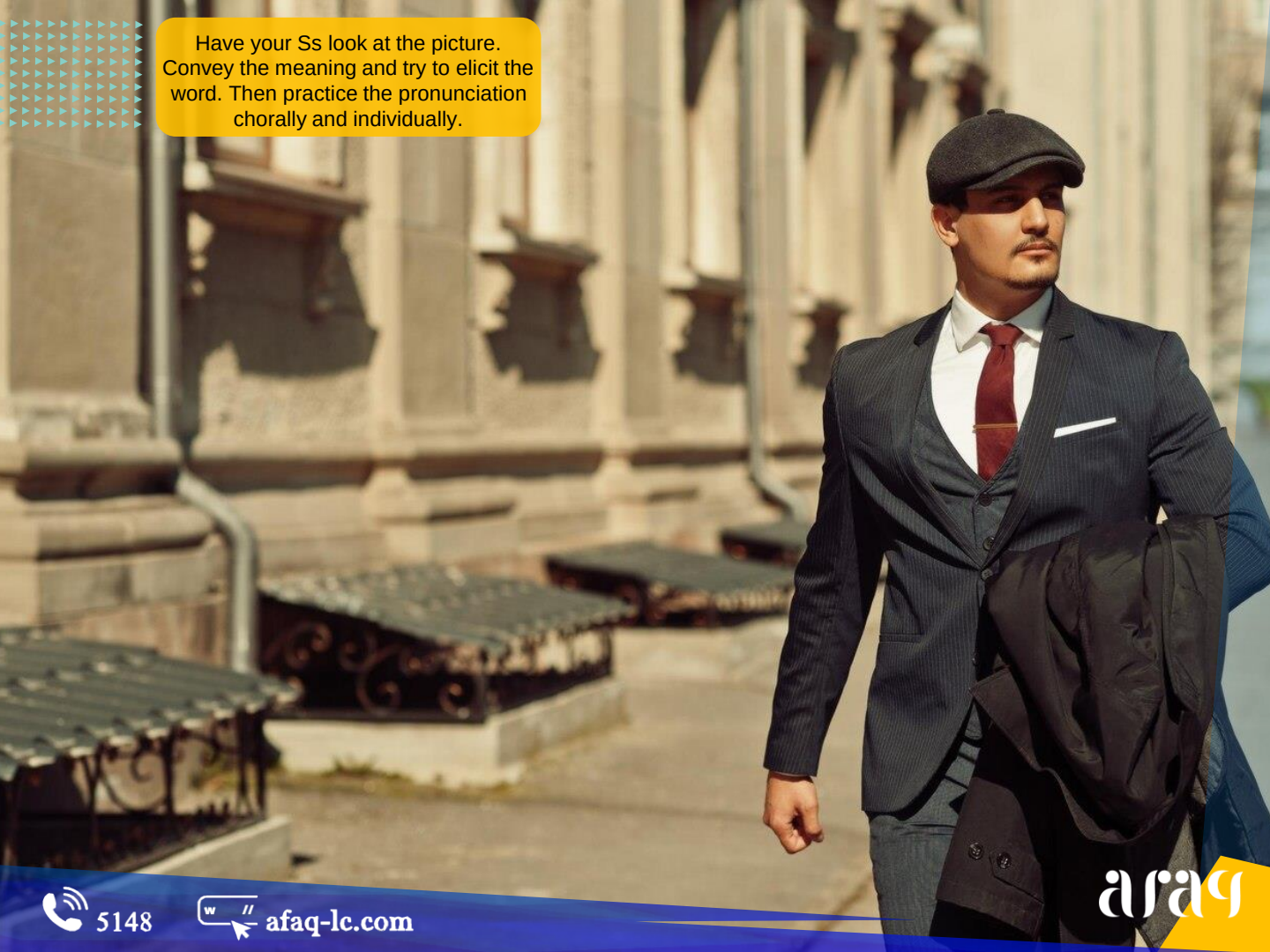


StartUp 7

Reading

Unit9 – Lesson4

Page108


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
STRUT
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



EYE-CATCHING

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



PRIORITIZE

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



DISPROPORTIONATE


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



OSTRACIZE


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
MANIFEST

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



ECCENTRIC



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



CONTRADICTORY


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



TAKE ITS TOLL

FILL IN THE BLANKS.

