

Social Relationships

ACADEMIC PATHWAYS

Lesson A: Identifying main and supporting ideas

Evaluating supporting arguments

Lesson B: Understanding related science news reports

Lesson C: Reviewing paragraph writing

Writing a comparison paragraph



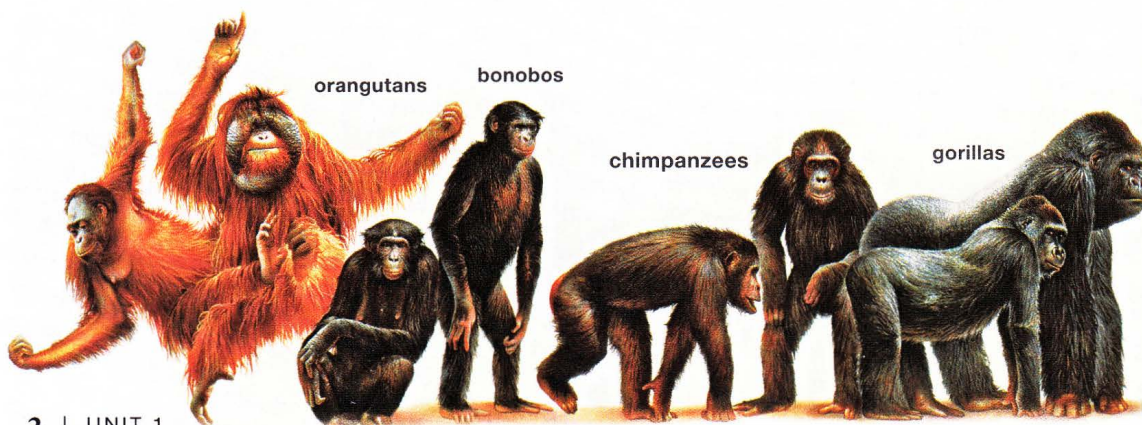
Think and Discuss

1. What roles do males and females play in human society?
2. Are there similarities between the roles humans play and the roles some male and female animals play?

▲ A baby western lowland gorilla shares a grass meal with its half brother at the National Zoological Park, Washington, D.C.



Tourists watch a group of snow ▲
monkeys relaxing in a hot spring in
Nagano Prefecture, Japan.



A **primate** is a member of the group of mammals that includes humans, monkeys, and apes. The largest **apes**—known as “great apes”—include gorillas, bonobos, orangutans, and chimpanzees.

Exploring the Theme

Read the information on these pages and discuss the questions.

1. What are some examples of nonhuman primates?
2. What similarities have researchers discovered between humans and other primates?
3. What are some other possible similarities between humans and other primates?



Social Animals

Researchers have discovered that humans share some behavioral characteristics with other primates. For example, primatologists—scientists who study primates—have found that some apes are capable of basic communication using human sign language. Primatologists have also observed apes inventing and using tools to get food and complete other tasks.

In addition, because both humans and primates tend to live in social groups, they may share some characteristics in terms of their social behavior. Researchers today are looking at the similarities and differences in how humans and animals interact within their own social groups, for example, the roles that each member plays within a family.

- A | Building Vocabulary.** Find the words in **blue** in the reading passage on pages 5–7. Use the context (the words around them) to guess their meanings. Then write the correct word from the box to complete each sentence (1–10).

conflict	cooperate	distribution	dynamics	function
hierarchy	perception	reveal	role	status

1. If people _____ as a group, they work together for a specific purpose.
2. A _____ is a way or system of organizing people into different levels of importance.
3. The _____ of a situation are forces in the situation that cause it to change.
4. If you _____ with someone, you work with or help them.
5. The _____ of someone or something is the part the person or thing plays in a particular situation.
6. Your _____ of something is the way you think about it or the impression you have of it.
7. A _____ is a serious disagreement or fight.
8. To _____ something is to make people aware of it.
9. An individual's _____ is the importance that other individuals give him or her.
10. The _____ of something is the way that is shared among a group, or spread over an area.

Word Partners

Use **cooperate** with: (v.) **agree** to cooperate, **continue to** cooperate, **fail to** cooperate, **refuse to** cooperate; (adv.) cooperate **fully**; (n.) **willingness** to cooperate.



- B | Using Vocabulary.** Answer the questions. Share your ideas with a partner.

1. Who do you usually **cooperate** with in your daily life? In what ways do you cooperate?
2. How can people avoid **conflict**? Give an example.
3. How has the Internet changed the **distribution** of information?



