

Note: The circled letters indicate when you ask a question or when you direct the group to respond.

EXERCISE 1

SENTENCE COMBINATIONS

- (Direct the students to find Lesson 45, part A, in the Student Book.)
- (Call on individual students to read part A.)
 - A** What word? *Which.*
 - B** What word? *Which.*
 - C** What word? *Which.*
 - D** What word? *Who.*
 - E** What word? *Which.*
 - F** What word? *Which.*

EXERCISE 2

ANALYZING ARGUMENTS

- (Direct the students to find part B.)
- (Call on individual students to read part B.)
 - G** (Call on a student. Idea: *That if Joe taps home plate, he'll hit a home run.*)
 - H** (Call on a student. Idea: *Because the last two times that Joe tapped home plate, he hit a home run.*)
 - I** **Say it.** *Just because two things happen around the same time doesn't mean that one thing causes the other thing.*

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A

Some items in the list below are human. The word **who** is used to refer to those items. Other items in the list are not human. The word **which** is used to refer to those items. Tell whether you would use the word **who** or **which** for each item in the list below.

- Matches
- Paint
- A cow
- A cowboy
- A bird's nest
- A bird

B

Here's an argument:

The last two times Joe tapped home plate, he hit a home run. He should always remember to tap home plate when he goes up to bat.

What does the writer want us to conclude? Why does the writer think that tapping home plate will cause Joe to hit a home run? Say the rule the argument breaks.

Here's how you could prove that tapping home plate doesn't cause Joe to hit a home run. Make Joe tap home plate every time he goes up to bat. If he doesn't hit a home run **every time** he taps home plate, then tapping home plate doesn't cause him to hit a home run.

C

When we draw a conclusion from a rule, we start with the rule. Then we add some other evidence. Here's a rule:

The more you exercise, the healthier you are.

Here's some additional evidence:

Sharon exercises more now than she did a year ago.

What's the conclusion?

EXERCISE 3

DEDUCTIONS

- (Direct the students to find part C.)
- (Call on individual students to read part C.)
 - J Say it. *Sharon is healthier now.*
 - K What's the answer? *Irrelevant.*
 - L Say it. *There is none.*
 - M What's the answer? *Relevant.*
 - N Say it. *Carla pollutes the air more.*
 - O What's the answer? *Irrelevant.*
 - P Say it. *There is none.*
 - Q What's the answer? *Irrelevant.*
 - R Say it. *There is none.*
 - S What's the answer? *Relevant.*
 - T Say it. *Frieda doesn't pollute the air as much.*
 - U What's the answer? *Irrelevant.*
 - V Say it. *There is none.*

EXERCISE 4

INDEPENDENT WORK

- [Optional] (Direct the students to read the instructions for part D to themselves. Then give them exactly two minutes to copy the paragraph. Count as errors any miscopied words and punctuation. Deduct these errors from the number of copied words, and mark the total on the Writing Rate Graph.)
- Finish the Student Book and do the Workbook for Lesson 45. ✓

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Lesson
45

A

Some items in the list below are human. The word **who** is used to refer to those items. Other items in the list are not human. The word **which** is used to refer to those items. Tell whether you would use the word **who** or **which** for each item in the list below.

- Matches
- Paint
- A cow
- A cowboy
- A bird's nest
- A bird

B

Here's an argument:

The last two times Joe tapped home plate, he hit a home run. He should always remember to tap home plate when he goes up to bat.

What does the writer want us to conclude?
 Why does the writer think that tapping home plate will cause Joe to hit a home run?
 Say the rule the argument breaks.

Here's how you could prove that tapping home plate doesn't cause Joe to hit a home run. Make Joe tap home plate every time he goes up to bat. If he doesn't hit a home run **every time** he taps home plate, then tapping home plate doesn't cause him to hit a home run.

C

When we draw a conclusion from a rule, we start with the rule. Then we add some other evidence. Here's a rule:

The more you exercise, the healthier you are.

Here's some additional evidence:

Sharon exercises more now than she did a year ago.

What's the conclusion?

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Sometimes, we can't draw a conclusion from a rule. This happens when the additional evidence is irrelevant. Here's a rule:

The more you exercise, the healthier you are.

Here's the additional evidence:

Olivia takes a lot of vitamins.

What's the conclusion? There is none. We can't draw a conclusion because the additional evidence is irrelevant to the rule.

Here's another rule:

The more you drive, the more you pollute the air.

Tell if each piece of evidence below is **relevant** to the rule or **irrelevant** to the rule. Remember, if it is irrelevant, you can't draw a conclusion. Here are the pieces of evidence:

- This year's cars are more expensive than last year's.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?
- Carla uses the family car twice as much as Amanda does.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?
- Frank is bald.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?
- Henry Ford built cars on an assembly line.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?
- Now that Frieda has a bike, she doesn't drive as much as she used to.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?
- Many English words have roots that are thousands of years old.**
Is this evidence relevant or irrelevant?
 So what's the conclusion?

D

Write Part D in the left margin of your paper. You have two minutes to copy the paragraph below.

Here are the rules for using "who" and "which." If the thing you're referring to is human, use the word "who." If the thing you're referring to is not human, use the word "which."

