoes.
7. spiders, scorpions, ticks, mites.
8. jellyfish, octopuses, snails, worms, starfish, crabs, lobsters, squid.

arachnids birds insects reptiles
 invertebrates fish mammals amphibians

Step 3: Word definition

Make a group of four members and one person choose one animal or insect you want to explain without saying its name. You can say the feature like color or shape, anything about the animal. And the other members guess the name of animal. You can ask questions (yes/no question) in your group.



Avoid Puppies Sold in Pet Stores and Online

Puppy mills are like dog-making factories that churn out puppies for profit, ignoring the needs of the pups and their mothers. The mother dogs spend their entire lives in cramped cages or shelters. When the mother and father dogs can no longer breed, they are discarded or killed. Dogs from puppy mills are often sick and unsocialized. There are also more than 10,000 puppy mills in the United States alone, and they commonly sell online or through classified ads, flea markets, and pet stores. In fact, the majority of puppies sold in pet stores and online are from puppy mills—even though the sellers promote themselves as “responsible” breeders or promise “home-raised” puppies. To help stop this cycle of cruelty, choose to adopt your next pet from a shelter or rescue group, or purchase a dog only from a responsible breeder who will show you where the puppy—and its mother—were born and raised.

Source: The Humane Society of the United States



Part A

Read the article above about the situation of puppies sold in pet stores and online.

There are 3 options to get pets. Put words in the blank.

1. () from pet stores or online
2. () from shelters or rescue organizations
3. Purchase from () breeders

reputable adopt purchase

Part B

Read the opinions of Elena, Hank, Kate, Michael and Parker and think about the question “*Should individuals avoid purchasing puppies from pet stores and online sources?*”



Elena

Adopt pets from a shelter or rescue group. This is because buying puppies from stores or online often supports unethical breeding practices, such as puppy mills, where animals are subjected to poor living conditions, neglect, and health issues. By avoiding these sources, individuals can discourage such practices and promote animal welfare.



Hank

Not all pet stores and online platforms are associated with unethical breeding practices. Some reputable breeders and sellers offer well-cared-for puppies with proper health screenings and documentation. Avoiding these sources may limit the options for individuals seeking specific breeds or characteristics.



Kate

Traditional pet stores often sell a variety of pets, including dogs, cats, birds, fish, and small animals like hamsters or rabbits. However, it's important to note that some pet stores source their animals from commercial breeding facilities known as puppy mills, which may not prioritize the animals' well-being.



Michael

The internet has made it possible to find pets through online platforms and websites. Individuals can search for specific breeds or types of animals, connect with sellers or breeders, and arrange for the purchase or adoption of a pet. It's crucial to exercise caution and thoroughly research the seller's credibility and the animal's background.



Parker

Pet rehoming refers to the process of finding a new home for a pet that the current owner can no longer keep. There are online platforms and networks dedicated to connecting individuals who need to rehome their pets with potential new owners who are willing to adopt them.

Step 1

Whose opinion do you agree and disagree with the most? Why?
Discuss with your partner.

Step 2

Divide the students into small groups. Choose one option to get pets. Brainstorm the advantages and disadvantages of your assigned method of acquiring pets. You can consider factors such as cost, animal welfare, availability of different breeds, potential health issues, and the process of acquiring the pet.

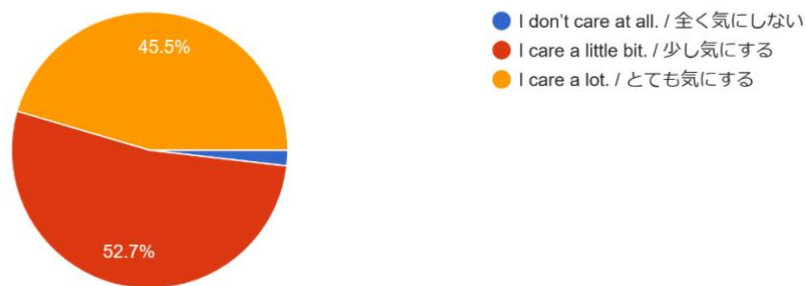
Step 3

Share your personal opinions on which method they believe is the most responsible and why.

Beauty

How much do you care about your appearance?

To what degree do you care about your appearance? あなたはどのくらい外見を気にしますか。
55件の回答



Source: an informal Instagram survey for young students

TOPIC WARM UP

Discussion

Part A

When you meet a new person, what about his or her appearance do you tend to pay attention to and why? Choose the three features that you personally focus on the most in the chart below.

Man	Woman
<input type="checkbox"/> eyes	<input type="checkbox"/> eyes
<input type="checkbox"/> eyebrows	<input type="checkbox"/> eyebrows
<input type="checkbox"/> nose	<input type="checkbox"/> nose
<input type="checkbox"/> lips	<input type="checkbox"/> lips
<input type="checkbox"/> teeth	<input type="checkbox"/> teeth
<input type="checkbox"/> fashion	<input type="checkbox"/> fashion
<input type="checkbox"/> hairstyle	<input type="checkbox"/> hairstyle
<input type="checkbox"/> body type (thin, chubby, muscular)	<input type="checkbox"/> body type (thin, chubby, muscular)
<input type="checkbox"/> nails	<input type="checkbox"/> nails
<input type="checkbox"/> others ()	<input type="checkbox"/> others ()

Part B

With a partner, compare the features you chose and discuss why you chose them.

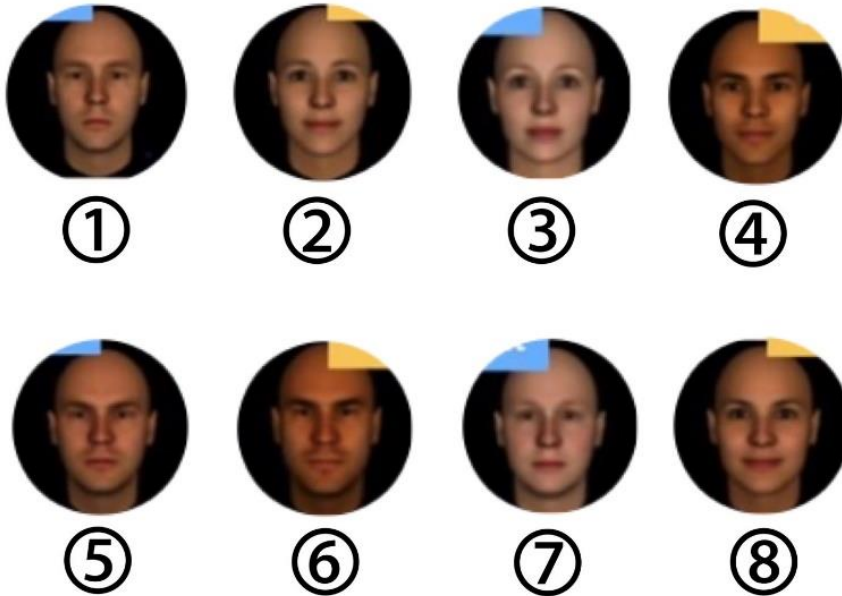
Also, discuss the following:

1. How might these features be different if the person is male or female?
2. What is the most important in making a good first impression?

Variations in Beauty Standards

1. Imagine you are meeting people below for the first time. Rank each person according to how approachable you think he or she is.

Approachable: friendly and easy to talk to



Source: [How to Tell An Introvert From An Extrovert Just By Looking At Someone's Face \(bustle.com\)](http://bustle.com)

1	2	3	4	5	6	7	8

2. Each face is slightly different. The features of a person's face can sometimes influence how we perceive them. Match pictures and descriptions based on your impression, and fill in the blanks. Then, share the table and discuss any differences with your partner.

①	
②	
③	Follower
④	
⑤	untrustworthy
⑥	
⑦	
⑧	Extrovert

- Introvert – Face is not engaged. Neutral features.
- Extrovert- - Smile present. Eyes gazing forward.
- Untrustworthy – Eyebrows and lips turned downward. Angry and defensive.
- Trustworthy – Feminine face. Positive and relaxed.
- Follower – Wide eyes and soft features. Vulnerable.
- Leader – Strong brows, jawline, and cheekbones. Ready for battle.
- Incompetent – Frail* and slightly frowning*. Weak look.
- Competent – Bright eyes and strong jaw. Strong look.

Frail: (of a person) weak and delicate.
Frowning: To look with displeasure or disapproval.

3. Share your own idea about what is the most attractive? Which eyes and legs do you think are the most beautiful and why? Please answer in detail.



Comparing your answer with your partner—do you have a similar or different standard of beauty? Are there any aspects of beauty that you think are standard around the world? If yes, what are they, and why do you think so? If not, give examples to the contrary and try to explain the reasons you think these standards differ.

KEY VOCABULARY

perceive attractive pervasive stigma elicit
deem wear off backfire depict correlate

READING

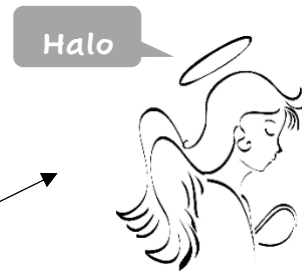


“Beauty is Good” Stereotype

In US society, as well as in many other cultures, attractive people are assumed to be

- sociable
- likable
- intelligent
- likely to succeed in a job
- likely to succeed in relationships

(Dion, Berscheid, & Walster, 1972).



The Halo Effect

Physical attractiveness seems to have *a halo effect* that influences **perceivers** to assume that an attractive person holds a network of positive qualities. In this case, a positive stereotype is applied. Research indicates that this positive halo for attractiveness is **pervasive** or held throughout US society. Traits that are considered physically unattractive, such as obesity is currently defined, act as a **stigma** to **elicit** a stereotype of negative qualities. For example, research indicates that obese individuals are more likely to be perceived as

- lazy
- lacking in self-control
- not intelligent



and a host of other negative things (Jasper & Klassen, 1990). However, is this stereotype always true?

Actually, beautiful people tend to have a lot more luck in the work world. Research has shown people **deemed** attractive get paid more, receive better job evaluations and are generally more employable. It's even been shown that good-looking CEOs bring better stock returns for their companies. In part, this may be because companies believe consumers are more likely to buy things from beautiful employees, which is perhaps why retailers like Abercrombie & Fitch have used looks as criteria in their hiring process. Abercrombie says it stopped doing that in 2015. There's some evidence, however, that this worker "beauty premium" may be **wearing off** – at least when it comes to employees who interact with consumers. In television commercials, for example, retailers and other companies are increasingly using real people – with all their physical flaws – rather than photoshopped models to give their brands an "authentic" feel. Research several colleagues and I conducted recently suggests that companies may be wise to take this approach with customers. Our studies show occasions where the beauty premium doesn't hold – and can even **backfire**.

Beauty can Create Distance

In our first study, we wanted to better understand how consumers respond to attractive service employees. We invited 309 college students to read the same description of being served dinner at a restaurant and then look at an image of a person we described as their waiter. Participants randomly viewed either a male or female server whose facial features were edited to **depict** high or low levels of attractiveness (based on prior research defining beauty). Separately, we used similar objective measures of attractiveness to rate participants on the same scale. We then asked participants to rate the attractiveness of the server and how "psychologically close" they felt to him or her. Participants also graded customer satisfaction, the service quality, and the likability of the waiter on a scale from low to high.

We found that how close a consumer felt toward the waiter **correlated** with how they rated the quality of service they received. That is, if they felt distance from the waiter, they were more likely to give him or her poor marks. Furthermore, we found that people who thought the server was attractive but were themselves not good-looking – using our objective beauty assessment – were more likely to feel the distance.

We wanted to know whether this distance was actually more about how they perceived themselves than any objective measure. So, we conducted a second similar study for which we recruited 237 people who were waiting to board a flight at China's third-largest airport, located in Guangzhou. We asked them to read a scenario about receiving meal or other service from a flight attendant while aboard the plane and view a picture of the employee. Just as in the first

study, participants randomly viewed either “attractive” or “unattractive” flight attendants. They then rated the attractiveness of the attendant as well as themselves and indicated whether they believe there was a connection between beauty and skill. They also rated the service received. We found that participants who saw themselves as less good-looking felt more distant from an attractive flight attendant and were also more likely to perceive the service as lower quality. In addition, participants who said there isn’t a connection between beauty and skill also tended to assess attractive employees’ service as low quality.

A third and final study, in which we surveyed consumers at a shopping mall who had just had a face-to-face encounter with a service employee, further confirmed the results of the first two. In each study, we found a clear connection between beautiful workers and unpleasant customer experiences for people who are less attractive. So, in a world that admires and hires beautiful people, our research suggests there’s a potential downside, at least in the service sector.

In general, attractive people are considered that they have more advantages such as likeability and intelligence than those who are not good-looking. But now you can say it is not necessarily true that attractiveness always wins. Thus, we should not judge people based on their appearance and can feel closer to others based on other features rather than attractive appearance.

Source: <https://iastate.pressbooks.pub/dressappearancediversity/chapter/physical-attractiveness/>



CHECK YOUR UNDERSTANDING

1. What is a halo effect?
 - a) It influences perceivers to assume that an attractive person may have negative characteristics.
 - b) It influences perceivers to expect that an attractive person holds a lot of positive qualities.
 - c) It influences perceivers to guess that an attractive person holds positive qualities as well as negative ones.