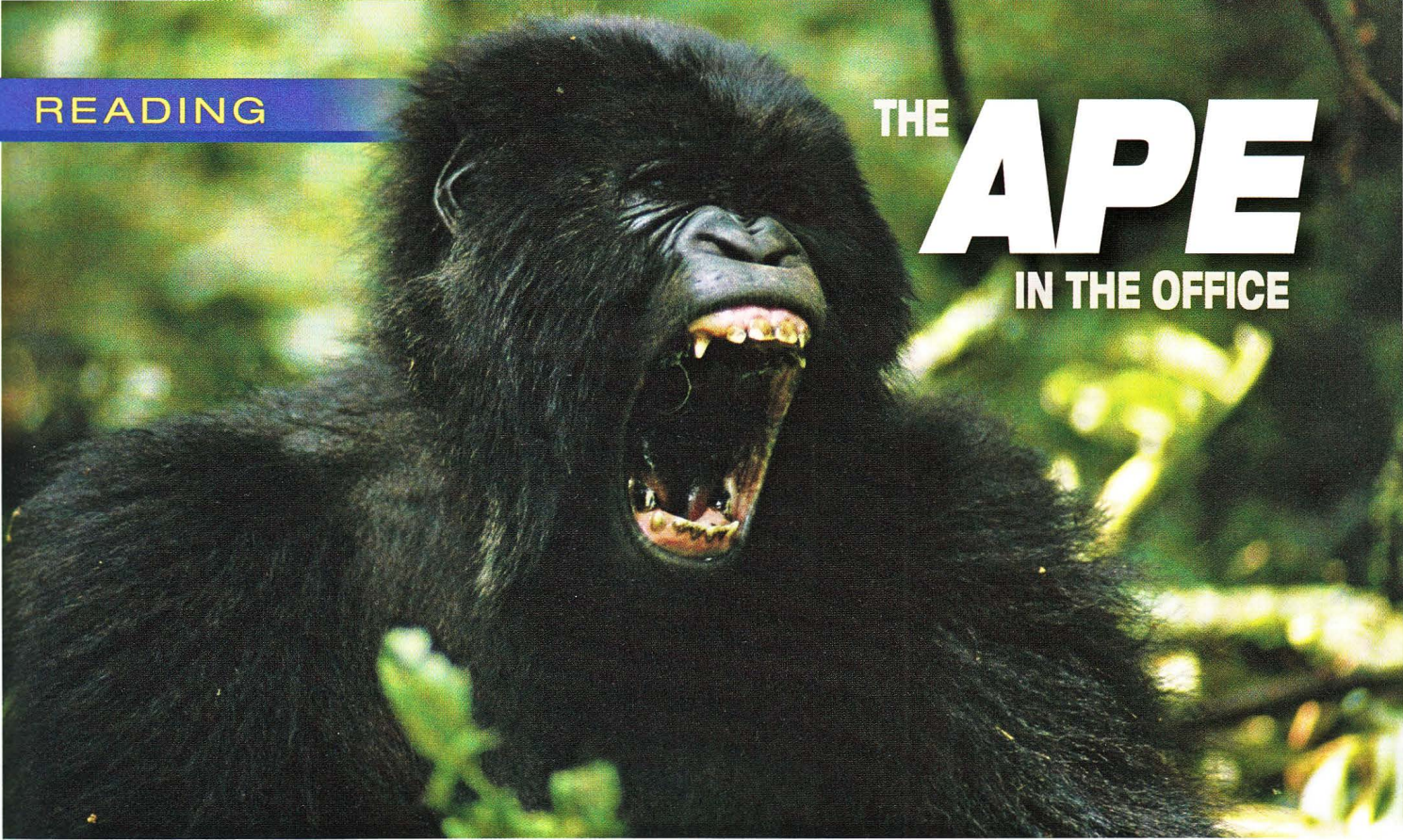
- C | Brainstorming.** Discuss your answers to these questions in small groups. What are the benefits of cooperation in the workplace? How does cooperating with others help office workers? Do any animals that you are familiar with cooperate with each other? Which ones?

- D | Predicting.** Quickly skim the reading passage on pages 5–7 and answer these questions. Then, as you read the passage, check your predictions.

1. What two groups does the passage focus on? _____
2. What is the reading passage mainly about? _____

THE APE

IN THE OFFICE



track 1-01

A

DOES THE “OFFICE JUNGLE” mirror behavior in the real jungle? New research suggests business leaders and corporate employees may use **conflict** and cooperation in ways similar to their primate relatives.

B

In his book *The Ape in the Corner Office: Understanding the Workplace Beast in All of Us*, science writer Richard Conniff examines corporate behavior through the eyes of a primatologist.¹ Conniff, a specialist in animal behavior, suggests that the ways in which humans manage conflict and cooperation are key to their successes or failures—just like primates. He sees similarities in the ways humans and primates use social networks and **hierarchies** to assert and gain **status** in their respective groups. He also points out that while conflict can be effective at times, both humans and apes generally prefer to **cooperate** with each other.

COOPERATION VS. CONFLICT

C

People often have the **perception** that the animal world is full of conflict. However, while conflict and aggression are normal primate behaviors, they actually play a more limited social **role** in the wild than cooperation. In fact,

according to Conniff, both primates and humans are essentially social creatures. **They thrive in groups and are normally cooperative and helpful.** Within their own group, people generally live in harmony² and offer each other support. Similarly, chimpanzees live cooperatively and normally try to avoid conflict. They typically spend their days caring for their young, and traveling together in small groups. Conniff points out that chimps, despite having a **reputation** for being aggressive, only spend about five percent of the day displaying antagonistic³ behaviors. In contrast, they spend much more time—15 to 20 percent of the day—grooming each other. For humans and primates, conflict is infrequent and does not last long. For both species, cooperation is a more effective way to succeed and survive.

¹ A **primatologist** is a scientist who studies primates, the group of mammals that includes humans, monkeys, and apes.

² If you **live in harmony** with others, you live peacefully with them rather than fighting or arguing with them.

³ If your behavior is **antagonistic**, you act in an angry, aggressive, or unfriendly way.



▲ Aggressive behavior in the office may bring results, but it also leads to isolation for the aggressor.

THE VALUE OF NETWORKING

Research by primatologists also **reveals** that people and primates use similar social networking strategies to get ahead in life. They **create tight social bonds** by sharing resources, doing each other favors, building teams, and making friends. Employees with ambitious career goals, for example, often rely on powerful and influential people in their office to help them get better jobs. In a similar way, chimps work to strengthen relationships with other chimps. Frans de Waal, a primatologist at Emory University's Yerkes National Primate Research Center in Atlanta, Georgia, claims that if you're a chimp, "you can never reach a high position in their world if you don't have friends who help you." In fact, research shows that chimps often **scheme** to create bonds to strengthen their status, or importance, in the community. They do favors for one another, share resources, and sometimes use their cunning.⁴ **"In chimps a common strategy is to break up alliances that can be used against them,"** de Waal explains. "They see a main rival sitting with someone else and they try to break up [that meeting]. They use strategies that

How do you create tight social bonds with your friends/colleagues / family members?

