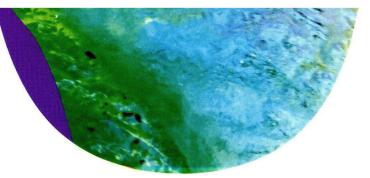
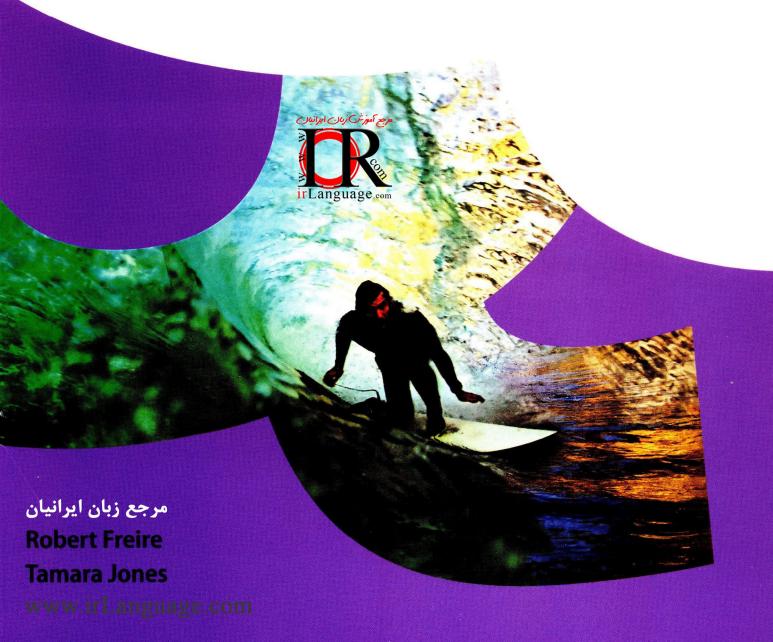
SECOND EDITION



4

:Skills for Success LISTENING AND SPEAKING



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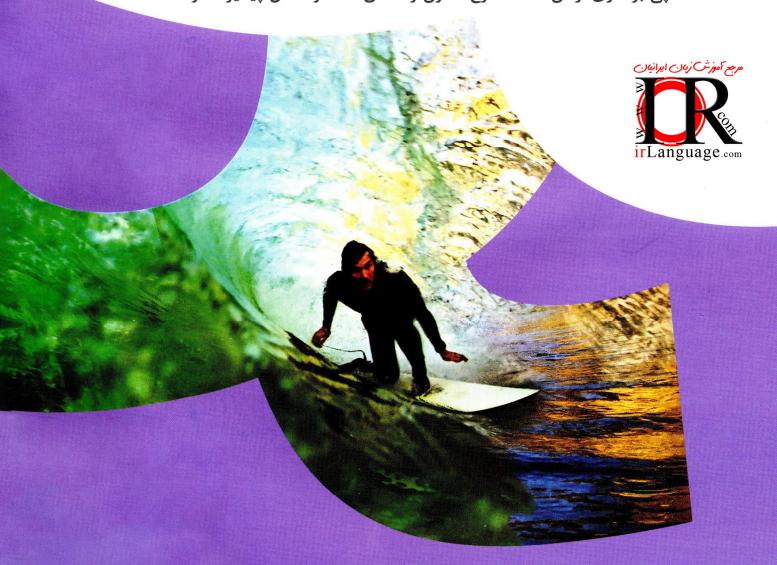
SECOND EDITION



4

:Skills for Success LISTENING AND SPEAKING

این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است. کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.