2. Which of the following aspects are stereotypes of obese people? Check all that apply.

<input type="checkbox"/> sociable	<input type="checkbox"/> not intelligent
<input type="checkbox"/> lazy	<input type="checkbox"/> lacking in self-control
<input type="checkbox"/> likable	<input type="checkbox"/> likely to succeed in a job

3. Why have retailers like Abercrombie & Fitch used looks as criteria in their hiring process?
 - a) They believe beautiful employees are more sociable and cooperative.
 - b) They believe attractive employees can improve the brand image.
 - c) They believe consumers are more likely to make purchases from attractive employees.

4. What did researchers find in the first study? Choose all the correct answers.
 - a) If participants felt distant from the waiter, they tended to grade him or her better.
 - b) If participants felt distant from the waiter, they tended to grade him or her worse.
 - c) People who thought the server was stunning but were themselves not good-looking were more likely to feel distance.
 - d) People who thought the server was charming and also were themselves good-looking were more likely to feel distance.

5. Who were the participants of the second study?
 - a) People who were seeing their friends off at the airport in China.
 - b) People who were waiting to board a flight at the airport in China.
 - c) People who were taking a coffee break at the airport in China.

6. What does their research suggest in conclusion?

- a) As attractive people are usually admired and more likely to be hired, attractive employees always lead to good results.
- b) Actually, appearance does not matter. Since we appreciate diversity in recent days, anyone can be admired in any sector.
- c) Even though beautiful people tend to be admired, there could be some negative effects at least in the service sector.

KEY VOCABULARY PRACTICE

Fill in the blanks with the correct keywords.

- A) The temporary tattoo began to () after a few days of washing.
- B) The smell of freshly baked cookies was () throughout the entire house.
- C) The funny video was able to () a lot of laughter from the audience.
- D) Studying regularly tends to () with higher grades in school.
- E) Children often () rainbows as magical bridges of colors in the sky.
- F) His plan to win the election started to () when the scandal broke out.
- G) The delicious aroma of freshly baked cookies was quite () to the hungry children.

perceive wear off attractive correlate elicit pervasive backfire

OPINION SHARING A

Step 1: Key Terms

The terms stereotype, overgeneralization, and generalization are similar, but have some important differences in meaning. Can you explain how these terms are different? Discuss with a partner, and then check your ideas by reading the information below.

Stereotype - an unfair and simplified belief about a group

Overgeneralization - making broad conclusions based on limited information.

Generalization - drawing reasonable conclusions based on observable patterns or shared characteristics.

<Detail Description>

Stereotype: This is a widely held belief or assumption about a particular group of people or things. It is a simplified and often unfair generalization that may not accurately represent the individuals within that group. Stereotypes can be based on biases, prejudices, or limited exposure to diverse perspectives.

Example: Assuming that all teenagers are lazy and rebellious.

Overgeneralization: This occurs when broad conclusions or assumptions are made based on limited or incomplete information. It involves taking a specific instance or observation and applying it to an entire group, ignoring individual variations and diversity within the group.

Example: If someone encounters a few dishonest salespeople and concludes that all salespeople are untrustworthy.

Generalization: Generalization is a broader term that refers to the process of forming general conclusions or statements based on specific observations or experiences. It involves making reasonable assumptions about a group based on shared characteristics or patterns. Generalizations can be helpful for understanding common trends, but they may not apply to every individual within the group.

Example: If you meet several people from a specific city, and they are all passionate about food, you might generalize that people from that city tend to be food enthusiasts.

Step 2

There are some beliefs about attractive people and obese people indicated below. How true do you think they are? You have three options: stereotype, overgeneralization, and generalization. Choose one for each statement and write 'S' for Stereotype, 'O' for Overgeneralization, or 'G' for Generalization on the line. Then, discuss with your partner.

- A) Attractive people are sociable ____
- B) Attractive people are likable ____
- C) Attractive people are intelligent ____
- D) Attractive people are likely to succeed in a job and relationship ____
- E) Obese people are lazy ____
- F) Obese people are lacking in self-control ____
- G) Obese people are not intelligent ____

OPINION SHARING B

Imagine you're shopping at your favorite supermarket. Which staff do you think you would feel the closest to based on both their photo and description? Pick a picture and discuss the aspects you pay attention to with your partner. Then, comment on your partner's choices.



Catherine

She has a good smile and always greets customers. However, she is new so she can't help you at all.



Grace

She doesn't smile until she is spoken to by customers. However, when she responds to customers, she smiles.



Nancy

She has been working at the supermarket for years. She is approachable and sometimes talks to customers but mostly she is busy with her own stuff, so it's difficult to talk to her.



James

He looks angry but he is the most talkative. He enjoys chatting with customers and making them laugh with his unique jokes.



Henry

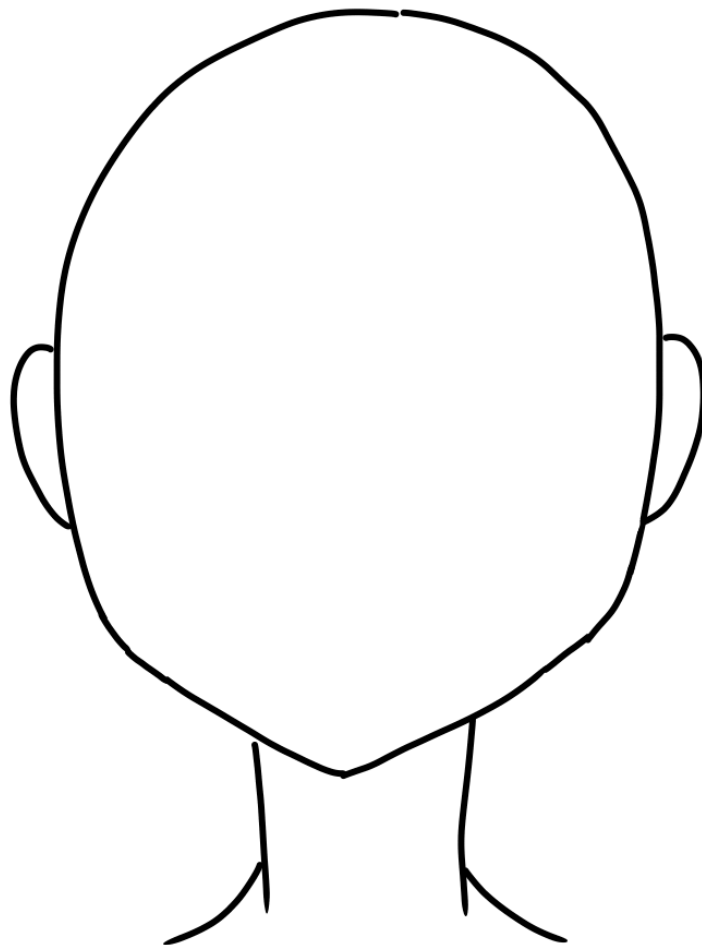
You cannot see if he smiles or not since he always wears a mask. However, he can respond to any customer's requests.

ACTIVITY

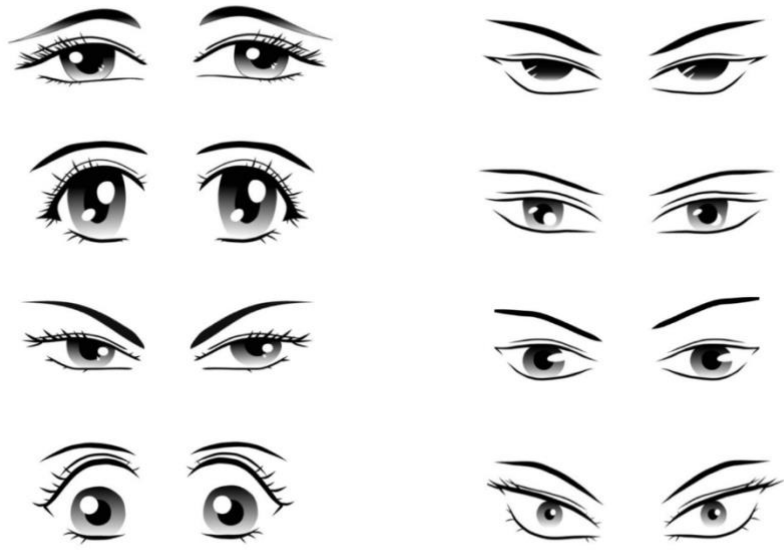
Part A

Choose your favorite facial parts and create your ideal face.

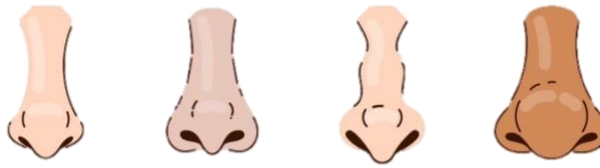
Also, you can draw your favorite hairstyle.



Eyes



Nose



Lips



Part B

Compare your ideal face with your classmates. Explain why you chose these parts and find similarities or differences between yours and your partner's ideal face.

WHAT'S YOUR OPINION?

Read the opinions of Ben, Diana, Ken, Nora, and Zara about the beauty standard. Whose opinion do you agree and disagree with the most and why? Discuss with your partner.



Ben

Everyone is an individual and beautiful in their own way. So, I think there is no worldwide beauty standard in this world.



Diana

There is a beauty standard for sure. I've noticed that a lot of models have small faces and large eyes in common. To be a model, people are judged based on their appearance, so a beauty standard definitely exists.



Ken

This topic is **head-scratcher**. I'm not sure whether there is a uniform beauty standard or not; however, at least, we have our own beauty standard because we want to look as good as possible.



Nora

I would say a beauty standard can vary depending on the country or culture. Also, it can change as time goes on.



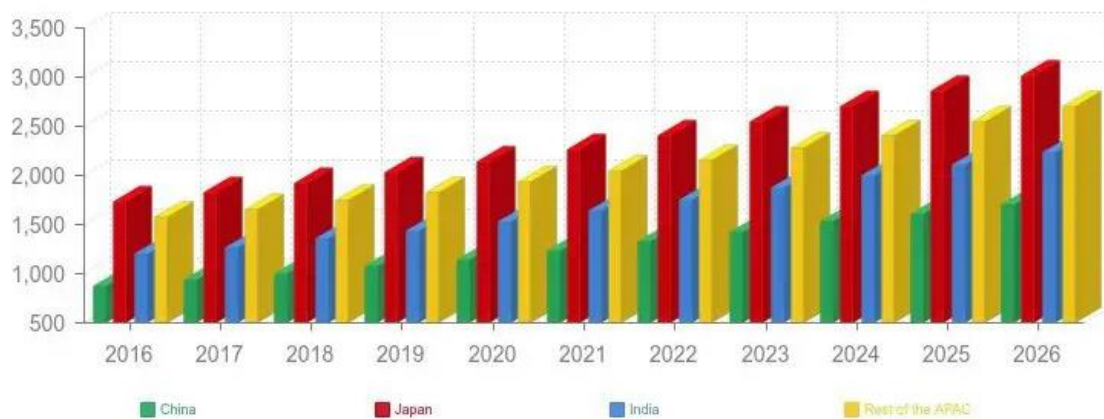
Zara

I do not care about a beauty standard. I'm trying to be just myself and I don't aspire to change my appearance. I'm just confident in myself as a person.

Unit Task

ASIA PACIFIC COSMETIC SURGERY AND PROCEDURES

Asia Pacific Cosmetic Surgery and Procedures Market, By Country
(in \$ Million)



Source: Inkwood Research

As you can see in the graph above, the popularity of plastic surgeries has been increasing, which could indicate that more and more people care about their appearance. Please discuss the following topic by considering the growing demand for cosmetic surgeries.

Should cosmetic surgeries be available to teenagers?

Part A

Here are some pros and cons of cosmetic surgery. Put P if the sentence is a **pro** and put C if the sentence is a **con**.

1. You can cover your flaws through plastic surgery ____
2. You may become more confident ____
3. Some people become addicted to plastic surgery ____
4. It can help you get a slim figure ____
5. It may be very painful ____
6. The outcome may have negative side effects ____
7. It may help find a life partner ____
8. You may face criticism ____
9. It may increase your quality of life ____
10. There could be a high risk of infections ____

Part B

Nine kinds of cosmetic surgeries are listed below. Which surgery are you most interested in and what should be the minimum age requirement for each of the surgeries? Discuss in groups.

Jawline reduction	surgery in which the jawbone may be shaved down or techniques like Botox injections may be used to reduce the size or prominence of the jaw muscles.
Hair transplant	a procedure in which a plastic surgeon moves hair to a bald area of the head
Lip blushing	A kind of permanent makeup that adds a wash of color to your lips and helps define your lip shape for years
Rhinoplasty	the process of reshaping the nose and bringing it into balance with the rest of the face
Blepharoplasty	surgery that reshapes the eyelid

Liposuction	a procedure that removes fat from specific parts of the body
Breast augmentation	surgery to increase breast size
Face lift	a cosmetic surgical procedure to create a younger look in the face
Osteotomy	surgery that involves cutting the bone to be lengthened

Part C - Imagine the situation below and consider your response.

***You have a teenage daughter.
She has been dreaming of becoming a supermodel,
but she is not satisfied with her appearance now.
She wants to go through cosmetic surgery.***



If you were her parents, what would you do (approve, reject, or decide on a case-by-case basis)?
Discuss your ideas in groups and justify your decisions.