D

I'm sure most people perform without knowing that they are doing them."

THE IMPORTANCE OF HIERARCHIES

Groups in an office environment have similar social **dynamics** to groups in primate communities. In both cases, the groups organize themselves into natural and effective hierarchies in which individual members know their roles. For both humans and apes, individuals have a relative order of importance, or status, in a group. Their rank, or position in relation to other group members, largely determines their behavior. For example, young people may bow to elders, and speak softly as they look away when addressing people with higher status. People with lower status generally smile more, as they worry about pleasing people with higher status. Similarly, Conniff explains that when chimpanzees approach a powerful or senior member, they appear to reduce their body size and make themselves look as small as they can. In most primate societies, de Waal notes, social hierarchies determine the **distribution**

E

⁴ **Cunning** is the ability to achieve things in a clever way, often by deceiving other people.



▲ Chest-pounding is a sign of aggression among gorillas, such as these adults in the Republic of the Congo.

of resources such as food. Young chimps defer to more powerful members when food is scarce. While the resources may be different in an office, Conniff suggests that the same dynamics are at work. “Baboons are obsessed with who gets the best spot on the jackalberry tree.⁵ We’re obsessed with who’s got the best BlackBerry⁶ or the best office.”

THE LIMITS OF AGGRESSION

Although cooperation and harmony are more common in groups, both humans and primates have strong power drives, and they sometimes introduce conflict in order to assert themselves or gain status. People sometimes shout or intimidate⁷ others to make a point or win an argument. Apes show aggression by pounding their chests, screeching, or banging trees. Conflict and aggression get attention, and these behaviors show an individual’s power or superiority in the group. However, Conniff notes that conflict and aggressive behavior do not gain long-term success for either species. He points out that when bosses or managers become bullies⁸—for example, by

criticizing their employees, treating them unfairly, and making their working lives difficult—employees become stressed, lose motivation, and quit their jobs. For apes, aggressive behavior results in chasing other apes away. In both cases, socially aggressive behavior can result in isolation for the aggressor, and neither humans nor apes seek to be alone.

In *The Ape in the Corner Office*, Conniff makes the case that kindness and polite interaction are the more common and beneficial social behaviors for humans and primates. “The truth is we are completely dependent on other people emotionally as well as for our physical needs,” Conniff concludes. “We function as part of a group rather than as individuals.” Employees who cooperate in the office and primates who interact collaboratively in the wild find themselves happier, more effective, and more likely to survive.

G

⁵ A **jackalberry tree** is a tree that grows mostly in Africa. It has purple fruit that many wild animals eat.

⁶ **BlackBerry** is a brand name for a type of mobile phone.

⁷ If you **intimidate** people, you deliberately make them frightened enough to do what you want them to do.

⁸ **Bullies** are people who use their strength or power to hurt or frighten other people.

- A | Identifying Main Ideas.** Look at the first column in the chart below. Use words and phrases from the reading to complete the points of comparison (1–4) between primates and humans.
- B | Identifying Key Details.** Look at columns two and three in the chart. Add examples that illustrate the points of comparison (a–m) in the correct places. Some examples go in both columns.

a. bow to elders, speak softly, and look away b. share resources c. do favors d. build teams
 e. make friends f. groom one another g. care for the young h. travel together in groups
 i. rely on powerful people to get better jobs j. shout k. pound chests, screech, or bang trees
 l. thrive in groups m. reduce body size to look smaller

	Points of Comparison: Both humans in offices and primates in the wild . . .	Human Examples	Primate Examples
	1. tend to _____ with each other and avoid _____.	thrive in groups	groom one another, thrive in groups,
Which P?	2. use _____ to get ahead.	rely on powerful people to get better jobs,	
	3. organize themselves into _____ and behave according to rank.		
	4. sometimes use _____ behavior to assert themselves.		

CT Focus

Evaluating supporting arguments

Once you identify the main points in a reading passage, ask yourself: What evidence does the writer give to support his or her main points? Is there enough supporting information? Are the writer's supporting arguments convincing?

- C | Identifying Supporting Ideas.** Find information in the reading passage to answer these questions. Note the letter of the paragraph where you find the answer. Discuss your answers with a partner.

- What percentage of their day do chimps behave antagonistically?
 _____ Paragraph: _____
- What is one situation in which young chimps defer to powerful group members?
 _____ Paragraph: _____
- Why doesn't aggression always work for either humans or primates?
 _____ Paragraph: _____

- D | Critical Thinking: Evaluating Supporting Arguments.** Discuss answers to the following questions with a partner.

- Does the article provide an equal amount of description of human and ape behavior?
- Do you agree with the main points of "The Ape in the Office"? Why, or why not?

- E | Personalizing.** Can you think of examples from your own experience that either support or contradict the ideas expressed in the reading? Share your ideas with a partner.


Reading Skill: Identifying Main and Supporting Ideas

The main idea of a paragraph is the most important idea, or the idea that the paragraph is about. Paragraphs also have supporting ideas--information that helps to explain the main idea. As you read, it is often important to identify the main ideas of paragraphs (or sections) in a passage, and to distinguish them from supporting ideas.

For example, which of these sentences best expresses the main idea in Paragraph C of "The Ape in the Office"?

- a. Both primates and humans tend to spend more time being cooperative than they do fighting with each other.
- b. Chimpanzees typically spend their days traveling together and taking care of each other.