Have your students do the task in class. Then check the answers right away.

strut - prioritize - ostracize - eccentric - monotonous
eye-catching - disproportionate - manifest - contradictory - take its toll

1. behaving in a way that is unusual and different from most people
2. to clearly show a feeling, attitude, disease, etc., so that it is easy to see
3. boring and always being the same
4. too much or too little in relation to something else
5. statements or facts that are different and cannot both be true
6. to stop accepting someone as a member of the group
7. to decide what is most important, so that you can do it first
8. to have a damaging effect
9. to walk in a very proud and confident way, with your head up and your chest forward
10. unusual or attractive in a way that makes you notice it

Have your Ss preview the text and answer the task. If necessary provide enough explanation about how to preview the text.

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the interview will be about?

An Interview with

Alan Harris

Author of *Sports Superfans*

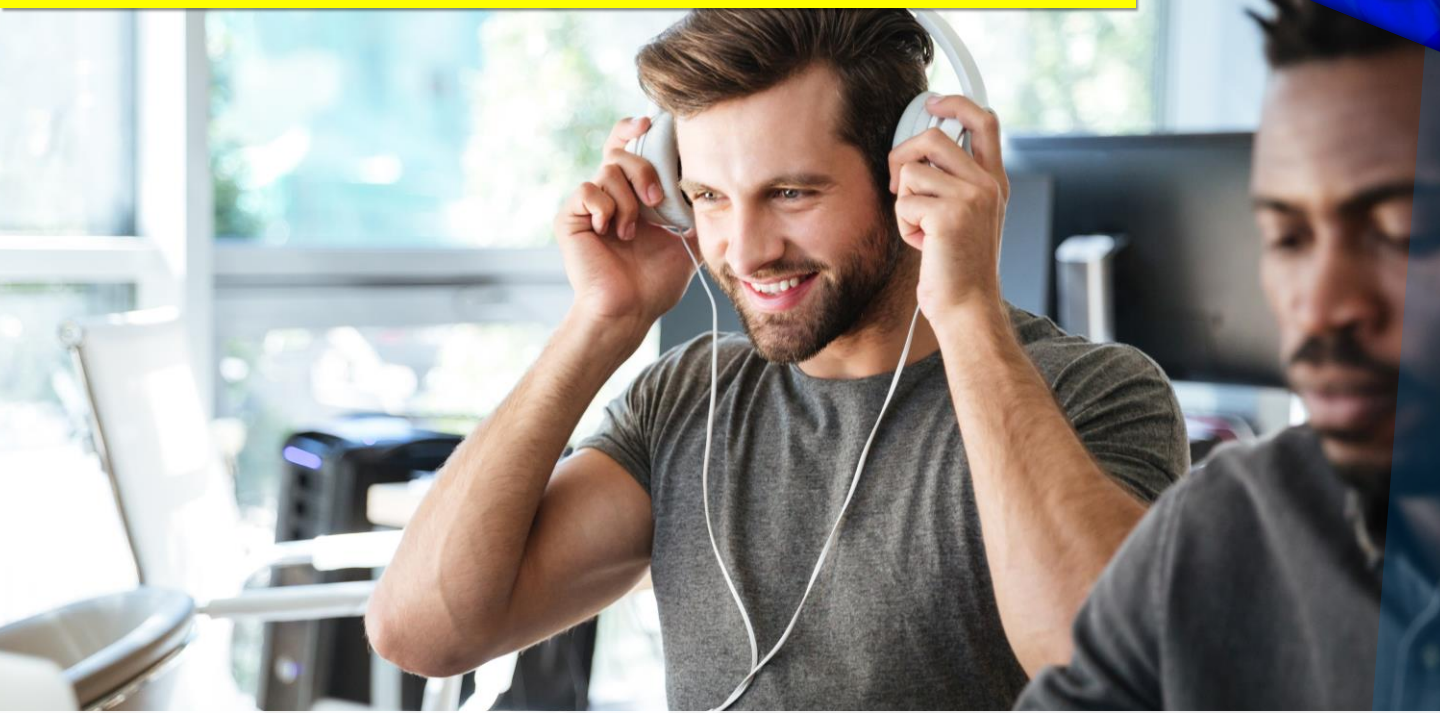


Sports superfans supporting their teams

Have your Ss listen to the audio and answer the question. Check the answers in class.