Useful expressions for discussion

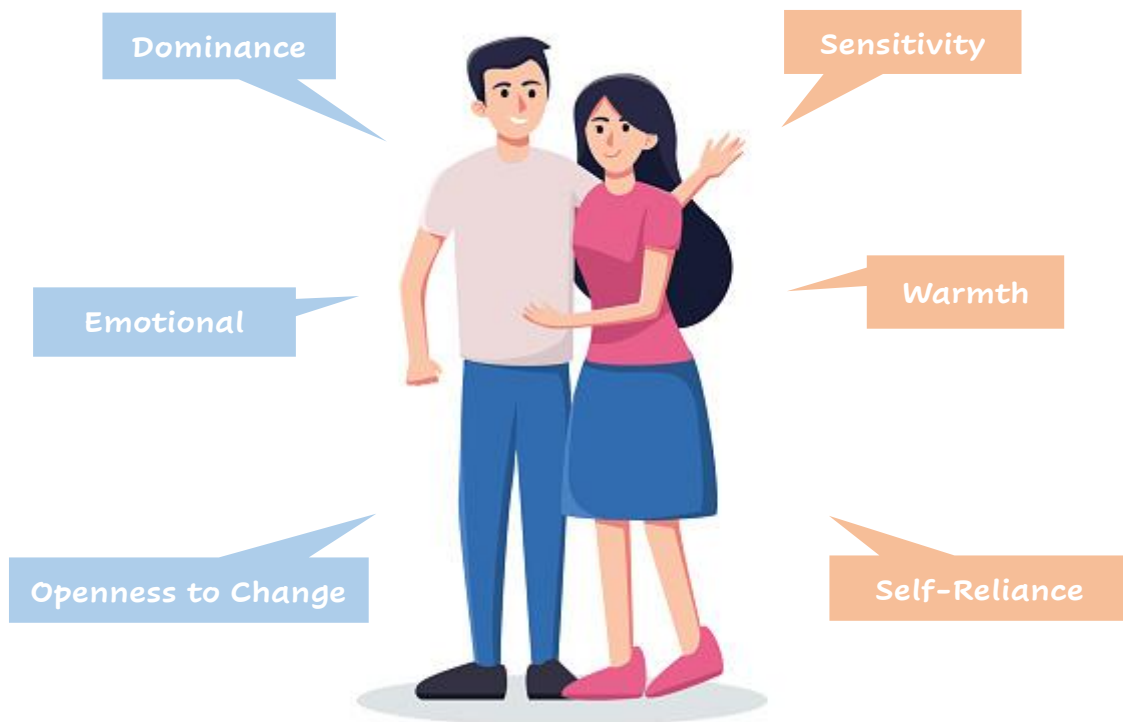
- What do you think about this?
- In my opinion... / From my perspective...
- I agree with you. / I'm on the same page. / That's a valid point.
- I respectfully disagree because... / I have a different take on this.
- Can you give me more details about...
- I partially agree with you, but...
- I can see your point, and at the same time...
- It's okay to have differing viewpoints

Personality

Men are from Mars and women are from Venus. -John Gray Ph.D.

Meaning: Men and women have different perspectives, needs, and values.

Examples of male and female traits



Source: [Surprise! Men and women really ARE different: Sexes share just 10 per cent of their personality traits | Daily Mail Online](#)

TOPIC WARM UP

Discussion

1. Look at the illustration above. Are they all true? To what extent do you believe these traits are associated with men and women? Explain your reasons.

Also, do you believe that personality is mainly determined by our biology or by our environment? Why do you think so?

2. When considering a boyfriend or girlfriend, which traits would you want him or her to have? Which would you not want him or her to have? Choose the three most important traits for each question.

- sensitivity
- warmth
- apprehension
- self-reliance
- liveliness
- dominance
- emotional stability
- privateness
- vigilance
- openness to change
- social boldness
- rule consciousness
- perfectionism

Vigilance: the action or state of keeping careful watch for possible danger or difficulties

3. Rank your answers for Question 2 in the boxes below and share them with your partner.

The three features that you would want your boyfriend or girlfriend to have.

1 st	
2 nd	
3 rd	

The three features that you would **NOT** want your boyfriend or girlfriend to have.

1 st	
2 nd	
3 rd	

KEY VOCABULARY

sibling plausibly rigorous comply representative conscientiousness
extroversion innovative causal refute methodological

READING



Does a sibling's gender influence our own personality?

A major new study answers an age-old question.



Our **siblings** play a central role in our childhoods, so it stands to reason they influence our personality in the long term. In particular, researchers have long been interested in how growing up with a sister compared to a brother might influence who we become as adults.

How do children interact with their sister or brother? How do parents behave differently towards their children of different genders, and how does that interaction influence the children? Past theories have made quite different predictions: siblings of the opposite gender may **plausibly** result in either gender-stereotypical personalities (a girl may take on a more feminine role to

differentiate herself from her brother) or less gender stereotypical personalities (a girl may take on more masculine traits because she imitates her brother).

In fact, psychological research has been exploring these differences for over half a century. In some studies, siblings of the opposite sex seemed to be more gender-conforming (Even though a boy has female siblings, he is more likely to become masculine). Girls with brothers later become more “typically female” and boys with sisters more “typically male”. Other studies find the exact opposite, however. Opposite-gender siblings developed in typically gender-conforming ways. To resolve these contradictions, we wanted to test the effect of sibling gender on personality in a **rigorous** and comprehensive way.

Using big data

In our new study we focused on the relationships between children and their next older or younger sibling. We **compiled** a unique data set by combining 12 large **representative** surveys covering nine countries across four continents (US, UK, Netherlands, Germany, Switzerland, Australia, Mexico, China and Indonesia). This resulted in a data set of more than 85,000 people – many times the sample sizes used in previous studies. We also investigated many more personality traits than previous studies have. This included the traits that have been most widely studied in other research, and which have been shown to be important predictors of people’s decisions and choices. The “big five” of these traits are: openness to experiences, **conscientiousness**, **extroversion**, agreeableness and neuroticism. The other traits examined were: risk tolerance, trust, patience and “locus of control” (the degree to which people believe they have control over their lives). We also created an index describing to what extent people have a typically female personality. This allowed us to test comprehensively whether growing up with an opposite gender sibling leads to a more or less gender-stereotypical personality.

Sibling gender and life experience

This study is not only **innovative** in its use of a large data set, but it also applies a consistent method to identify any **causal** effects of a sibling’s gender on personality traits. To estimate credible causal effects, we make use of an interesting fact of nature: once parents decide to have another child it is essentially random whether they have a girl or boy. In this “natural experiment” some people are therefore “randomly assigned” a younger sister or brother. This allows us to estimate the causal effect of sibling gender on personality by comparing the average personality of people who grew up with a sister as their next youngest sibling with those who grew up with a next younger brother.

Brothers and sisters

Our results suggest sibling gender has no effect on personality. For all nine personality traits and the summary index, we find people who have a next younger sister display, on average, the same personality traits as people who have a next younger brother. We also see no difference in personality between people who have a next older sister and people who have a next older brother. Because we have data on more than 85,000 people, these results are estimated with great precision. The results help **refute** the idea that brothers or sisters cause each other to develop “feminine” or “masculine” personality traits over the long term. However, the results don’t mean sibling gender has no long-term effect at all. Other studies that applied a similar **methodological** approach have shown that women with brothers in the US and Denmark earn less. And a [study of Asian populations](#) has found women with younger sisters marry earlier and women with older sisters marry later. So, there seem to be interesting sibling dynamics related to gender – but personality is probably not part of the explanation for those effects.

Source: [Does a sibling's gender influence our own personality? A major new study answers an age-old question \(theconversation.com\)](#)



CHECK YOUR UNDERSTANDING

1. Which statement is true about gender-stereotypical personalities considering siblings of the opposite gender?

- a) A girl tends to play a feminine role to distinguish herself from her brother.
- b) A girl may take on a feminine role since she imitates her brother's behavior.
- c) A girl is likely to act like a lady because her parents expect her to do that.

2. What did they focus on in their new study about personalities?

- a) the age of siblings
- b) the gender of siblings
- c) the relationship between siblings

3. What are the Big Five? Circle all the correct answers.

a) openness to experiences	d) conscientious	g) patience
b) extroversion	e) risk tolerance	h) locus of control
c) stress management	f) agreeableness	i) neuroticism

4. What result did they get from their investigation?

- a) Sibling gender has effects on personality.
- b) Sibling gender does not affect personality.
- c) Sibling relationship matters in personality.

5. Why are the researchers confident in their results?

- a) because they have data on a large number of participants
- b) because they spent a lot of time on the study
- c) because they reached the result based on their actual experiences

6. What has a study of Asian populations found?

- a) Women with male siblings marry earlier.
- b) Women with younger sisters marry later.
- c) Women with older sisters marry later.

DISCUSSING THE ARTICLE

1. In small groups, discuss the advantages and disadvantages of having siblings or being an only child. Draw from your personal experiences or from what you know about this topic, and take notes in the chart below.

	Advantages	Disadvantages
having siblings		
being an only child		

2. According to the article, the gender of one's siblings did not seem to impact personality. However, what about having a sibling as compared to being an only child? Do you think having any sibling at all influences your personality? If yes, in what ways? Explain your ideas.

PAIR ACTIVITY



Scan this QR code and take the personality test!



Source: [Personality Test for Professional Development • TechNotes Blog \(tcea.org\)](https://www.technotesblog.com/personality-test-for-professional-development/)

Recommendation: Students should take this personality test before class because it takes 10-15 mins to complete.

Part 1

To what extent do you agree with the results? Circle your answer.

Not in a million years!

Absolutely not!

Not really

Kind of

Yes, definitely!

This describes me perfectly!

Why do you think so? Write down what the personality test got right and wrong about you.

ANALYSTS



INTJ

Imaginative and strategic thinkers, with a plan for everything.



INTP

Innovative inventors with an unquenchable thirst for knowledge.



ENTJ

Bold, imaginative and strong-willed leaders, always finding a way - or making one.



ENTP

Smart and curious thinkers who cannot resist an intellectual challenge.

DIPLOMATS



INFJ

Quiet and mystical, yet very inspiring and tireless idealists.



INFP

Poetic, kind and altruistic people, always eager to help a good cause.



ENFJ

Charismatic and inspiring leaders, able to mesmerize their listeners.



ENFP

Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.

SENTINELS



ISTJ

Practical and fact-minded individuals, whose reliability cannot be doubted.



ISFJ

Very dedicated and warm protectors, always ready to defend their loved ones.



ESTJ

Excellent administrators, unsurpassed at managing things - or people.



ESFJ

Extraordinarily caring, social and popular people, always eager to help.

EXPLORERS



ISTP

Bold and practical experimenters, masters of all kinds of tools.



ISFP

Flexible and charming artists, always ready to explore and experience something new.



ESTP

Smart, energetic and very perceptive people, who truly enjoy living on the edge.



ESFP

Spontaneous, energetic and enthusiastic entertainers - life is never boring around them.

Source: [Personality Test for Professional Development • TechNotes Blog \(tcea.org\)](https://www.technotesblog.com/personality-test-for-professional-development/)

Part 2 - Guess your partner's personality

Step 1: Based on what I know about my partner, I think he/she is (circle one):

an analyst
a diplomat
a sentinel
an explorer

Step 2

Make YES/NO questions by using keywords for each personality type. Refer to the figure below.

e.g. Do you think you are independent?

Do you tend to carry on the tradition?

Personality types	Keywords
Analysts	<ul style="list-style-type: none">▪ independent▪ open-minded▪ strong willed▪ prioritize efficiency
Diplomats	<ul style="list-style-type: none">▪ cooperative▪ empathetic▪ focus on communication with others▪ heal other people
Sentinels	<ul style="list-style-type: none">▪ diligent and earnest▪ carry on the traditions▪ obey hierarchy and rules▪ good at data management
Explorers	<ul style="list-style-type: none">▪ spontaneous▪ gets along with various people▪ persuasive▪ listen to others

Step 3: Ask questions to your partner and if he or she answers yes, circle the keyword.

Step 4

Which type has the most circles? Was your guess in Step 1 correct?

Part 3

Go back to part 1 on page 53 and share what the personality test got right or wrong about you.

WHAT'S YOUR OPINION?

Read the opinions of Andy, Chloe, Fiona, Hailey, and Landon and think about the question “*What factors determine your personality?*” Whose opinion do you agree and disagree with the most and why? Discuss with your partner.



Andy

In my book, genetics have a big impact on our personality. There is some research saying that 50% of our personality comes from genetics, so our DNA is a key factor in personality.



Chloe

No way! That's an old-fashioned idea. I believe that how we are raised determines most of our present personality. In childhood, my parents gave me a lot of freedom, so now I am not scared of exploring new things and going places.



Fiona

In my case, friends have affected my personality. I have been surrounded by sweet friends, and they have really rubbed off on me. Kindness is one of my prominent personality traits now.



Hailey

I bet the environment, especially culture, can impact our personality. I used to be introverted. However, I have been more social since I made foreign friends from countries like the USA—they are so outgoing and fun! So, if you take part in cultural exchange, it might have a positive influence on your personality.



Landon

I am pretty sure that our personality adapts based on our experiences. Our personality can slowly change over time and is not decided at birth. As we live, we meet new people and obtain new experiences. This experience shapes our personality.