Sentence **a** expresses the main idea of the paragraph. Sentence **b** expresses a supporting idea; it helps to explain the main idea by providing an example.

 **A | Identifying Main Ideas.** Circle the letter of the sentences that express main ideas in "The Ape in the Office." Then explain your choices with a partner.

1. Paragraph D

- a. People and primates both use social connections to improve their situations.
- b. Employees often rely on powerful people in the office to help them get better jobs.

2. Paragraph E

- a. When young chimpanzees approach a senior member of the group, they often make themselves smaller.
- b. Both humans and primates organize themselves into hierarchies.

3. Paragraph F

- a. Neither humans nor primates like to be alone.
- b. Both primates and humans sometimes use aggression to show that they have power.

B | Applying. Read the following paragraph about gorilla behavior. Then read the sentences that follow. Write **M** if the sentence expresses the main idea. Write **S** if the sentence expresses a supporting idea.

Scientists have found that male gorillas in the forests of northern Congo splash water to intimidate other males who are competing with them to find a mate. Richard Parnell, a primate researcher at the University of Stirling, studied the behavior of western lowland gorillas in swamps¹ where gorilla families come to eat. He observed that the swamp was a meeting place for males searching for females. He noted that males intimidate other males and try to get the attention of females by energetically splashing water with their hands. In one type of splashing behavior, for example, male gorillas raise one or both arms and hit the surface of the water with their palms open. Using water to intimidate other males and get the attention of females shows that gorillas are "adaptable, innovative, and intelligent creatures," Parnell concluded.

_____ Male gorillas hit the water with their palms open.

_____ Male gorillas splash water to get the attention of females and to intimidate other males.

_____ Lowland gorillas go to swamps to eat and to meet other gorillas.

¹ **Swamps** are areas of very wet land with wild plants growing in them.



Elephant Orphans



▲ Orphan elephants are fed with baby bottles at the David Sheldrick Wildlife Trust.

Before Viewing

- A | Using a Dictionary.** The words in **bold** are used in the video. Match each word with the correct definition. Use your dictionary to help you.

The David Sheldrick Wildlife Trust in Nairobi, Kenya, takes care of **orphan** elephants. Many of these elephants are orphans because poachers **slaughtered** their mothers. **Caretakers** at the Sheldrick Wildlife Trust stay with the orphans 24 hours a day, in order to provide them with plenty of **maternal interaction**. The goal of the Trust is the **reintroduction** of the elephants back into the wild.

1. _____ (noun) putting something back into an environment where it once was
2. _____ (noun) people who are responsible for taking care of animals or other people
3. _____ (verb) killed in a way that was cruel or unnecessary
4. _____ (adjective) like a mother
5. _____ (noun) communication with others
6. _____ (noun) a child whose parents are dead

- B | Thinking Ahead.** If humans take care of a baby orphaned elephant, what kind of care might it need to survive? Discuss with a partner.

While Viewing

Read questions 1–4. Think about the answers as you view the video.

1. What percentage of orphaned elephants saved by the Sheldrick Wildlife Trust survive?
2. What do baby elephants need besides food to survive?
3. What are some examples of how the caretakers try to mimic an elephant's relationship with its mother?
4. What examples does the video give of the similarities between human children and elephant children? Both human and elephant children/babies _____.

After Viewing

- A |** Discuss your answers to questions 1–4 above with a partner.

- B | Critical Thinking: Synthesizing.** How are primates and elephants similar?

A | Building Vocabulary. Find the words in **blue** in the reading passage on pages 12–14. Use the context to guess their meanings. Then match the sentence parts below to make definitions.

- | | |
|--|--|
| 1. ____ If something is intense , | a. you show by your behavior that you have it. |
| 2. ____ A psychologist | b. the characteristics of being male or female. |
| 3. ____ Authority is | c. studies the mind and the reasons for people's behavior. |
| 4. ____ If something is rigid , | d. to cause it to begin or develop. |
| 5. ____ A period is | e. it is very great or extreme in strength or degree. |
| 6. ____ If you establish something, | f. it cannot be changed or varied. |
| 7. ____ “ Gender ” refers to | g. before the period that you are talking about. |
| 8. ____ To generate something means | h. the right or power to command and control others. |
| 9. ____ “ Previously ” means | i. a length of time. |
| 10. ____ If you demonstrate a particular skill, | j. you create it. |

B | Using Vocabulary. Discuss these questions with a partner.

- What **period** in your life has been the happiest so far?
- What are some ways to **generate** ideas for a writing assignment?
- In your opinion, are any of the rules at your school too **rigid**? Which ones?
- What people that you know have **authority**? How do they express their authority?