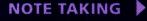
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CONTENTS

How to	Register for iQ ONLINE	**********
UNIT 1	Business	
	Q: What makes a good leader?	
	Unit Video: Model CEO	
	Note-taking Skill: Using a chart to organize notes about main ideas	
	Listening 1: Best of Both Worlds?	
	Listening Skill: Listening for main ideas	
	Listening 2: Myths of Effective Leadership	
	Vocabulary Skill: Understanding meaning from context	
	Grammar: Gerunds and infinitives	
	Pronunciation: Syllable stress	
	Speaking Skill: Checking for understanding	
	Unit Assignment: Give a presentation on how to be an effective leader	
UNIT 2	Behavioral Science	26
	Q: How does appearance affect our success?	
	Listening 1: A Perfect Mess	
	Listening Skill: Identifying details	
	Note-taking Skill: Taking notes using a T-chart	
	Listening 2: The Changing Business Dress Code	
	Unit Video: Benefits to Being Messy	
	Vocabulary Skill: Using the dictionary	
	Grammar: Subjunctive for suggestions	
	Pronunciation: Unstressed syllables	
	Speaking Skill: Confirming understanding Unit Assignment: Role-play	
		40
UNIT 3	Developmental Psychology	50
	Q: When does a child become an adult?	
	Note-taking Skill: Taking notes using key words and phrases	
	Listening 1: Making the Right Decision	
	Listening Skill: Making predictions	
	Listening 2: Growing Up Quickly	
	Unit Video: Millennials	
	Vocabulary Skill: Using the dictionary	
	Grammar: Phrasal verbs	
	Pronunciation: Sentence stress	
	Speaking Skill: Giving a presentation	
	Unit Assignment: Give a presentation to a group	72
UNIT 4	Fine Arts	76
	Q: Why do people do things by hand?	
	Listening 1: Quilting's New Popularity	
	Listening Skill: Making inferences	
	Note-taking Skill: Using a split page to take notes and create questions	
	Listening 2: A Different Path in Life	
	Unit Video: Guitars Handmade from the Bones of New York	
	Vocabulary Skill: Word forms	91
	Grammar: Present perfect and present perfect continuous	
	Pronunciation: Basic intonation patterns	
	Speaking Skill: Avoiding answering questions	
	Unit Assignment: Present a business plan	

UNIT 5	Nutrition	102
	Q: How has science changed the food we eat?	
	Unit Video: The Science of Taste	103
	Note-taking Skill: Editing notes after a lecture	105
	Listening 1: Food Additives Linked to Hyperactivity in Kids	106
	Listening Skill: Understanding bias in a presentation	110
	Listening 2: The "Flavr Savr" Tomato	111
	Vocabulary Skill: Prefixes and suffixes	116
	Grammar: Comparative forms of adjectives and adverbs	118
	Grammar: Comparative forms of adjectives and adverts	120
	Pronunciation: Other common intonation patterns	121
	Speaking Skill: Expressing interest during a conversation	122
	Unit Assignment: Take part in a debate	123
UNIT 6	Education	126
OMITO		
	Q: Is one road to success better than another?	120
	Note-taking Skill: Comparing and contrasting notes on multiple topics	120
	Listening 1: Changing Ways to Climb the Ladder	130
	Listening Skill: Listening for contrasting ideas	133
	Listening 2: Life Experience Before College	135
	Unit Video: Interns in New York	139
	Vocabulary Skill: Using the dictionary: formal and informal words	140
	Grammar: Simple, compound, and complex sentences	142
	Pronunciation: Highlighted words	144
	Speaking Skill: Changing the topic	146
	Unit Assignment: Reach a group decision	148
UNIT 7	Anthropology	152
UNIT /		,,,,
	Q: How can accidental discoveries affect our lives?	
	Unit Video: Post-It Note Inventor	
	Listening 1: The Power of Serendipity	155
	Listening Skill: Listening for signal words and phrases	159
	Note-taking Skill: Taking notes on details	161
	Listening 2: Against All Odds, Twin Girls Reunited	163
	Vocabulary Skill: Collocations with prepositions	168
	Grammar: Indirect speech	
	Pronunciation: Linked words with vowels	
	Speaking Skill: Using questions to maintain listener interest	
	Unit Assignment: Tell a story	
UNIT 8	Social Psychology	178
	Q: Is athletic competition good for children?	
	Listening 1: Training Chinese Athletes	181
	Listening Skill: Listening for causes and effects	
	Note-taking Skill: Taking notes on causes and effects	
	Listening 2: Until It Hurts Discusses Youth Sports Obsession	189
	Unit Video: Children in Sports	193
	Vocabulary Skill: Idioms	
	Grammar: Uses of real conditionals	
	Pronunciation: Thought groups	
	Speaking Skill: Adding to another speaker's comments	
	Unit Assignment: Share opinions about sportsmanship	200
Audio Tra	ck List	204
Authors a	nd Consultants	205
How to Us	se iQ Online2	06-207
Nocabula:	ry List and CEFR Correlation	208-209