Unit Task

Step 1: Complete the sentences with the words in the box and share the answers with your partner.

brave tidy cheerful generous mean thoughtful



Ted

His constant laughter and positive outlook on life make him a joy to be around.



Savannah

Her hurtful comments and unkind actions often upset those around her.



Lucas

He is always willing to help others and freely shares what he has.



Lindsay

Even when things get tough, she doesn't run away and always tries to do the right thing.



Michael

He always remembers to ask how you're feeling and shows kindness in his actions.



Jasmine

Her living space is always neat and organized, with everything in its proper place.

1. Ted is a _____ person.
2. Savannah is a _____ person.
3. Lucas is a _____ person.
4. Lindsay is a _____ person.
5. Michael is a _____ person.
6. Jasmine is a _____ person.

Step 2: Ryo, Takashi, and Hina are struggling with the personalities of others. Read their complaints and suggest how to deal with them.



Ryo

My friend is very stubborn. When we hang out, he always chooses where to go and doesn't care about my opinion. Even if I suggest different places, he doesn't consider them. What should I do?



Takashi

My boss is bad-tempered. He gets angry easily and sometimes scolds me in a loud voice, which stresses me out. He seems to be in a bad mood so I don't know when I can talk to him. How can I build a good relationship with him?



Hina

My mom is very anxious. Even though I am a university student, she asks me to text her about my whereabouts all the time. Also, her curfew is strict, so she doesn't let me stay out late. How can I deal with her?

Step 3: What is the most important thing for getting along with people who have different personalities? Share your ideas with group members.

Useful expressions for discussion

- What do you think about this?
- In my opinion... / From my perspective...
- I agree with you. / I'm on the same page. / That's a valid point.
- I respectfully disagree because... / I have a different take on this.
- Can you give me more details about...
- I partially agree with you, but...

< Key Expressions >

1. empathy
2. active listening
3. open mindedness
4. respect
5. communication
6. flexibility
7. common interests
8. patience
9. giving space
10. Avoid

Relationships



TOPIC WARM UP

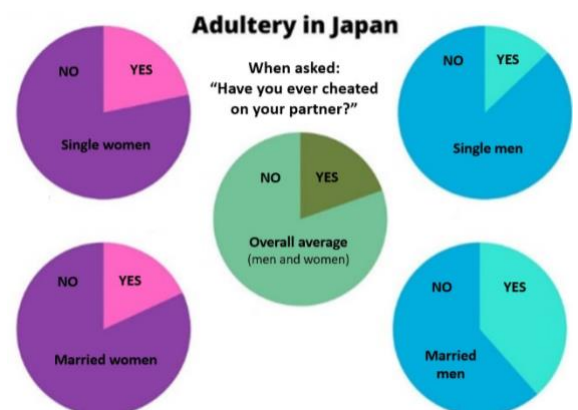
Discussion

1. What is important when it comes to choosing a romantic partner? Rank the following in order of your priority. Then, compare and discuss with your partner.

<i>attractiveness</i>	<i>personality</i>	<i>height</i>
<i>sense of fashion</i>	<i>educational background</i>	<i>financial stability</i>

2. What counts as cheating? Please mark ○, △, or × for the following scenarios. Then compare and discuss with your partner.

- a) texting every day
- b) often commenting on the other person's SNS posts
- c) complimenting their appearance
- d) lightly touching their shoulder, hands, or back
- e) going out together for dinner (a colleague of similar age)
- f) kissing this person because both were drunk
- g) having a physical relationship without emotional attachment



Source: [https://japantoday.com/category/features/lifestyle/the-](https://japantoday.com/category/features/lifestyle/the-surprising-truth-about-cheating-on-one%27s-partner-in-japan)

[surprising-truth-about-cheating-on-one%27s-partner-in-japan](https://japantoday.com/category/features/lifestyle/the-surprising-truth-about-cheating-on-one%27s-partner-in-japan)

KEY VOCABULARY

measure up detergent discrepancy nuanced
algorithm shallow anthropologist

READING

PART A - Reading Comprehension

EVERYTHING YOU THOUGHT YOU KNEW ABOUT L-O-V-E IS WRONG

by AZIZ ANSARI



AZIZ ANSARI is an American actor and comedian widely known for his roles as Tom Haverford on the NBC series Parks and Recreation (2009–2015) and as Dev Shah on the Netflix series Master of None. In addition to his acting work, Ansari has continued to work as a stand-up comedian.

In theory, more options are better, right? Wrong. Psychology professor Barry Schwartz divided us into two types of people: “satisficers” (those who satisfy and then suffice) and “maximizers” (those who seek out the best).

Thanks to smartphones and the Internet, our options are unlimited, whether it’s a retail item or a romantic possibility. We have all become maximizers.

It’s easy to find and get the best, so why not do it? If you are in a big city or on an online--dating site, you are now comparing your potential partners not just to other potential partners but rather to an idealized person to whom no one could **measure up**.

But people don’t always know what they’re looking for in a soul mate, unlike when they’re picking something easier, like laundry **detergent**.

While we may think we know what we want, we're often wrong. As recounted in Dan Slater's history of online dating, *Love in the Time of Algorithms*, the first online-dating services tried to find matches for clients based almost exclusively on what clients said they wanted. But pretty soon it became clear that the kind of partner people said they were looking for didn't match up with the kind of partner they were actually interested in.

Amarnath Thombre, Match.com's president, discovered this by analyzing the **discrepancy** between the characteristics people said they wanted in a romantic partner (age, religion, hair color and so on) and the characteristics of the people whom they contacted on the site. When you watched their actual browsing habits—who they looked at and contacted—they went way outside of what they said they wanted.

When I was writing stand-up comedy about online dating, I filled out the forms for dummy accounts on several dating sites just to get a sense of the questions and what the process was like. The person I described was a little younger than me, small, with dark hair. My girlfriend now, whom I met through friends, is two years older, about my height—O.K., slightly taller—and blond. She wouldn't have made it through the filters I set up.



A big part of online dating is spent on this process, that is, setting your filters, sorting through profiles and going through a **mandatory** checklist of what you think you are looking for. People take these parameters very seriously. They declare that their mate “must love dogs” or that their mate “must love the film *Must Love Dogs*,” about a preschool teacher (Diane Lane) who tries online dating and specifies that her match “must love dogs.” (I looked it up on Wikipedia.)

But does all the effort put into sorting profiles help? Despite the **nuanced** information that people put up on their profiles, the factor that they rely on most when preselecting a date is looks. In his book *Dataclysm*, OkCupid founder Christian Rudder estimates, based on data from his own site, that photos drive ninety percent of the action in online dating.

Now, of course, we have mobile dating apps like Tinder. Contrary to the labour-intensive user experience of traditional online dating, mobile apps generally operate on a much simpler and quicker scale. As soon as you sign in, Tinder uses your GPS location to find nearby users and

starts showing you pictures. You swipe right on their picture if you might be interested, left if you're not.

Maybe it sounds **shallow**. But consider this: In the case of my girlfriend, I initially saw her face somewhere and approached her. I didn't have an in-depth profile to peruse (read through) or a fancy **algorithm**. I just had her face, and we started talking and it worked out. Is that experience so different from swiping on Tinder?

"I think Tinder is a great thing," says Helen Fisher, an **anthropologist** who studies dating. "All Tinder is doing is giving you someone to look at that's in the neighborhood. Then you let the human brain with his brilliant little **algorithm** tick off what you're looking for."

In this sense, Tinder actually isn't so different from what our grandparents did. Nor is it all that different from what one friend of mine did, using online dating to find someone Jewish who lived nearby. In a world of infinite possibilities, we've cut down our options to people we're attracted to in our neighborhood.

Source: <https://time.com/aziz-ansari-modern-romance/>



CHECK YOUR UNDERSTANDING

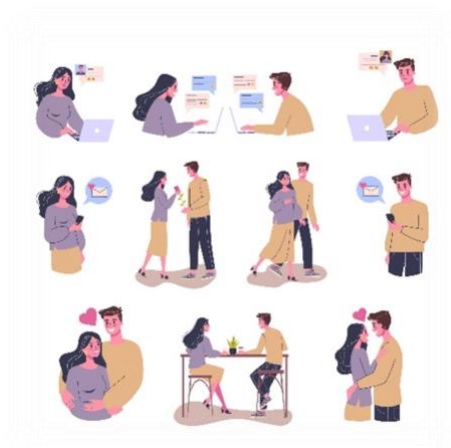
1. What did the first online dating services do when finding matches for clients?
 - a) They matched clients based on their ideal partners.
 - b) They matched clients based on their stated preferences.
 - c) They matched clients randomly.
2. What did the analysis of online dating habits reveal about people's preferences?
 - a) People's preferences match what they say they want in a partner.
 - b) People's preferences often differ from what they say they want in a partner.
 - c) People's preferences are irrelevant in online dating.

3. How did the author meet his girlfriend?
 - a) through online dating apps
 - b) through mutual friends
 - c) through a traditional dating website

4. What factor do people rely on the most when preselecting a date in online dating?
 - a) interests and hobbies
 - b) personality traits
 - c) appearance

5. How much of the action in online dating is estimated to be driven by photos?
 - a) 50%
 - b) 70%
 - c) 90%

6. According to the text, what did the author use to initiate a conversation with his girlfriend?
 - a) an in-depth profile and algorithm matching
 - b) common interests and hobbies
 - c) attraction based on her face



7. What is the central theme of the article regarding modern dating and decision-making in relationships?
 - a) The article explores the success of online dating algorithms in finding perfect matches.
 - b) The article emphasizes the importance of setting specific criteria for potential partners.
 - c) The article discusses the challenges people face when seeking idealized partners in an era of abundant choices.
 - d) The article advocates for a return to traditional dating methods over modern technology.

DISCUSSING THE ARTICLE

1. What are your thoughts on the concept of "maximizers" and "satisficers" when it comes to decision-making in dating and relationships? Do you identify more as a satisficer or a maximizer?
2. Reflecting on your own experiences or those of people you know, what are the advantages and disadvantages of online dating and mobile apps? Do you hide your use of dating apps from your friends or parents if you use them?
3. How do you perceive the balance between utilizing technology for dating and maintaining more traditional methods, such as meeting through mutual friends or in person? Is one approach preferable than the other, or is there a difference between their purposes when used in different situations?





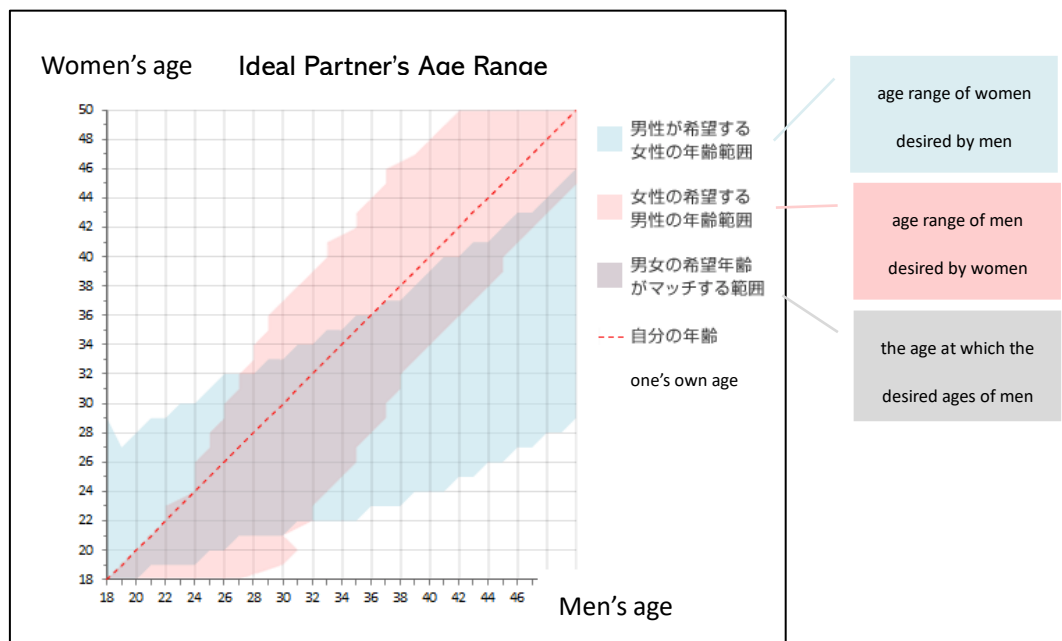
SURPRISING STATISTICS

Do you care about age differences in a partner? If yes, how many years older or younger is acceptable for your potential partner? If no, what aspects of the relationship would be difficult when dating someone much older or younger than you?

Part A - Look at Chart 1 below and discuss with a partner the differences you notice between woman and men? What do you think causes these differences? Then, in Chart 2, circle each suitable one based on your and your partner's ideas.

Source: <https://www.atpress.ne.jp/news/55191>

Chart 1



1) Men or Women	These want to date a partner younger than themselves when they are over 35 years old.
2) Men or Women	Those in their early 20's want to date an older partner.
3) Men or Women	The lower limit of the desired datable age doesn't exceed the 20s.
4) Men or Women	Those over 36 years old tend to want to date a slightly younger partner.

Part B - The chart below is the average age of first marriages around the world. Make a guess about which average age corresponds to which country and indicate it in the box. Then, compare with a partner.