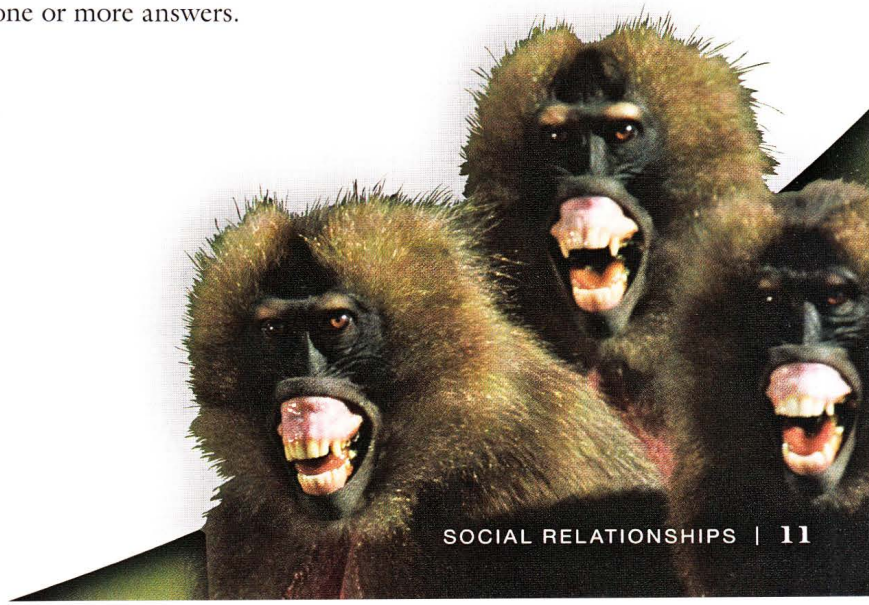
Word Link

The prefix **pre-** means *before*, e.g., **previously**, **predict**, **precede**, **prefix**.

C | Predicting. Read the title and the three headings in the reading passage on pages 12–14 and answer the question.

What links the three stories together? Circle one or more answers. As you read, check your predictions.

- They're all about male and female roles in animal societies.
- They're all based on scientific research of primates in Africa.
- They're all about animal societies in which females have power.





Gender in the Wild:

Three Studies Reveal New Findings



▲ A female African elephant bonds with her baby.



track 1-02

HOW DOES **GENDER** impact family relationships in the wild? Studies in three African national parks reveal how gender influences the social structure of elephants, the family behavior of geladas—a species of primate—and the ways in which young chimpanzees play.



1 ETOSHA NATIONAL PARK, NAMIBIA

Studies Show Gender Effect in Elephant Societies

Young elephants are raised within extended matriarchal¹ families.² Elephant mothers, aunts, grandmothers, and female friends cooperate to raise babies in large, carefully organized groups. As they grow up, young elephants look first to the birth

mother for guidance and protection, and then to their female relatives and friends. This communal system³ helps protect young orphan elephants whose mothers have been killed by hunters or farmers—in cases where elephants invade farmland due to habitat loss. When a young elephant is orphaned, other females take over the dead mother's role. The strong bonds between females continue throughout their lives, which can be as long as 70 years. In contrast, young male elephants stay close to their female family members until they are 14, and then they generally go off on their own.



Previously, male elephants were perceived to be less social than females. However, a recent study at Etosha National Park in Namibia shows that males often form **intense**, long-lasting associations



▲ **Girls with power:** In gelada societies, females—like these in Simen Mountains National Park—are the real decision-makers.

with other males. During the six-year study, Stanford University behavioral **psychologist** Caitlin O’Connell-Rodwell observed close, continuing bonds among a group of a dozen males. The group, which O’Connell-Rodwell named the Boys’ Club, was a mix of teenagers, adults, and seniors up to age 55. Her study reveals that members of the male group follow a strict social hierarchy in which each member knows his rank or status, similar to the **pecking order**⁴ in female extended families. Older males function as teachers and mediators (peacekeepers) for younger ones, controlling or disciplining them when conflict occurs. O’Connell-Rodwell observed that these strong bonds and **rigid** lines of **authority** are helpful during **periods** of drought, when food and water are scarce. “In dry years, the strict pecking order they **establish** benefits all of them,” O’Connell-Rodwell reports. For example, the young bulls know they must get in line behind the more senior elephants. In this way, everyone gets a turn to eat and drink, conflict is avoided, and peace is maintained.

2 SIMEN MOUNTAINS NATIONAL PARK, ETHIOPIA

Gelada Study Reveals Female Primates with Power

Geladas are reddish-brown-colored primates found only in the remote highlands of north-central Ethiopia. Males are larger than females and have bushy manes⁵ and long tails. However, while female geladas are smaller and less distinctive-looking, they have the real power in family groups.

Since 1997, Australian wildlife biologist Chadden Hunter has been studying a group of geladas in Simen Mountains National Park in Ethiopia. Geladas live in family groups where females make the important decisions. As Hunter has

observed, typical gelada family units have between two and eight adult females, their offspring, and a primary male—which researchers call the family male. Gelada males have little say in what the family does from day to day. Instead, females have the decision-making power—they decide where and how long to graze⁶ for food, when to move, and where to sleep. They also choose which male will be their mate and when it is time to replace that mate with another male.

¹ In a **matriarchal** family or group, the rulers are female, and power is passed from mother to daughter.

² An **extended family** includes more family members than just parents and children. It also includes relatives such as aunts, uncles, cousins, and grandparents.

³ In a **communal system**, individuals in a community share responsibilities and resources equally.

⁴ A **pecking order** is the arrangement of individuals in a group according to their status or power.

⁵ A **bushy mane** is the thick hair that grows around the neck of an animal such as a gelada or a lion.

⁶ When animals **graze**, they eat the grass or other plants that are growing in a particular place.

Young bachelor⁷ males live in separate groups. They spend most of their time observing family groups and looking for opportunities to challenge the family males. When a young bachelor comes too close to a family, the family male chases him away. To replace a family male, the females invite a bachelor to take over the family. Females typically do this when a family male becomes weak or does not give enough attention to them or their offspring. “Usually it’s because the male isn’t as attentive as the females want him to be,” notes Hunter. “That’s especially true in families where there are six or seven females; it’s a lot of work to keep them all happy.”

Hunter has observed that no family male lasts more than four years, and many are replaced before three. However, replaced males do not leave their families. Rather, they stay on in a kind of grandfather role. “That way, they can protect their children,” he says, “and they’re very aggressive about that.” Hunter’s study has generated new interest in geladas, and it will challenge primatologists to learn more about their gender behavior.