Workcheck

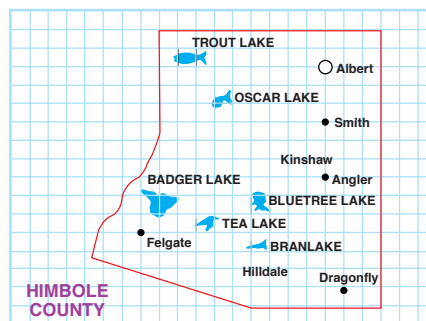
1. Get ready to check your answers starting with Student Book part E. Use a pen to make an X next to any item you miss.
 2. (Call on individual students to read each item and its answer. Repeat for Workbook items.)
 3. (Direct the students to count the number of errors and write the number in the error box at the top of the Workbook page.)
 4. (Award points and direct students to record their points in Box W.)
- | | |
|------------|-----------|
| 0 errors | 15 points |
| 1–2 errors | 12 points |
| 3–5 errors | 8 points |
| 6–9 errors | 5 points |
5. (Award any bonus points. Direct the students to total their points and enter the total on the Point Summary Chart.)
 6. Show me your work when you've finished correcting it. (When the students show you their corrected work, record their points on your Record Summary Chart.)

Note: Before presenting Lesson 46, present Fact Game 3. You will need a pair of dice for every four or five students. Each student needs a pencil and Workbook.

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- ★ **E** Write **Part E** in the left margin of your paper. Then number it from 1 to 4. Each square on the map below is five miles long and five miles wide. Assume that the map is accurate. Examine the map carefully, and then read the statements below it. Some of the statements contradict what the map shows.
- Write **contradictory** or **not contradictory** for each statement.
 - If a statement contradicts the map, write what the map shows.



The symbol ● means that the city has between 500 and 1,000 people. The symbol ○ means that the city has between 1,000 and 2,000 people. The symbol ⊙ means that the city has between 2,000 and 5,000 people.

1. Two cities in Himbole County have between 1,000 and 2,000 people.
2. Tea Lake is the biggest lake in Himbole County.
3. It is farther from Albert to Angler than it is from Smith to Kinshaw.
4. Four cities in Himbole County have more than 1,000 people.

1. not contradictory
2. Contradictory; Badger Lake is the biggest lake.
3. not contradictory
4. Contradictory; three cities have more than 1,000 people.

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- F** Write **Part F** in the left margin of your paper. Then number it from 1 to 5. Read the story and answer the questions.

The Arabian horse is considered by many horse experts to be the most intelligent and sensitive of all horses. It is a white horse with just a few spots on its belly. When Arabians are young, they are not white, but spotted, and as they grow older most of the spots disappear.

The Arabian horse was bred by the Arabs. The Arabs didn't wear armor in battle, so they didn't need big, heavy animals. The speed and lightness of the Arabian horse meant that it could perform well in battle. These horses became so important that many Arabs considered them to be members of the family and would sometimes let their horses sleep in their tents. At times, the horse stayed outside the tent and served as a watchdog, warning its master if an unwanted visitor came near the camp at night.

Today, horse breeders frequently breed Arabian stallions with other kinds of horses. This breeding increases the intelligence of the line.

1. How does an Arabian horse's appearance change as it grows older?
 2. Why didn't the Arabian people need big, heavy horses?
 3. Why could Arabian horses perform well in battle?
 4. Why do today's horse breeders breed Arabian stallions with other kinds of horses?
 5. Where did Arabs sometimes permit their horses to sleep?
1. Its spots disappear.
2. because they didn't wear armor in battle
3. because they were fast and light
4. to produce more intelligent horses
5. in their tents

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Lesson 45

★ **A** Read the argument below and answer the questions.

While Isabel was in the grocery store, her car was stolen. She says she'll never go to a grocery store again.

1. What does Isabel conclude?
Idea: If she goes to a grocery store, her car will be stolen.
2. Why does Isabel think that going to the grocery store caused her car to be stolen?
Idea: because while she was in the grocery store, her car was stolen
3. What rule does the argument break?
Idea: Just because two things happen around the same time doesn't mean that one thing causes the other.

B Read the passage below.

More Americans have been killed in traffic accidents over the past fifty years than have been killed in all the wars our country fought in from 1700 to 1950. Every hour, five people are killed in automobile accidents in the United States. Every nine seconds, someone is injured by a car.

• Here's a conclusion:

Every day, over a hundred people die in automobile accidents in the United States.

1. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?
evidence to support the conclusion
2. Which sentence contains the evidence?
Every hour, five people are killed in automobile accidents in the United States.

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• Here's another conclusion:

Cars are a fairly safe means of transportation.

3. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?
evidence to contradict the conclusion
4. Which sentence contains the evidence?
More Americans have been killed in traffic accidents over the past fifty years than have been killed in all the wars our country fought in from 1700 to 1950.

C Write the word **who** or **which** for each item. Remember, if the item refers to a human, use **who**. If the item refers to something that is not human, use **which**.

1. The trees which
2. A cattle rancher who
3. The cattle which
4. A clerk who
5. Siblings who

6. The rooms which

7. A girl who

8. A girl's bike which

D This lesson presented some facts that you will be tested on. These facts are:

1. Arabian stallions are bred with other kinds of horses to produce more intelligent horses.

2. Arabian horses performed well in battle because they were light and fast.

Study these facts. Repeat them to yourself. Writing these facts may help you to remember them.

END OF LESSON 45