Chart 2

MEN		WOMEN	
age	country	age	
37.20	1)	34.90	
31.00	2)	29.40	
27.30	3)	24.90	

Source: <https://www.globalnote.jp/post-14112.html>, <https://www.globalnote.jp/post-14114.html>

Japan Spain Israel

Part C - Share your ideal age you want to get married. If you don't want to get married at all, tell your partner the reason. Reflecting on Part A and B, do you think these age preferences are influenced more by cultural factors or biological factors? Why?

WHAT'S YOUR OPINION?

Read the opinions of Emily, Sophia, Liam, Ethan, Michael, and Isabella. Whose opinion about romance do you agree with the most? Choose one of them and share your opinion with your partner.



Emily

Emily firmly believes that love conquers all. She's a hopeless romantic who thinks that any hurdle can be overcome through the power of deep affection and understanding. She's always willing to **mend fences** and **smooth things over** when conflicts arise, believing that communication is the foundation of a strong relationship.



Sophia

Sophia is a cautious romantic who tends to **bite her tongue** rather than risk upsetting the balance. She's wary of potential conflicts and prefers to **smooth things over** quickly to maintain harmony. She believes that trust is built over time and values partners who understand that **it takes two** to make a relationship flourish.



Liam

Liam is a **go-getter** in matters of the heart, embodying the phrase **nail it** when it comes to romance. He believes in taking bold actions to win someone's affection and doesn't mind being a bit of a risk-taker. He thinks that making the first move and showing genuine interest can lead to exciting and fulfilling connections.



Ethan

Ethan is a firm believer that **it won't go to waste** when it comes to putting effort into relationships. He's committed to making things work and views challenges as opportunities to grow closer. He believes that overcoming obstacles is worth it in the end and that showing consistent dedication is key to building a lasting bond.



Michael

Michael has a practical approach to romance, often preferring to **cut to the chase**. He believes that clear communication and straightforward conversations are vital for building lasting connections. He's not one to **bite his tongue**, always expressing his thoughts honestly and valuing partners who are equally open.



Isabella

Isabella often feels like a **wet blanket** due to her tendency to overthink and worry in romantic situations. She sometimes believes that her concerns are **all in her head**, causing her to hesitate. Despite her doubts, she recognizes the importance of addressing issues and **mending fences** to create a solid foundation for love.

notes:

Unit Task

Step 1: Read the following descriptions of three dysfunctional relationships.

1. The Forgetful Partner

One partner constantly forgets important dates and events, leading to humorous consequences and misunderstandings. This partner could forget anniversaries, birthdays, or even the name of their partner.

2. The Overly Attached Partner

One partner becomes excessively clingy and possessive, demonstrating exaggerated behaviors such as constantly checking the other person's phone, following them around everywhere, and calling them every five minutes.



3. The Uncommunicative Couple

a couple struggles with effective communication, marked by their inability to express their thoughts and feelings clearly. They may resort to using only gestures, grunts, or nonsensical sounds to communicate.

Step 2: Choose one dysfunctional relationship and create a short skit (about 1 minute) with your partner. For fun, try to portray the relationship in a comical and exaggerated way.

notes:

Step 3: In groups, take turns performing each of your skits. After all the skits have been performed, share your favorite funny moments from each skit and discuss how these exaggerated scenarios highlight common challenges in relationships.

Cultural Differences




Humor is the passport to the soul of another culture. - Richard Rorty



TOPIC WARM UP

You can use your intuition or knowledge about cultures and make a guess about which description matches each country.

Comedy Culture Across Countries

	<ul style="list-style-type: none"> • <input type="text"/> <p>Intellectual humor is popular, with a focus on literature, art, and philosophy. Comedy in this country often uses wordplay and *puns, and may include elements of pantomime or juggling.</p>
	<ul style="list-style-type: none"> • <input type="text"/> <p>Comedy often reflects the relaxed, disrespectful culture of the country. Humor in this country is often *self-deprecating, and may include elements of physical comedy.</p>
	<ul style="list-style-type: none"> • <input type="text"/> <p>Comedy often includes music and dance, with traditional this country's cultural values and customs being a common theme. Comedy in this country may also include elements of movies and television.</p>

*puns: a humorous use of a word or phrase that has several meanings or that sounds like another word

*self-deprecating: trying to make yourself, your abilities, or your achievements seem less important

Discussion

1. Do you use humor in daily conversation? If yes, in what situations do you use humor? If no, why not?

Ex. I tend to use humor when I meet new people to help break the ice!

2. How much do you like the below Japanese traditions of humor or comedy? Rank them in order of how much you like each. Which one do you think foreigners would enjoy the most and least in your opinion? Compare and discuss with a partner.

RANK	
	manzai
	rakugo
	conto
	puns

3. Have you ever played “Batsu Game” such as Shiri-zi, Ippatsu-gei, eating spicy food, or something similar? Do you think they would be amusing to foreigners? Why or why not?

KEY VOCABULARY

brochure newcomers anecdotes disciplined elaborate
exclusively far-fetched staggering dissecting

READING



PART A- Reading Comprehension

Intercultural guide to humor (at home and abroad)

By Piotr Pluta



Piotr Pluta is a psychologist. He has a Master Degree in Psychology from the University of Wrocław, Poland. In his master thesis, he investigated the influence of humour on persuasion and the psychology of humour is among his professional fields of interest. He has designed and runs humour seminars and workshops, during which participants experience humour and reflect on the phenomenon and its role in their organizations.

In the Lonely Planet guidebook, which is a famous publication that provides detailed information for travelers to various destinations around the world, you can read a lot of interesting cultural facts and tips about other countries. For example, you might be surprised to find that you should not smile at strangers when traveling to Poland because the locals may think you're stupid. And here's a Norwegian joke for you, an old one:



When a stranger on the street smiles at you, you assume that...

- a) he is a drunk.
- b) he is insane.
- c) he is an American.

This was actually printed on the back cover of a **brochure** published by the Norwegian work agency Naav, a brochure for **newcomers** to Norway. And this may sound funny, but there's actually some serious research backing these **anecdotes**. In one study, researchers investigated how people in different cultures perceive smiling and non-smiling strangers. And in particular, they asked the participants to assess the intelligence of smiling versus non-smiling individuals in pictures. And indeed, in both Poland and Norway, smiling individuals were perceived as less intelligent, but only slightly. In Germany, on the other hand, and this may be surprising to some of you, smiling individuals were the ones perceived as more intelligent, and the difference was quite significant. The difference was also significant in Iran, but the results were the other way around. This study tells us two things. First, smiling can influence how we perceive other people's intelligence, and thus is an important part of the first impression we make. Second, people in different cultures may use a smile differently, or smile in different situations and contexts. So, for example, when you're travelling, sometimes people may surprise you with a smile, and other times not. Should you smile back? And what do we think or feel about people who don't smile back? After all, we're the ones who are making an effort to be friendly and smile to them in the first place.

It gets even more tricky with humor, and one thing about humor and intercultural interactions is that there's usually somebody who doesn't speak the native language. When I moved to Norway, I really applied myself to learning about the region, and I'm a very **disciplined** and quick learner, so soon I was fluent enough to communicate almost **exclusively** in Norwegian with my colleagues at work. With clients on the phone, I could even write long **elaborate** emails and run workshops

in Norwegian. I could even argue with clerks at public institutions like the work agency in Norwegian. But despite all that, and at the same time, humor was often a problem. My colleagues would often tease each other and cracking jokes, but the exchanges were just too difficult to follow. These were too many words with double meaning to process, references to politicians, celebrities, and events I didn't know about. These exchanges included, strange jokes about Danes and Swedes that I lacked the background to understand and to find funny. To make matters worse, these exchanges were much faster than the regular serious communication, and often missing just one word meant missing out on the fun. And if understanding humor was difficult, being able to participate actively in humor was even harder and more challenging. I really struggled with expressing the funny side of my personality in the beginning. Since I found humor to be more demanding than regular serious communication, oftentimes I just withdrew and chose not to participate.



This made me wonder whether my colleagues perceived me in those moments as more as a stranger and a foreigner.

In cross-cultural interactions, failure to use humor successfully is very frequent, so when it happens, don't draw too **far-fetched** conclusions about yourself or the others. Rather, try to learn from failures even though it may be a little difficult to do. In one study, a **staggering** 70% of participants reported that they usually blamed others for their own failed humour. What it means is that most of us, when we tell a joke and the other person doesn't laugh, we go and blame that person. Maybe we assume that he or she doesn't have a good sense of humor, and we take it for granted that *they* are the humorless ones. In addition, we might, in fact, worry that thinking about humor will kill the fun, as it was famously expressed by an American writer, EB White: "Analyzing humor is a little bit like **dissecting** a frog; few people are interested, and the patient dies in the end." Now, I disagree obviously, and I think that reflecting about how we use humor and how it shapes our perceptions won't kill all the fun. Rather, it may yet turn more strangers from different cultures into friends.

Source: <https://youtu.be/w-abKKg0sw8?feature=shared>



CHECK YOUR UNDERSTANDING

- 1) According to the Lonely Planet guidebook, what should you avoid doing when travelling to Poland?
 - a) laughing at strangers
 - b) smiling at strangers
 - c) talking to strangers

- 2) What was printed on the back cover of the brochure published by the Norwegian work agency Naav?
 - a) a joke related to Norwegian culture
 - b) a guide for newcomers to Norway
 - c) a study about humor and intercultural interactions

- 3) In which country were smiling individuals perceived as less intelligent according to the article?
Choose all answers that apply.
 - a) Poland
 - b) Germany
 - c) Iran

- 4) What was the author's experience with humor when she moved to Norway?
 - a) She understood all the jokes by spending time with her co-workers in Germany.
 - b) She found humor to be more demanding than regular communication.
 - c) She never participated in humorous exchanges with her colleagues.

- 5) What is the main point of the section on humor in cross-cultural interactions?
 - a) Humor is easy to understand in different cultures as long as there is someone who can explain it.
 - b) Humor is more difficult to understand than regular communication in different cultures.
 - c) Everyone knows humor is difficult to understand, so don't worry about it when communicating across cultures.

- 6) According to the study, what do most people do when their humor fails?
 - a) They blame themselves.
 - b) They blame the other person.
 - c) They stop telling jokes altogether.

DISCUSSING THE ARTICLE

1. In your opinion, which countries mentioned in the article would be the most similar to Japan when smiling at a stranger? Explain your ideas in detail and support your opinion with facts, examples, and logic where possible.
2. Based on what you know about the countries listed in the box below, which do you think are those that smile more and less? Discuss with a partner, and match each country to the appropriate box based on your and your partner's ideas.

Countries with more smiles	Countries with fewer smiles

U.S. Russia Canada Swiss Australia Indonesia Zimbabwe Bangladesh

Source: https://tocana.jp/2015/05/post_6439_entry.html

3. When faced with jokes that you don't understand, do you believe it's more important to preserve the flow of conversation by laughing, or do you see it as an opportunity to learn and ask for an explanation? Discuss with a partner when you would pretend to understand and when you would ask for an explanation. You can reference the below situations to help you consider different social scenarios.

A) when you are talking with your boss	B) when you are talking with your crush
C) when you are talking with your teacher	D) when you are talking with your parents
E) when you are talking with your best friend	F) when you are talking with a stranger in your favorite restaurant

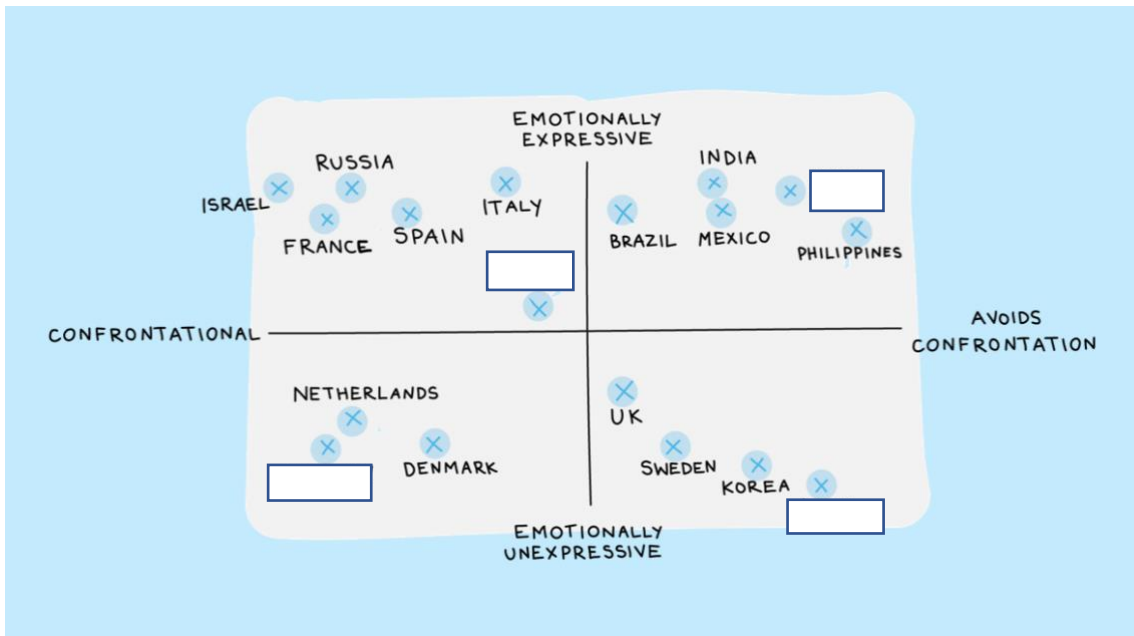
4. Interpret the quote from the article, "analyzing humor is a little bit like dissecting a frog; few people are interested, and the patient dies in the end," and discuss what you think it means with your partner.