LISTENING

VOCABULARY

SPEAKING

listening for main ideas

understanding meaning from context

using a chart to organize notes about main ideas

GRAMMAR perunds and infinitives

PRONUNCIATION > syllable stress

checking for understanding



UNIT QUESTION

What makes a good leader?

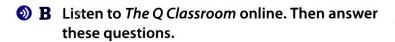
A Discuss these questions with your classmates.

- 1. Have you ever been a leader? For example, have you ever been in charge of a group at school or been the captain of a sports team? If so, what challenges did you face as a leader?
- **2.** Think of a leader you admire. What makes this person a good leader?
- 3. Look at the photo. Identify the leader. What qualities make this person an effective leader?



Listen to a report and a lecture and gather information and ideas to give a presentation about how to be an effective leader.

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- 1. Yuna feels that leaders should act more responsibly when they have power. Do you agree? Why or why not?
- 2. Felix says that becoming a leader makes a person's life difficult in some ways. Do you agree? If so, in what ways do you think becoming a leader would make a person's life more difficult?



C Go online to watch a video about a creative business leader. Then check your comprehension.



CEO (n.) chief executive officer (the person with the highest rank in a business) perk (n.) something extra you receive in addition to your wages for doing a particular job puts himself at arm's length (idm.) avoids having a close relationship with someone walks the walk (idm.) acts in a way that shows people you are really good

at what you do, and not just good at

talking about it



D Go to the Online Discussion Board to discuss the Unit Question with your classmates.



E Think about some important characteristics of a leader. Check (✓) the three characteristics you think are most important. Compare your answers with a partner.



F Discuss these questions in a group.

- 1. What kinds of people become leaders?
- 2. What are some characteristics of people who are not good leaders?
- 3. "A group of sheep led by a lion would defeat a group of lions led by a sheep" is an Arabic proverb. What do you think it means?

Note-taking Skill

Using a chart to organize notes about main ideas

Charts are a useful way to organize your notes on a presentation. Using a chart to list main ideas can help you understand how a presentation is organized and can help you identify the speaker's most important points.

To organize your notes about main ideas, divide your page into two columns. Use the left column to show how the presentation is organized. Use the right column to write down the main ideas. You can also write any key words or phrases that support each main idea.

Look at the example below from Activity A. The student uses the left column to show the topics in a text and the right column to show the main ideas and key phrases.

Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear
	- gives team a goal

A. Read this section of a talk about motivating team members. Circle what you think are the main ideas. Underline any key words or phrases that support each main idea.

If you are a leader, then you know that highly motivated people do better work than people who are discouraged, tired, or just unenthusiastic. But how can you keep a team excited over the long haul? How can you motivate them to do their best? Those aren't easy questions, but here are three simple ways to start. First of all, make sure you're communicating your expectations clearly. When you explain what you expect, you're providing your team members with a specific goal. And this will help your team focus their energy and efforts on what is important. Beyond that, make sure to provide your whole team with feedback that will help them improve. Helpful feedback makes it easier for us to learn and develop, and it also helps us to identify and correct problems before they get too big. Lastly, remember to reward good work. Don't just be a critic. Rewards can be anything from a "thank you" to a party, a pay raise, or even a day off. Be creative, and don't be cheap. Make sure your team knows when they've done well. They'll get excited when they know a reward is on its way, and they'll feel like their hard work is actually paying off.

B. Complete the chart with the main ideas and the supporting words and phrases you identified in Activity A. Compare your notes with a partner. Then take turns coming up with your own examples of each way to motivate team members.

Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear - gives team a goal -
Second way	
Third way	



C. Go online for more practice using a chart to organize notes about main ideas.





LISTENING 1

Best of Both Worlds?



You are going to listen to a report that discusses the challenges of being a friend's boss. As you listen to the report, gather information and ideas about what makes a good leader.