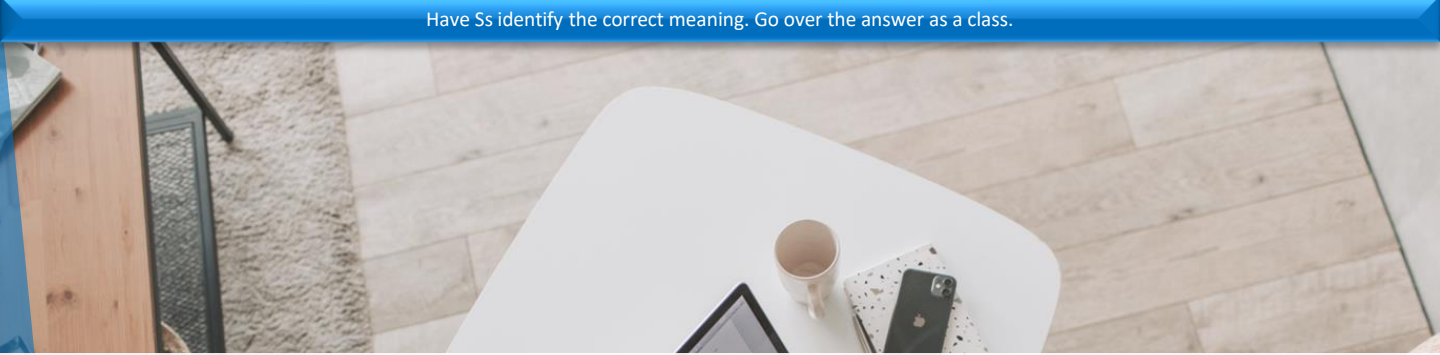
ANSWER THE QUESTIONS ACCORDING TO THE AUDIO.

9-17



1. How is the behavior of a sports superfan related to that of ancient humans?
2. What is the theory of optimal distinctiveness and how does it apply to superfans?
3. What are the physiological effects of a superfan's behavior?
4. What is Harris's positive view of the role of sports superfans in society?

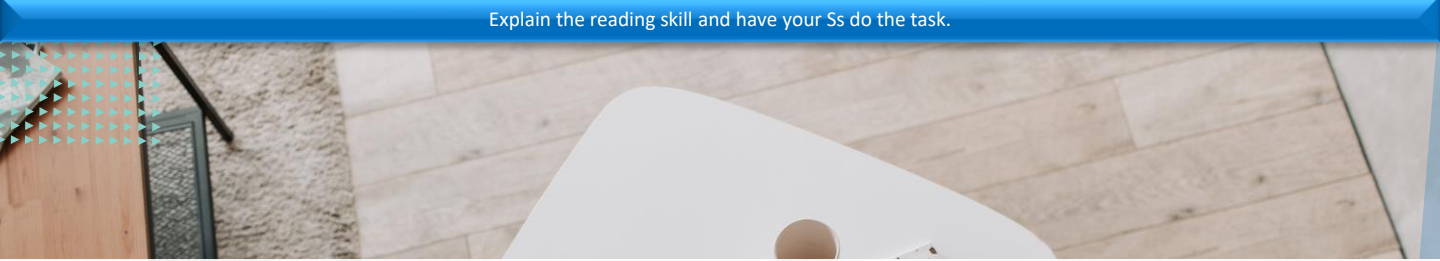
Have Ss identify the correct meaning. Go over the answer as a class.



B CLOSE READING Reread the lines. Then circle the correct answers.

1. What follows the colon (:) in the sentence in lines 24–27?
   a. a more exact purpose for the previous phrase
   b. a more precise explanation of the previous phrase
   c. a new piece of evidence for the previous phrase
2. In lines 39–46, how is the second sentence connected to the first?
   a. a relevant anecdote b. supporting evidence c. a contrasting opinion





C Read the Reading Skill. Then circle the correct answers.

1. In line 9, who does *whom* refer to?
   a. Alan Harris
   b. superfans
2. In line 13, what does *that* refer to?
   a. the motivation
   b. the disproportionate enthusiasm
3. In line 22, what does *it* refer to?
   a. that superfans are eccentric
   b. no referent
4. In line 39, what does *it* refer to?
   a. extroverted behavior
   b. transitioning
5. In line 54, what does *They* refer to?
   a. professional sports
   b. modern societies