SURPRISING STATISTICS

Part A - Look at the chart below and fill in the blanks. Then compare and discuss your choices with a partner. Provide reasons and examples to support your choices.

Figure 1- Differences by Country - Emotion and *Confrontation (* a fight or conflict)



Source: <https://www.factoftheday1.com/p/october-5-differences-by-country>

GERMANY / JAPAN / SAUDI ARABIA / US

Part B - Read the partial dialog below and complete the most appropriate response from Friend 2 based on the information in Figure 1.

Friend 1: Hey, something has been bothering me recently. Can we talk about it?
Friend 2: [Choose from the responses below for each country.]

JAPAN	•	•	Um, okay. What's on your mind?
ISRAEL	•	•	Oh my gosh, of course! Let's talk about it right away!
GERMANY	•	•	Alright, speak up. What's bothering you?
PHILIPPINES	•	•	Look, we have to talk about it right now. I'm upset and I can't ignore it.

Part C - How might cultural differences in confrontation styles impact cross-cultural interactions and collaboration? Are there any strategies or techniques that can help bridge the gaps in confrontation styles and foster effective communication in multicultural environments?

WHAT'S YOUR OPINION?

Read the opinion of Mateo, Benjamin, Olivia, Luna and Mia. Whose opinion do you agree and disagree with the most and why? Discuss with your partner.



Mateo

Hey, have you ever noticed how cultural differences can be fascinating yet challenging at the same time? It's like **walking a tightrope**, trying to understand and respect each other's traditions without crossing any boundaries. There's **a fine line between** accepting diversity **and** unintentionally offending someone.



Benjamin

Absolutely! **I couldn't agree more.** It's crucial to approach cultural differences with an open mind and learn about them inside out. We shouldn't make assumptions based on stereotypes or generalizations. I always try to explore deep into a culture's history and traditions to truly appreciate its richness.



Olivia

I get what you're saying, but sometimes it can be overwhelming, especially when someone from another culture **talks your ear off** about their customs. Don't get me wrong, I appreciate their enthusiasm, but there are limits. I can't absorb every detail and retain it all. Sometimes, it's okay to say, "Hey, that's interesting, but I need to **take a breather.**"



Luna

Yeah, I hear you. It's important to **strike a balance**. While it's great to learn about different cultures, we shouldn't **read too much into them** and create unrealistic expectations. We might unconsciously end up stereotyping certain aspects. We need to keep ourselves **grounded** and acknowledge that no culture is perfect.



Mia

I don't buy that notion of cultural superiority. Each culture has its strengths and weaknesses. We should respect and appreciate the diversity without *putting any culture on a pedestal*. We need to be real with ourselves and recognize that no one culture has it all figured out.

Key Word

Based on the context above, circle the correct meaning of the expression.

Put someone on a pedestal means.... ?

? 1. to love or respect someone so much.

2. assigning them the role of a tour guide for historical monuments.



←a pedestal

Unit Task

You are a Japanese student living in an international dormitory with students from various countries. As the dormitory has residents from different cultural backgrounds, you often encounter humorous situations where cultural differences come into play.

Part A - Preparation

Step 1

In pairs, look at the listed cultural norms and taboos below and decide which sentences correspond to which countries based your knowledge. Indicate your choice by putting the first letter of the country in the blank next to each cultural norm or taboo. Some letters are used twice.

France	Australia	China
United States	Kenya	Egypt

- ___ Clocks and sharp objects (like knives or scissors) are associated with negative connotations in this culture, such as time running out or severing relationships, so they are generally avoided as gifts.
- ___ They often engage in small talk with strangers or acquaintances, discussing topics like the weather or sports to establish a friendly rapport.
- ___ This culture appreciates taking time for meals and enjoying leisurely activities. Rushing through meals or demanding quick service may be viewed negatively.
- ___ Their dining has its own rules of etiquette. Keeping your hands on the table and your wrists above the table edge is considered proper. It's also customary to wait for the host to initiate the meal before you start eating.
- ___ It's courteous to ask for permission before taking photos of people, especially in rural or indigenous communities. Many here believe that a photograph captures a part of one's soul, so it's respectful to seek permission first.
- ___ If invited to someone's home, it's customary to bring a small gift as a token of appreciation. However, avoid giving items made of pigskin or alcohol, as they are not permitted in this culture.
- ___ Calling a waitress loudly in a restaurant is impolite in this country. It is customary to attract the attention of a waitress or waiter by making eye contact, raising your hand slightly, or using a polite gesture.
- ___ It is customary to leave a small amount of food on the plate after finishing a meal in this country. This indicates that the host has provided a sufficient amount of food and that the guest is full.
- ___ Indigenous people in this country have a unique and ancient culture. It's essential to show respect for their customs, traditions, and sacred sites. Seek permission before entering indigenous-owned land here.

Do any of these apply to Japan? Discuss with your partner which one is the most rude or inappropriate in a Japanese context.

Step 2

In pairs, think of an example or explanation of Japanese cultural norms or taboos and write your and your partner's ideas below. You can use the keywords in the following box to help you generate ideas as needed:

time, personal space, gift-giving, public transportation, greeting, eating etiquette (noodles, chopsticks, sounds....), red ink, runny nose

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Part B - Discussion

Now, that we have thought about a lot of cultural differences, let's explore solutions to problems that could arise from cultural misunderstandings! Read each dormitory situation below, and choose the response that you think is the best way to handle the situation based on cultural understanding. You should choose different response options from your partner. Try to convince your partner that your choice is the best approach.

Situation 1:

Your roommate loves listening to music at a high volume, especially during study hours. It's hard for you to concentrate with the loud music playing.

Response options:

- a) Kindly ask your roommate if they could lower the volume during study hours to create a more conducive environment for everyone.
- b) Discuss setting specific music hours where your roommate can enjoy their music without disturbing others.
- c) Invest in noise-canceling headphones to help you focus despite the loud music.

Situation 2:

You bought sushi for 3,000 yen in a supermarket and were excited to eat it. You discover that your roommate ate your sushi without permission from the refrigerator because you didn't write your name on it.

Response options:

- a) Just ignore the situation because it's your fault that you didn't label it.
- b) Explain to your roommate the importance of not eating another's food without their permission.
- c) Tell the event to the dormitory manager and ask them to reprimand (warning) your roommate for eating your sushi.

Part C - Debate

Is it better to have a diverse society with multiple cultures or strive for cultural assimilation?

Step 1: READING



Great Britain, New Zealand, Canada, and Australia are some nations that have adopted multiculturalism. Canada was the first country to pass a ‘Multiculturalism Act’ in 1988, which ensured the rights of citizenship to all residents, irrespective of their ethnic background. Another example is British multiculturalism, which is a two-way process, in which immigrants are given considerable freedom in adapting to British society, while the host country also tries to adopt some elements from immigrant cultures, like food, clothing, and words from their language.

The United States, Netherlands, France, and several other European countries have been supporters of the assimilation doctrine.

The Netherlands requires immigrants to watch a video showing the Dutch way of life (including aspects like homosexuals, nude sunbathing, etc) so that they can adjust to this culture. Germany

requires immigrants to undergo a mandatory, free, 200-hour training in the German language. The French policy of assimilation is popular, in that, it requires immigrants to leave their traditions behind while adopting the host culture, and the country has even banned women from publicly wearing the headscarf, a religious symbol of Muslims.



Source: <https://opinionfront.com/multiculturalism-vs-assimilation>

Step 2: Look at following charts, then circle the correct answer.

Chart 1 [multiculturalism or assimilation]

Cons	Pros
It may highlight the differences between groups, causing ethnic conflicts	All groups are free to follow their respective cultures (a tolerant society).
It may lead to unfair stereotyping of different groups	A diverse society is less likely to engage in racism and other discriminatory behavior.
Governments and schools may need to spend more on translation services, since learning the host language is not compulsory for immigrants.	It encourages a higher rate of immigration, thus providing a larger workforce.

Chart 2 [multiculturalism or assimilation]

Cons	Pros
Discarding one's culture is not easy and may cause a negative reaction if this process is enforced.	Native societies may prosper if they adapt the dominant culture's language and institutions and improve their own economic position.
This policy discriminates between cultures, regarding one as more important.	Supporters of this doctrine believe that it leads to social integration of all groups and increases patriotism .
Such discrimination leads to social problems like racism.	Traditional cultures can be preserved.

Key Vocabulary

Discard.... get rid of (someone or something) as no longer useful or desirable.

Prosper... succeed in material terms; be financially successful.

Patriotism... the feeling of loving your country more than any others and being proud of it.

Step 3

Using your notes, try to present the best possible argument for your side. If one side has an odd number of members, one member should act as the group moderator. Use concrete examples as evidence to support your case. Be polite but firm. Make concessions as necessary to show you are a good-faith debater.

Goal

Make convincing arguments to support your position.

Notes:

Addiction



TOPIC WARM UP

Part A

Step 1

This is a list of the percent of people who use their phone while doing another activity. Make a prediction and put the numbers in the list beside each activity. Choose from the numbers in the grey box below and match them to each activity.

Source: [Infographic-reveals-interesting-statistics3 - techhub](#)



32 37 35 36 61 8

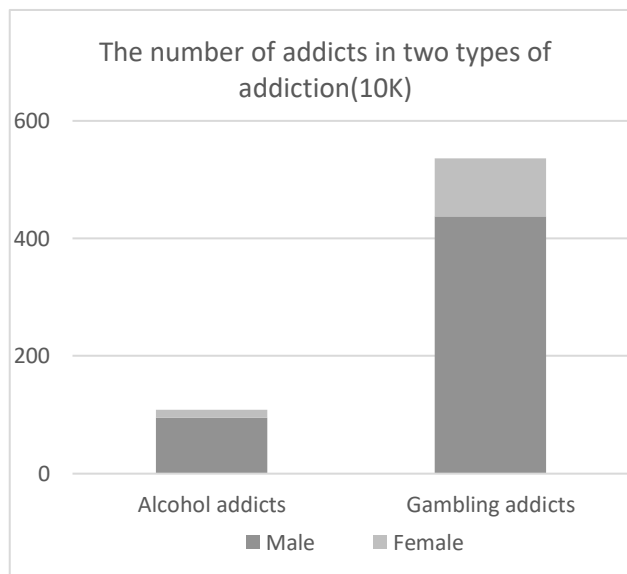
Step 2

Compare your answers with your partners. Ask your partners if they have used their phone in any of these the situations. Based on your answers, do you think that they are addicted to smartphones? What about yourself?

Part B - Discussion

Did you know that there are two types of addictions? While alcohol addiction is a substance addiction, gambling addiction is a behavioral addiction. Think about the risks of each addiction and discuss which you think is more dangerous with your partner.

Alcohol addiction	Gambling addiction



KEY VOCABULARY

anecdotal	hooked on	enforce	disorder
diagnose	evaluation	stimulated	conduct
prescribe	devise	breakthrough	

READING



In recent years, the phenomenon of video game addiction, often referred to as "gaming disorder," has gained increasing attention and concern on a global scale. This article digs into the emerging issue of young children in Japan.

The World Health Organization (WHO) officially recognized video game addiction as a psychological disorder on May 25, 2019. However, Japanese researchers have been tracking the problem at home for a number of years, with both **anecdotal** and survey evidence showing an alarming ratio of children suspected of being **hooked on** gaming.

A second-grade elementary school boy refused to keep to the established gaming time limits set by his parents. When his mother attempted to **enforce** the rules, he responded by verbally and physically assaulting her. He also struck an acquaintance, citing annoyance as the reason. In another case, a sixth-grade primary school student swung a kitchen knife when his mother took his video game. The mother managed to flee their home with her younger child and immediately called the police. The mother admitted her son to the hospital in an emergency. These are notes on two cases recorded by medical specialist Akinori Masuda, 67, at his clinic in Kagoshima, southwestern Japan.

Video game addiction or "gaming **disorder**," as it is called by the WHO, disproportionately (especially) affects those aged 10 to 19. The National Hospital Organization's Kurihama Medical and Addiction Center in Yokosuka, Kanagawa Prefecture, south of Tokyo, established an "internet addiction" clinic in 2017, and **diagnosed** 167 people with the condition that year. Of that number, 107 were in the 10-19 age bracket. Two patients were under 10 years of age,

and virtually all of them were hooked on online games.

A Ministry of Health, Labor and Welfare research group estimated in August last year that one in seven junior high and high school students -- or some 930,000 children aged roughly 12 to 18 -- were suspected of being internet addicts. That was almost twice the total from a 2013 survey, and the condition may also be spreading in younger age groups.

A medical specialist, Masuda has collected sleeping habit survey data on some 28,000 Kagoshima Prefecture primary, junior high and senior high school students over several years. The survey -- based on **evaluation** criteria used by the American Psychiatric Association -- for academic 2018 found that 20% of boys in the lower grades of primary school in the prefecture were suspected of being addicted to online games. The figure was 18% for boys in the higher grades of primary school. Meanwhile, of the 110 school children Masuda's clinic diagnosed with gaming addiction in 2016-2017, 23 were primary school students.