3 KIBALE NATIONAL PARK, UGANDA

Researchers Discover Gender-Driven Play in Chimps

Just as human boys and girls often choose different toys, some monkeys in captivity⁸ have also demonstrated gender-driven toy preferences. For example, young female vervet and rhesus monkeys in captivity have been known to favor dolls, while their male counterparts prefer toys such as trucks. Now, for the first time, a study of young female chimpanzees in Kibale National Park in Uganda shows that male and female animals in the wild also play in contrasting ways.

Richard Wrangham, a primatologist at Harvard University, has been studying the play behavior of male and female chimps. His team observed that the way a community of young Kanyawara female chimps played with sticks mimicked caretaking behaviors. The young females took sticks to their nests and cared for them like mother chimps with their babies. The chimps appeared to be using the sticks as dolls, as if they were



▲ Kibale National Park, Uganda: Research shows that young female chimps may care for sticks like mother chimps care for their babies.


practicing for motherhood. This play preference, which was very rarely seen in males, was observed in young female chimps more than a hundred times over 14 years of study. In contrast, young males did not normally play with objects. Instead, they preferred active play—climbing, jumping, and chasing each other through trees.

Stick play may have evolved to prepare females for motherhood—giving them an evolutionary advantage by providing skills and knowledge that contribute to their survival. It is also possible that stick play is just an expression of the imagination—an ability found in chimps and humans but few other animals.

⁷ A **bachelor** is a single male without a female partner or children.

⁸ If an animal lives **in captivity**, it is kept by humans, as in a zoo.

UNDERSTANDING THE READING

 **A | Identifying Main Ideas.** Circle the letter of the sentence that best expresses the *main* idea of each section in the reading passage.

1. **Studies Show Gender Effect in Elephant Societies**

- a. Mothers, aunts, grandmothers, and female friends usually raise elephant babies, while male elephants go off on their own.
- b. Female elephants have power in elephant families, while males form hierarchical groups with other males.

2. **Gelada Study Reveals Female Primates with Power**

- a. Females decide where to eat, when to move, and when to sleep.
- b. Female geladas control family groups in gelada society.

3. **Researchers Discover Gender-Driven Play in Chimps**

- a. The types of play that young chimps prefer seems to be related to gender.
- b. Young female chimps sometimes use sticks like human children use dolls.

B | Identifying Meaning from Context. Find the following words and expressions in the reading passage on pages 12–14. Read the words and sentences around them (the context) to decide their meanings. Complete the sentences (1–5).

associations
have little say

bull
in the wild

drought
mimicked

- 1. _____ elephants form social groups just as female elephants do.
- 2. A severe _____ can lead to the death of many animals if it kills the plants they normally eat.
- 3. Female elephants often form strong _____ that last for many years.
- 4. New employees often _____ about their projects because their managers make all the decisions about what they will work on.
- 5. It is easy to study animals in zoos or in laboratories, but it is difficult to study them _____.
- 6. Researchers noticed that a baby chimp _____ her mother when she started copying the way her mother used a stick to get food.

-  **C | Identifying Supporting Details.** Find details in the reading passage to answer the following questions. Discuss your ideas with a partner.

Studies Show Gender Effect in Elephant Societies

1. What (or who) can cause young elephants to become orphans?
2. What is one example of hierarchy in male elephant groups?

Gelada Study Reveals Female Primates with Power

3. How many males live in gelada families?
4. What is one reason males are replaced in gelada families?


Researchers Discover Gender-Driven Play in Chimps

5. Who usually plays with sticks—young male chimps or young female chimps?
6. What might be the purpose of stick play among young chimps?

-  **D | Critical Thinking: Evaluating Supporting Arguments.** Complete the statements about “Researchers Discover Gender-Driven Play in Chimps.” Then, in a small group, discuss your answer to the question below the statements.

1. We know about young male and female chimp behavior because the article describes a _____.
2. The expert who conducted the study on young male and female chimps is Richard Wrangham, a _____ from Harvard University.
3. Wrangham’s team observed that the way young Kanyawara female chimps played with sticks _____ caretaking behaviors.
4. Wrangham’s study lasted more than _____ years.
5. Wrangham’s team observed the same play preference among female chimps more than _____ times.


Is the writer’s argument that there are differences in the way young males and female chimps play well supported?

-  **E | Critical Thinking: Synthesizing.** Think about the animal species you learned about in this unit. Discuss answers to these questions in a small group.

1. In which animal societies do females have power?
2. In which animal societies is hierarchy important?
3. In which animal species is forming strong bonds important?

GOAL: Writing about Similarities and Differences

In this lesson, you are going to plan, write, revise, and edit a paragraph on the following topic: **Think about an animal in this unit or another animal that you know about. In what ways is its behavior similar to or different from human behavior?**

 **A | Brainstorming.** Choose two types of animal. Note examples of the behavior of each one.

animal 1: _____	animal 2: _____
behavior: _____	behavior: _____
_____	_____
_____	_____

Free Writing. Write for five minutes. Describe how the social behavior of one of the animals in this unit is similar to and different from a group of people you are familiar with (for example, a social group, or people in your country or culture). Use these points of comparison, or your own idea(s).

matriarchal families
hierarchical groups

gender-based toy preferences
using noises to intimidate

doing favors
sharing resources

B | Read the information in the box. Then rewrite the sentences (1–4) on page 18 with words and expressions for making comparisons.

Language for Writing: Making Comparisons

Writers use certain words and expressions to show similarities and differences between two things.