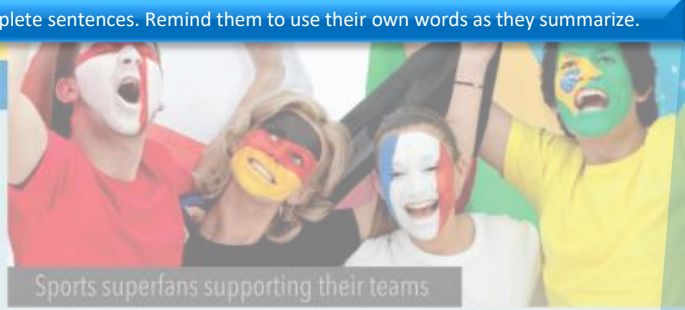
READING SKILL Understand referential cohesion

Referential cohesion is the way some parts of a text refer to other parts. Personal and demonstrative pronouns (for example, *he*, *they*, *this*, *those*) are often used for this purpose as they avoid repetition. Understanding the referents of such pronouns is essential to a correct understanding of nearly any text.

In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.

Author of Sports Superfans

We've all seen them strutting or dancing around at sporting events wearing colorful, eye-catching clothes or costumes and body paint in their team's colors. They spare no expense buying team souvenirs and traveling across the country to attend games. They prioritize attending team events over personal obligations, including weddings and funerals, and may even name a child after their team's coach. They're sports superfans, the subject of the new [illegible] the pleasure of interviewing.



Sports superfans supporting their teams

impulses. Most people seek a balance that allows them to satisfy both needs in a [illegible] however, make a spectacle of themselves while still gaining [illegible] extroverted behavior at weekend sporting [illegible] office job during [illegible] sports superfans?

Q: Alan, what is [illegible] enthusiasm [illegible] book compared to that of average fans?

A: Fundamentally, I think it stem[illegible] be part of a group. It's related [illegible] ancient times, if your group ostracized you, it often meant death. In the case of sports superfans, the intensity of this primitive instinct manifests itself as a display of allegiance to sports teams in a big way.

A: Research confirms that it is. The intense personal investment that superfans feel for their team can cause chemical changes in the body. Studies on soccer professionals and soccer superfans have revealed that the increased hormone levels after a win and the decreased levels after a loss are the same in both groups. One fan I spoke with explained that when his team wins, the high lasts a week, but that after a loss, he can't sleep as memories of the game keep running through his head over and over, so he goes to work

Q: I see. But, doesn't such eccentric behavior put superfans at risk of being ostracized?

A: While it's certainly true that the behavior of superfans is eccentric, in their private lives, they're generally people who fit into society very well. One concept that helps to explain this two-sided personality is the [illegible] of distinct [illegible], which holds that people have two conflicting needs: to fit in and to be distinctive. Everyone

WHAT WAS THE ARTICLE ABOUT? RETELL THE MOST IMPORTANT IDEAS. USE YOUR OWN WORDS.

Have your Ss tailor the summary of the text in breakout rooms

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Have your students think about the question. You're suggested to brainstorm some ideas first.

A THINK In what ways do you try to be part of groups? In what ways do you try to be distinctive? Take notes.



B GROUPS Share your ideas. Then assign each person a score from 1 to 10 for "need to fit in" and for "need to be distinctive." Based on the two scores, decide who would most likely enjoy being a sports superfan.



An Interview with

Alan Harris

Author of *Sports Superfans*

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Q: Alan, what is the motivation behind the disproportionate enthusiasm of sports superfans that you document in your book compared to that of average fans?

A: Fundamentally, I think it stems from a strong desire to be part of a group. It's related to our survival instinct. In ancient times, if your group ostracized you, it often meant death. In the case of sports superfans, the intensity of this primitive instinct manifests itself as a display of allegiance to sports teams in a big way.

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Sports superfans supporting their teams

Q: Isn't transitioning between extremely extroverted behavior at weekend sporting events and a monotonous office job during the week difficult for sports superfans?

A: Research confirms that it is. The intense personal investment that superfans feel for their team can cause chemical changes in the body. Studies on soccer professionals and soccer superfans have revealed that the increased hormone levels after a win and the decreased levels after a loss are the same in both groups. One fan I spoke with explained that when his team wins, the high lasts a week, but that after a loss, he can't sleep as memories of the game keep running through his head over and over, so he goes to work exhausted the next day.

Q: Wow! That must really take its toll. Don't you think superfans are taking things too far?

A: I know what you mean, but I have a more positive take on them. Professional sports have assumed a central place in the social life of modern societies. They're one of the few things that everyone can connect with. In the diverse and inclusive world of sports fans, the enthusiasm of superfans is constructive energy that can really benefit society by helping to build bridges between all kinds of people.

READ THE TEXT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

An Interview with

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.