Furthermore, a survey of 5,202 parents or guardians of very young children found that more than 30% of kids aged 1 to 6 spent more than an hour per day using a smartphone. Also, more than 25% of 6-year-olds were gaming for an hour-plus daily. Children still during their mental development are more easily **stimulated** by video games than adults. They become hooked on them more quickly, and curing the addiction is very difficult.

"The younger the child **comes into contact with** video games, the greater the dangers of them developing gaming addiction, and they can get addicted quickly," said Susumu Higuchi, head of the Kurihama Medical and Addiction Center.

"The later you give a child access to smartphones or games, the better." Meanwhile, the WHO's decision to classify gaming addiction as a medical disorder opens the door for doctors in Japan to **conduct** tests and **prescribe** medications to patients using procedures approved for conditions covered by health insurance. Until now, although some medical institutions have "internet and game addiction" outpatient services, cases have been filed under alternate categories including "other" mental disorders, according to the health ministry's Mental Health and Disability Health Division. Furthermore, in many cases facilities with no experts in this type of addiction have had difficulty diagnosing gaming disorder or **devising** appropriate treatment.



According to Tomomi Toyama, a ministry official from the mental health division, the creation of a category for gaming disease will allow for the development of consultation guidelines and other resources. This is expected to reduce the number of medical institutions that are unable to treat the disorder and to facilitate **breakthroughs** in treatment approaches.

Gaming disorder poses a substantial challenge in the modern digital age, with many individuals, particularly young people. Opportunities for doctors and society at large to address and support persons afflicted by this issue increase with growing awareness and knowledge of the problem. By acknowledging the existence of gaming disorder and its potential consequences, we can work towards more effective prevention, intervention, and treatment strategies.

Source: <https://mainichi.jp/english/articles/20190527/p2a/00m/0na/014000c>



CHECK YOUR UNDERSTANDING

1. Which statement is true about the case of the second-grade elementary school student?
 - a) The parent verbally assaulted their son.
 - b) The parent managed the amount of time of video games.
 - c) The parent took away video games from her son.

2. With which statement would the author most strongly agree regarding video game addiction?
 - a) Video game addiction primarily affects adults, with very few cases among children and teenagers.
 - b) Gaming disorders have a considerable influence on teenagers with a growing concern for younger age groups.
 - c) Video game addiction is a minor concern in the field of mental health and doesn't require specialized treatment centers.

3. What percent of children aged 1-6 from the survey spent more than an hour per day using smartphones?
- a) about 20%
 - b) about 25%
 - c) about 30%
4. Why do children become addicted to video games at a faster rate than adults?
- a) Video games tend to stimulate the developing brains of children.
 - b) They have more free time to spend on video games.
 - c) There is a lack of regulatory guidelines for children's gaming habits.
5. According to the paragraph starting with "The younger the child," which statement is NOT true?
- a) A child is more likely to become addicted to video games the earlier they are exposed to them.
 - b) The WHO classification allows Japanese doctors to conduct tests and give medicine.
 - c) Many hospitals in Japan have specialists for patients with gaming issues.
6. Are the following statements true, false, or not given according to the information in the article? Choose T, F, or NG.
- a) Japanese researchers have been monitoring video game addiction for many years.
T F NG
 - b) Children in the higher grade of primary school do not get addicted to video games quickly.
T F NG

DISCUSSING THE ARTICLE

1. According to the article, a lot of children these days are addicted to video games including smartphone applications. Did you observe any differences between children these days compared to those during your childhood? Share your experience when you were little with your partners and compare the differences.
2. While there are downsides to playing video games, it also can be beneficial. What are the possible problems and benefits of playing these two types of video games?



Minecraft (an open-world virtual environment that allows players unrestricted freedom to explore, interact, and create within the game's boundaries):

Call of Duty (a shooting game that involves using firearms to combat enemies and achieve objectives in a digital environment):

3. Parents have a responsibility to control how much access to video games and smartphones their children have. What would you do if you were a parent of a child addicted to video games or smartphones? Read from the options below. Choose the best approaches and share your opinions with your partner.

1) Open Communication.

Start by having an open and non-judgmental conversation with your child. Understand their perspective and feelings about gaming or smartphone use.

2) Set Clear Limits.

Establish clear rules and limits regarding screen time. Create a schedule that includes designated times for homework, chores, and outdoor activities.

3) Educate About Balance.

Teach your child about the importance of a balanced lifestyle. Help them understand the benefits of other activities like exercise, socializing, and pursuing hobbies.

4) Lead by Example.

Model healthy behavior by demonstrating a balanced use of technology yourself. Children often learn by observing their parents.

5) Create Tech-Free Zones.

Designate certain areas or times in the house where the use of smartphones or gaming devices is not allowed, such as during meals or in bedrooms before bedtime.

6) Encourage Other Interests.

Help your child discover and engage in other interests and hobbies. This could be sports, arts, music, or any activity they find enjoyable.

7) Reward System.

Implement a reward system for adhering to agreed-upon screen time limits. Positive reinforcement can motivate your child to manage their time more responsibly.

8) Monitoring and Parental Controls.

Use parental control features on devices to monitor and restrict the content your child has access to, as well as the amount of time spent on gaming or other apps.

9) Involve Them in Decision-Making.

Include your child in the process of setting screen time limits. When they are part of the decision-making, they may be more likely to adhere to the rules.

*Above information obtained from ChatGPT; a language model developed by OpenAI.



SURPRISING STATISTICS

Part A - Small activity

Table 1. Gambling addicts in Japan

	Man	Women
Number of people (out of 8,000)	149	26
Ratio	3.7%	0.7%

Source: [document40.pdf \(ncasa-japan.jp\)](http://document40.pdf(ncasa-japan.jp))

The chart above shows the results of a survey conducted in Japan about gambling addiction. According to the survey, there is a variety of types of gambling people get addicted to. Can you predict which are more preferred by men and women? Rank the top three for each and discuss your choices with a partner.

• slot machines • horse racing • raffle • pachinko

Man	Women
1.	4.
2.	5.
3.	6.

Part B - Discussion

Pachinko parlors, where people can play gambling games with a machine called *Pachinko*, are everywhere in Japan and are always crowded. While there is a chance to make money, the odds are against you. What would you say if your friend got addicted to it? In pairs, pick one of the two roles below. Person A has a gambling addiction and Person B is A's friend and is trying to convince him or her to give it up.



[Person A]: This person is a university student addicted to *pachinko*. Although this person works for a convenience store, they are financially dependent on their parents.

[Person B]: This person is also a university student who has known Person A for a long time. This person always looks out for their friends and family.

Part C - Debate

Casinos have been illegal for a long time in Japan, but the Japanese government has approved the building of the country's first gambling resort. The complex will open in Osaka in 2029. However, since the presence of casinos can have pros and cons from the community, public opinion has been split. Make a group of 4 people, in which 2 support the introduction of the gambling resort and 2 oppose it. Present your opinions and try to give a persuasive reason for your position. You can use some of the ideas in the box below to get you started.

Source: [Japan approves plan to open its first casino - BBC News](#)

Pros	Cons
Economic benefits: job opportunities and tax revenue	Addiction risk
Potential for wins	Crime rates and security concerns
Tourism attraction	Financial hardship

WHAT'S YOUR OPINION?

Part A

Read the opinions of Jackson, Rayne, Ozzy, Billie, and Wendy and think about the topic of legalizing marijuana. Whose opinion do you agree or disagree with the most? Why? Discuss with your partner. While reading the dialogue, match the keywords below to their corresponding blanks. Conjugate words as needed.

<Key Vocabulary>

• hook • adopt • reduction • compromise • benefit



Jackson

I have just come back from studying abroad in the US, and it was so fun. One thing I was surprised about was there were so many people smoking marijuana on the street in New York. I felt a little uncomfortable, but I also wanted to try it a little bit. I am wondering why marijuana is illegal in most countries.



Rayne

Oh no, it definitely shouldn't be legal! I have heard many stories of patients addicted to marijuana. Once you get () on it, it is going to be difficult to quit. It also has potential risks to health, especially for young people. Marijuana has no *redeeming qualities, as it leads to increases in crime and addicts.



Ozzy

I kind of agree with B, but I also have heard that some countries have () marijuana for medical use. It seems there are a lot of patients who can () from cannabis-based treatments, so I suppose it could be legalized gradually. It also may eventually generate tax revenue for the government.



Billie

I personally think that legalizing marijuana is a good idea. I know some people got arrested because they owned and sold marijuana. However, when the Japanese government allows marijuana, it may lead to a () in black markets and create new job opportunities. Also, marijuana is not as addictive as tobacco or alcohol.



Wendy

Medical use is a reasonable (), but I still do not want it to be completely legalized. What if people abuse it or drive under the influence? That will be a big problem.



Jackson

It's a complex issue. Legalization could bring benefits, but it also carries risks. The key is to find a balance that benefits society as a whole.

*redeeming qualities: making someone or something seem less bad

Part B

This is a list of the 7 countries that make up the G7, an informal forum of 7 of the world's major advanced economies. Read the facts below and based on this information rank the 7 countries in terms of their tolerance of marijuana. Indicate your ranking in the blank next to each country. Then, compare your answers in small groups. Discuss any differences in rankings and choose the country whose policy you agree with the most. Explain why.



Canada ___ France___ Germany___
Italy___ Japan___ UK___ USA___

-Canada: Canada became the first G7 country to fully legalize recreational marijuana in October 2018.

-France: France has strict marijuana laws, and both medical and recreational use are illegal. However, there have been discussions about potential changes in the future.

-Germany: Germany has legalized medical marijuana and has a regulated system for its distribution. However, recreational use remains illegal.

-Italy: Italy has decriminalized the possession and use of small amounts of marijuana for personal use. While it's not fully legalized, there is a degree of tolerance for personal consumption.

-Japan: Japan has some of the strictest marijuana laws in the G7 and the world. Both medical and recreational use of marijuana are illegal, and penalties for possession and use can be severe.

-United Kingdom: The UK has legalized medical cannabis in limited circumstances, but recreational use remains illegal.

-United States: Marijuana regulations in the United States are complex and vary by state. As of 2022, many states have legalized medical and recreational marijuana to varying degrees, but it remains illegal at the federal level. The situation in the U.S. is dynamic, with changing laws and regulations.

*Above information obtained from ChatGPT; a language model developed by OpenAI.

Part C – Roleplay

Step 1: Fill in the table of the pros and cons of marijuana below by referring to the discussion on page 97 and 98.

Pros	Cons
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Step 2: Now, you are going to make a group of 4 people and discuss if marijuana should be legalized in Japan. Read each role and pick one of them that you want to act out. Try to put forth the best case for your position by giving reasons and backing up these reasons with examples or other evidence.

Student A (Medical Expert):

You are a medical expert. You have extensive knowledge of the potential medical benefits of marijuana, such as pain relief and treatment of certain medical conditions. Your role is to advocate for the legalization of medical marijuana.

Student B (Concerned Parent):

You are a parent who is concerned about the potential impact of marijuana legalization on children and teenagers. Your role is to express your concerns and argue against marijuana legalization.

Student C (Economist):

You are an economist. You believe that legalizing marijuana could generate significant tax revenue and boost the economy. Your role is to present economic arguments in favor of legalization.

Student D (Law Enforcement Officer):

You are a law enforcement officer. Your role is to highlight potential legal and safety issues associated with marijuana legalization. You are against the legalization of marijuana.