Similarities:

*Office workers **are similar to** primates. Both use conflict and cooperation in groups.*

*Humans generally live in harmony. **Likewise**, chimpanzees try to avoid conflict.*

*People sometimes shout to intimidate others. **In a similar way**, apes show aggression by pounding their chests or screeching.*

- The form of *be* in *be similar to* must agree with its subject.
- Use *likewise* and *in a similar way* at the beginning of sentences, followed by a comma.

Language for Writing: Making Comparisons *(continued)*

Differences:

While aggression is part of normal primate behavior, it plays a limited role in the wild.

The strong bonds among females continue throughout their lives. **Conversely**, young male elephants stay close to their female family members only until they are 14. Elephant families are matriarchal. **On the other hand**, males traditionally have the power in many human cultures.

- *Conversely* and *on the other hand* can appear at the beginning of sentences, followed by a comma. They can also appear after the subject. Note the use of commas in this case: Males, **on the other hand**, traditionally have the power in many human cultures.

Example: Female geladas hold the power in the family. Males have little say about what goes on in the family. (*on the other hand*)

Female geladas hold the power in the family. On the other hand,
males have little say about what goes on in the family.

1. Social networking is important in the human workplace. Chimpanzees form strong bonds within their groups. (*in a similar way*)

2. Male geladas are big and have bushy manes. Female geladas are small and less distinctive-looking. (*while*)

3. Young male chimps prefer active play. Young female chimps prefer less active play. (*conversely*)

4. Humans have invented tools to help them survive. Chimpanzees make and use tools for specific purposes. (*likewise*)

- C | Applying.** Rewrite your sentences from the free-writing task on page 17, using different expressions for comparison.

Writing Skill: Reviewing Paragraph Writing

A good paragraph has **one main idea**, which all the sentences in the paragraph relate to. In addition, most paragraphs include a **topic sentence** that introduces the main idea that the paragraph will discuss. Paragraphs often begin with topic sentences, but the topic sentence can appear anywhere in the paragraph.

Good paragraphs also include **supporting ideas** that give information about the main idea. To help the reader understand the main idea, writers develop their supporting ideas with **explanations** or specific **details and examples**.

In a comparison paragraph, the topic sentence tells the reader what is being compared and whether the paragraph will show differences, similarities, or both. In addition, it can mention the points of comparison. Look at this example:

Male and female geladas are different in terms of their appearance, power in their family, and caring groups being compared different/similar/both points of comparison for their young.



D | Critical Thinking: Analyzing. Read the paragraph below. Answer the questions and then discuss your answers with a partner.

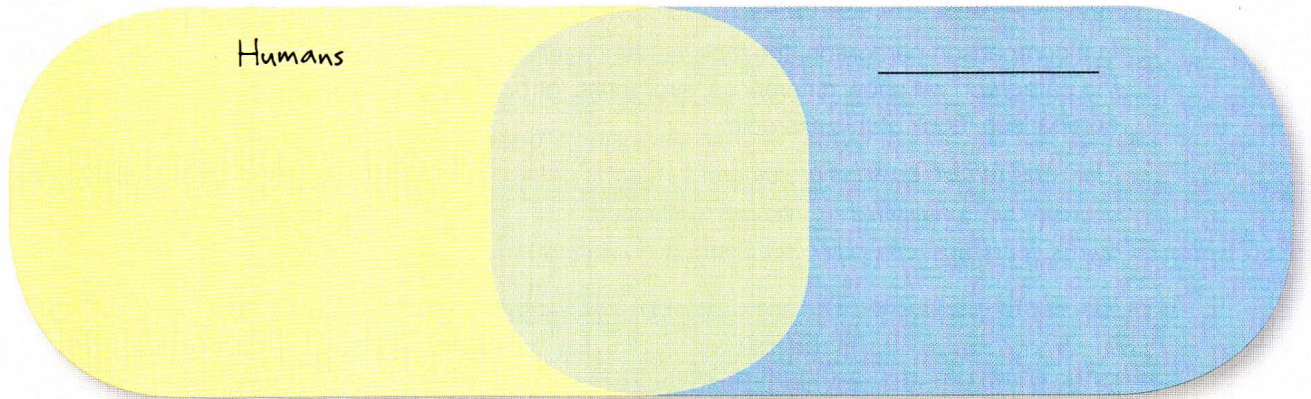
1. What is being compared in the topic sentence?
2. Does the paragraph show differences, similarities, or both?
3. What are the three points of comparison in the paragraph?

4. What is one detail that supports each point of comparison?

While there are some differences between monkeys and apes, these two primate groups also have some behavioral similarities. Apes are physically different from monkeys. For example, apes and monkeys have different hand structures. Apes have opposable thumbs. That is, they can use their thumbs to hold things in a similar way to humans. Monkeys, on the other hand, do not have opposable thumbs. In addition, apes are more intelligent than monkeys. For example, chimpanzees, gorillas, and bonobos have all been observed inventing and using tools, while tool use has only been observed in one species of monkey, the capuchin monkey. However, the two groups are similar in terms of cooperation. Most ape species live in communities and share resources. Likewise, most monkeys spend their lives in large groups consisting of several females and their offspring. Gelada monkeys, for example, live in groups of six to eight females, their children, and one male. In a similar way, adult chimpanzee males, females, and offspring live together in family groups. So while apes and monkeys differ in appearance and intelligence, there are similarities in the ways in which they cooperate.

A | Planning. Follow the steps to make notes for your paragraph.

- Step 1** Label the circle on the right side of the Venn diagram with the one of the animals you listed on page 17 (Exercise A).
- Step 2** How is that animal similar to and different from humans? Think of at least two points of comparison and note similarities and differences in the diagram. Include details and examples. Don't write in complete sentences.
- Step 3** Now write a topic sentence to introduce your paragraph.



Topic sentence: _____

B | Draft 1. Use the notes in your Venn diagram to write a first draft of your paragraph.