Useful expressions for discussion

- What do you think about this?
- In my opinion... / From my perspective...
- I agree with you. / I'm on the same page. / That's a valid point.
- I respectfully disagree because... / I have a different take on this.
- Can you give me more details about...
- I partially agree with you, but...
- I can see your point, and at the same time...
- It's okay to have a differing viewpoint

Glossary

World diet

come rain or shine: whether there is rain or sun; whatever happens

craving: a strong desire for something

diagnose: to say exactly what an illness or the cause of a problem is

disorder: a condition or illness that causes problems with the way part of the body or brain works

go down in flames: to fail very badly or end suddenly and completely

harmful: causing damage or injury to somebody/something, especially to a person's health or to the environment

imbalance: a situation in which two or more things are not the same size or are not treated the same, in a way that is unfair or causes problems

on the fence: not able to decide something

premature: happening before the normal or expected time

process: to treat raw material, food, etc. in order to change it, preserve it, etc.

reward: a thing that you are given because you have done something good, worked hard, etc.

see eye to eye: to agree with someone

take a toll: to cause suffering, deaths, or damage

you can say that again: used to show that you completely agree with what someone has said

Animals

adopt: to take in a pet or somebody else's child into your family

Cardiovascular: relating to the heart and the blood vessels

euthanize: to kill a sick or injured animal or person by giving them drugs so that they die without pain

fulfillment: the act of doing or achieving what was hoped for or expected

morale: the amount of confidence and enthusiasm, etc. that a person or a group has at a particular time

perseverance: the quality of continuing to try to achieve a particular aim despite difficulties

purchase: to buy something

reputable: that people consider to be honest; having a good reputation

snuggle: to get into, or to put somebody/something into a warm comfortable position, especially close to somebody

stimulus: something that helps somebody/something to develop better or more quickly

therapeutic: helping to treat an illness

Beauty

attractive: pleasant to look at, especially in a sexual way

backfire: to have the opposite effect to the one intended, with bad or dangerous results

correlate: if two or more facts, figures, etc. correlate or if a fact, figure, etc. correlates with another, the facts are closely connected and affect or depend on each other

deem: to have a particular opinion about somebody/something

depict: to show an image of somebody/something in a picture

elicit: to get information or a reaction from somebody, often with difficulty

pervasive: existing in all parts of a place or thing; spreading gradually to affect all parts of a place or thing

perceive: to understand or think of somebody/something in a particular way

stigma: negative feelings that people have about particular circumstances or characteristics that somebody may have

wear off: to gradually disappear or stop

Personality

brave: willing to do things that are difficult, dangerous or painful; not afraid

causal: not formal

cheerful: happy, and showing it by the way that you behave

communication: the activity or process of expressing ideas and feelings or of giving people information

comply: to obey a rule, an order, etc.; to meet particular standards

conscientiousness: the quality of doing things carefully and correctly

empathy: the ability to understand another person's feelings, experience, etc.

extroversion: the quality of being a lively and confident person who enjoys being with other people

flexible: the ability to change to suit new conditions or situations

generous: giving or willing to give freely; given freely

innovate: to introduce new things, ideas or ways of doing something

methodological: involving a set of methods and principles used to perform a particular activity

plausibly: in a way that seems reasonable and likely to be true

refute: to prove that something is wrong

representative: a person who has been chosen to speak or vote for somebody else or for a group of people, or to take the place of somebody else

rigorous: done carefully and with a lot of attention to detail

sibling: a brother or sister

Relationships:

all in one's head: in one's imagination: not real

anthropologist: a person who studies the human race, especially its origins, development, customs and beliefs

bite your tongue: to stop yourself from saying something that might upset somebody or cause an argument, although you want to speak

cut to the chase: to stop wasting time and start talking about the most important thing

detergent: a liquid or powder that helps remove dirt, for example from clothes or dishes

discrepancy: a difference between two or more things that should be the same

go-getter: a person who is determined to succeed, especially in business

it takes two to do something: one person cannot be completely responsible for something

it won't go to waste: to assure that something will be used effectively and not discarded

mend: to repair something that has been damaged or broken so that it can be used again

nail it: to achieve something or do something right, especially in sports

shallow: not having much distance between the top or surface and the bottom

smooth something over: to make problems or difficulties seem less important or serious, especially by talking to people

strike a balance: to manage to find a way of being fair to two things that are opposed to each other; to find an acceptable position that is between two things

take a breather: to take a short rest

wet blanket: a person who is not enthusiastic about anything and who stops other people from enjoying themselves

Cultural Differences

anecdote: a short, interesting or funny story about a real person or event

brochure: a small magazine or book containing pictures and information about something or advertising something

couldn't agree more: to agree strongly

dissect: to study something closely and/or discuss it in great detail

elaborate: very complicated and detailed; carefully prepared and organized

exclusively: for only one particular person, group or use

far-fetched: very difficult to believe

I don't buy that. : to not believe something

grounded: mentally and emotionally stable

newcomers: a person who has only recently arrived in a place or started an activity

read too much into something: to believe that an action, remark, or situation has a particular importance or meaning, often when this is not true

staggering: so great, shocking or surprising that it is difficult to believe

talk someone's ear off: to talk to someone for a long time, usually loudly

strike a balance: to manage to find a way of being fair to two things that are opposed to each other; to find an acceptable position that is between two things

walk a fine line between A and B: to be in a difficult or dangerous situation where you could easily make a mistake

walk a tightrope: to be in a difficult situation in which you do not have much freedom of action and need to be extremely careful about what you do

Addiction

anecdotal: possibly not true or accurate because it is based on personal accounts rather than facts or research

benefit: to be useful to somebody or improve their life in some way

breakthrough: an important development that may lead to an agreement or achievement

compromise: an agreement made between two people or groups in which each side gives up some of the things they want so that both sides are happy at the end

conduct: to organize and/or do a particular activity

devise: to invent something new

diagnose: to say exactly what an illness or the cause of a problem is

disorder: a condition or illness that causes problems with the way part of the body or brain works

enforce: to make sure that people obey a particular law or rule

evaluation: the act of forming an opinion of the amount, value or quality of something after thinking about it carefully

hooked on something: needing something that is bad for you, especially a drug

prescribe: to tell somebody to take a particular medicine or have a particular treatment; to write a prescription for a particular medicine, etc.

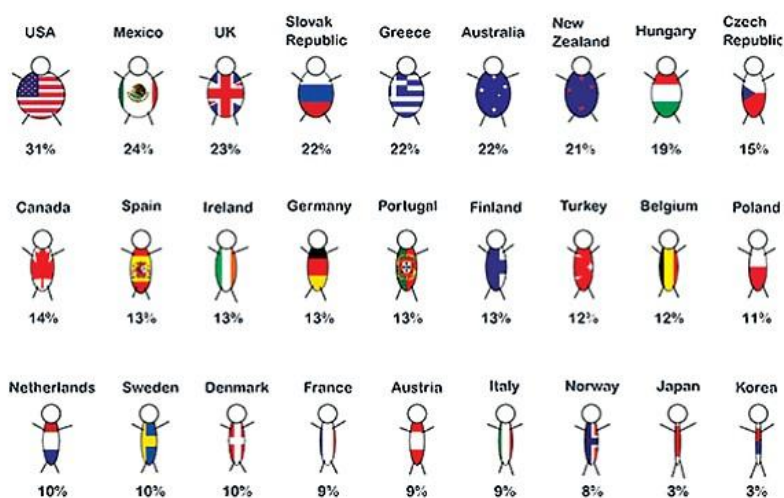
reduction: an act of making something less or smaller; the state of being made less or smaller

stimulate: to make something develop or become more active; to encourage something

Answer key

World Diet

p. 4 TOPIC WARM UP



p. 9 CHECK YOUR UNDERSTANDING

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

p. 13 WHAT'S IN YOUR FOOD Part-A Category Matching

I . Carb heavy foods: A, H, K

II . Oil: B, C, G, I, L

III. Sugar: D, E, F, J

WHAT'S YOUR OPINION Part A-Preparation

p. 15 Step 1

	Red meat	Poultry	Seafood	Eggs	Dairy	Plants	Bye leather/fur
Flexitarian*	✓	✓	✓	✓	✓	✓	✓
Pescatarian		✓				✓	✓
Lacto-Ovo Vegetarian				✓	✓	✓	✓
Vegan						✓	

p. 16 Step 2

1. A
2. A
3. F
4. F
5. F
6. A
7. A
8. A

Animals

p. 18 TOPIC WARM UP Step 1

Cats

- ② 30
- ③ 17
- ④ 100
- ⑨ 48

Dogs

- ① black, white
- ④ smell
- ⑨ 15
- ⑩ dream

pp. 21-22 CHECK YOUR UNDERSTANDING

1. a
2. b
3. b
4. c
5. a

SURPRISING STATISTICS Part B

pp. 23-24 Step 1: Animal Facts

1. F
2. T
3. F

4. T
5. T
6. T
7. T
8. T

p. 24 Step 2: Vocabulary Practice (Animal Categories)

1. mammals
2. birds
3. reptiles
4. amphibians
5. fish
6. insects
7. arachnids
8. invertebrates

p. 26 Avoid Puppies Sold in Pet Stores and Online Part A

1. purchase
2. adopt
3. reputable

Beauty

p. 30 TOPIC WARM UP Part B

1. Introvert
2. Trustworthy
4. Competent
6. Leader
7. Incompetent

pp. 35-36 CHECK YOUR UNDERSTANDING

1. b
2. lazy, not intelligent, lacking in self-control
3. c
4. b,
5. b
6. c

p. 36 Part B KEY VOCABURALY PRACTICE

- A) wear off
- B) pervasive
- C) elicit
- D) correlate
- E) perceive
- F) backfire
- G) attractive

p. 44 WHAT' YOUR OPINION Part A

- 1. P
- 2. P
- 3. C
- 4. P
- 5. C
- 6. C
- 7. P
- 8. C
- 9. P
- 10. C

Personality

p. 51 CHECK YOUR UNDERSTANDING

- 1. a
- 2. c
- 3. a, b, d, f, i
- 4. b
- 5. a
- 6. c

p. 58 WHAT'YOUR OPINION Unit Task

- 1. cheerful
- 2. mean
- 3. generous
- 4. brave

5. thoughtful

6. tidy

Relationships

pp. 63-64 CHECK YOUR UNDERSTANDING

1. b

2. b

3. b

4. c

5. c

6. c

7. c

p. 67 SURPRISING STATISTICS

Part A

1. Men

2. Women

3. Men

4. Women

Part B

1. Spain

2. Japan

3. Israel

Cultural Differences

p. 71 TOPIC WARM UP

Comedy

France
Intellectual humor is popular.
Comedy in this country often includes elements of pantomime or slapstick.

Australia
Comedy often reflects the Australian lifestyle.
Comedy in this country is often satirical and self-deprecating.

India
Comedy often includes social commentary.
Comedy in this country often includes elements of slapstick and satire.

p. 75 CHECK YOUR UNDERSTANDING

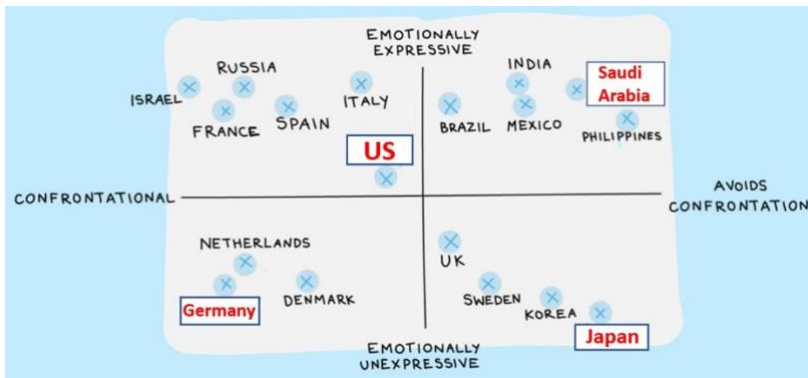
1. b

- 2. a
- 3. a, b
- 4. b
- 5. b
- 6. b

p. 76 DISCUSSION THE ARTICLE

- 2. Countries with more smiles...Zimbabwe, US, Canada, Australia
Countries with fewer smiles...Indonesia, Swiss, Bangladesh, Russia

p. 77 SURPRISING STATISTICS Part A



p. 78 Part B

JAPAN	→	Um, okay. What's on your mind?
ISRAEL	✗	Oh my gosh, of course! Let's talk about it right away!
GERMANY	→	Alright, speak up. What's bothering you?
PHILIPPINES	→	Look, we have to talk about it right now. I'm upset and I can't ignore it.

p. 80 WHAT'S YOUR OPINION? (Key Word)

Put someone on a pedestal means to love or respect someone so much

p. 81 Unit Task Part A-Preparation Step 1

- 1. China

2. US
3. France
4. France
5. Kenya
6. Egypt
7. US
8. China
9. Australia

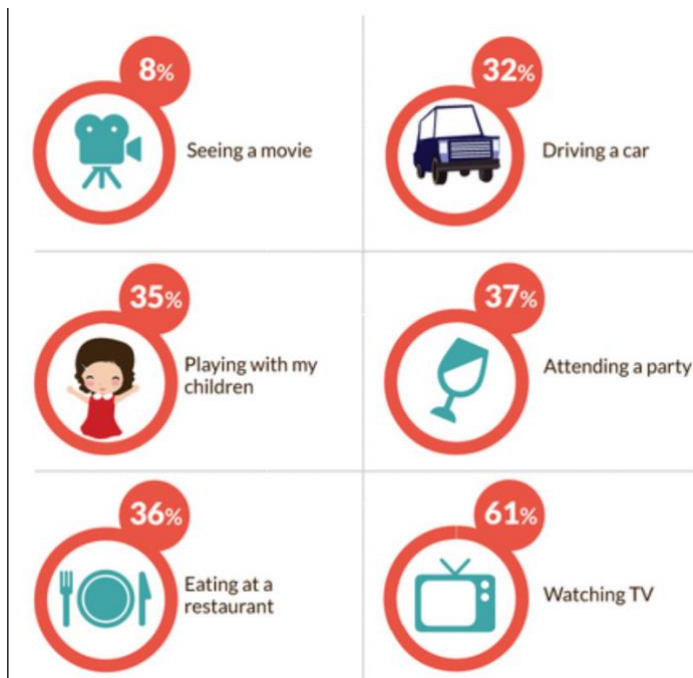
p. 85 Part C Step 2

Chart1 multiculturalism

Chart2 assimilation

Addiction

pp. 87 TOPIC WARM UP Part A Step1



pp. 91-95 CHECK YOUR UNDERSTANDING

1. b
2. b
3. c
4. a

5. c

6. T

7. NG

p. 95 SURPRISING STATISTICS Part B

1. slot machines

2. *pachinko*

3. horse racing

4. slot machine

5. raffle

6. *pachinko*

pp. 97-98 WHAT'S YOUR OPINION Part A

1. hooked

2. adopted

3. benefit

4. reduction

5. compromise