C | Comparing. The paragraphs below are about two types of animals.

Which do you think is the first draft? _____ Which is the revision? _____

- a** While wolves are dogs' closest relatives, the two animals are different in terms of their appearance, their relationships with humans, and their social behavior. Although some dog species look similar to wolves, dogs are generally smaller than wolves and have shorter noses and smaller teeth than wolves. Dogs are friendly and have evolved to live closely with humans. In fact, dogs have been living with humans for thousands of years. For example, they helped early humans hunt. Wolves, on the other hand, are shy. They stay away from humans and usually cannot be domesticated. Wolves' social behavior is also different from that of dogs. Wolves live in family groups called packs, which can include up to 15 members. Dogs, on the other hand, do not live in family groups with other dogs. Instead, they live in human groups. Although dogs and wolves are closely related, they are different in many ways.
- b** While some dog species look similar to wolves, dogs are generally smaller than wolves and have shorter noses and smaller teeth than wolves. Dogs are friendly and have evolved to live closely with humans. Dogs have been living with humans for thousands of years. For example, they helped early humans hunt. Some dogs make excellent pets, but some do not. The more intelligent a dog is, the better pet it can be. Wolves do not make good pets. In fact, they frequently appear as evil characters in fairy tales. Wolves live in family groups called packs, which can include up to 15 members. Dogs, on the other hand, do not live in family groups with other dogs. Instead, they live in human groups. Although dogs and wolves are closely related, they are different in many ways.

D | Critical Thinking: Analyzing. Work with a partner. Compare the two paragraphs in Exercise C by answering the following questions about each one.

1. Is there a topic sentence?

a		b	
Y	N	Y	N

2. Does the paragraph include at least two points of comparison?

Y	N	Y	N
---	---	---	---

3. Are there details and examples for each point of comparison?

Y	N	Y	N
---	---	---	---

4. Does all the information relate to the main idea?

Y	N	Y	N
---	---	---	---

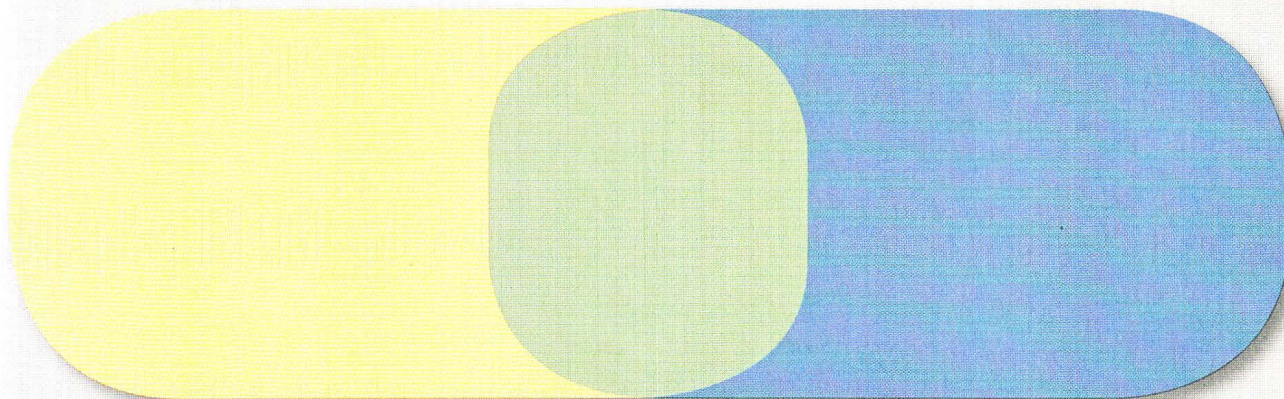
Now discuss your answer to this question: Which paragraph is better? Why?

E | Revising. Answer the questions above about your own paragraph.

F | Peer Evaluation. Exchange your first draft with a partner and follow the steps below.

Step 1 Read your partner's paragraph and tell him or her one thing that you liked about it.

Step 2 Complete the Venn diagram with the similarities and/or differences that your partner describes.



Step 3 Compare your Venn diagram with the one that your partner created in exercise A. The two Venn diagrams should be similar. If they aren't, discuss how they differ.

- G | Draft 2.** Write a second draft of your paragraph. Use what you learned from the peer evaluation activity and your answers to exercise **E**. Make any other necessary changes.
- H | Editing Practice.** Read the information in the box. Then find and correct one mistake with comparison expressions in each of the sentences (1–5).

In sentences with comparison expressions, remember:

- that the form of *be* in *be similar to* must agree with its subject.
- to use commas correctly in sentences with *while*, *likewise*, *in a similar way*, *on the other hand*, and *conversely*.

1. The use of tools among gorillas are similar to the use of tools among chimpanzees.
2. Dogs are not capable of using language. Conversely some apes are able to communicate using human sign language.
3. When greeting someone in Japan, it is the usual custom to bow. Likewise people in Korea bow when they greet others.
4. In the U.K., people drive on the left side of the road. Drivers in the U.S. on the other hand drive on the right.
5. Chimpanzee mothers and daughters form strong bonds. In a similar way adult female elephants form close relationships with young females in the family.

- I | Editing Checklist.** Use the checklist to find errors in your second draft.

Editing Checklist

Yes

No

1. Are all the words spelled correctly?
2. Is the first word of every sentence capitalized?
3. Does every sentence end with the correct punctuation?
4. Do your subjects and verbs agree?
5. Did you use the simple present correctly?
6. Are verb tenses correct?

- J | Final Draft.** Now use your Editing Checklist to write a third draft of your paragraph. Make any other necessary changes.