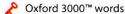
PREVIEW THE LISTENING



Can a boss be a friend?

- **A. PREVIEW** Discuss this question with a partner: If someone becomes the boss of a friend, what difficulties do you think the friends will face?
- **B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.







C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the report and take notes on the experiences each woman had when she became a friend's boss. Write the main ideas and key phrases you hear.

Main ideas and key phrases
ALCOHOLD TO THE PARTY OF THE PA

В.		your notes to match ea nme a friend's boss.	ach _l	oerson with a step she took when she			
_	1.	Ginny Pitcher	a.	She worked with her friend to develop a plan for separating work from business.			
-	2.	_2. Carly Drum b. She warned any employees who came to work late more than once.					
	3.	Tory Delany	c.	She acknowledged there would be a change in the friendship and talked with her friend about the challenges they might face.			
c.		the statements. Write ements.	e <i>T</i> (t	true) or F (false). Then correct the false			
	_ 1.	It is important to brin	g pe	rsonal issues into business relationships.			
	_ 2.	A manager must outline for a friend what is expected at work.					
	_ 3.	A good boss should always try to show favoritism.					
	_4.	The key to working with friends is developing rules and boundaries.					
D.	Reac	the sentences. Then	iste	n again. Circle the correct answers.			
1.	a. Slb. Sl	t did Kate Massey do ve he rejected the offer. he hesitated before acc he quickly accepted the	eptii				
2.	betwa. T	r working together for reen Kate Massey and (hey became roommate hey were no longer frie heir friendship was sti	Ginnes. ends				
3.		ording to Ginny Pitche ou already know their		nat is one benefit of hiring close friends? conalities.			

b. You know that you can trust them.

c. You know if they are qualified for the job.

9

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- 4. When Carly Drum hired four trusted friends, what did one of her friends do?
 - a. She expected to receive more money.
 - b. She allowed personal problems to affect her work.
 - c. She stopped coming to work and soon quit.
- 5. What happened when Tory Delany became the manager at a restaurant in Manhattan?
 - a. She had to fire a friend.
 - b. She managed some friends.
 - c. She hired her best friend.

acknowledge (v.)

- **6.** What does Tory Delany say will happen if a manager does not enforce rules and structure with employees?
 - a. The manager's team will fall apart.
 - b. The manager will lose his or her job.
 - c. The manager's employees will quit.

E. VOCABULARY Here are some words from Listening 1. Complete each sentence with the correct word.

favoritism (n.)

outline (v.)

criticism (n.)

with it for many years, and he teaches classes about it.

- 1	•		•	
-	address (v.)	exemplify (v.)	issue (n.)	potential (n.)
	aspect (n.)	expert (n.)	negotiate (v.)	staff (n.)
	1. Good employees tak	e	well. They hea	r what they are
	doing wrong, and th	ey make appropri	ate changes to their	work.
-	2. Bob showed	whe	n he promoted Hwa	a-jeong. They
	are friends, so Hwa-j	eong got the job i	nstead of Laura.	
	3. I	_ that I made a m	nistake on the repor	t. I take
	responsibility, and I	will correct it.		
4	1. The new employee ha	as a lot of	She k	nows a lot about
	our business. I'm sur	e she'll be promo	ted soon.	
	5. The new plan gives e	mployees more va	acation time. That's	one
		of the plan I real	ly like!	
6	6. Tom is a(n)	at th	is computer prograi	n. He worked

The manager told the that an important customer
was pleased with their work. Everyone thought that was great news.
I know we don't agree on this subject, but I'm sure we can
a solution that we both like.
The project is very complex, so I'll the basic
problems we are trying to fix.
I'd like to one of the main questions that people ask
in meetings. Together we can find an answer.
David and Ernesto are always on time, and they work well with others. I
think they good employees.
We need to settle this Arguing about it will not help
us solve the problem.



F. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. What do you think are the main advantages of hiring a friend?
- 2. If you were a small business owner, would you consider hiring your closest friend to work for you? Why or why not?
- 3. If your closest friend became your boss, how would this affect your relationship? How do you think your friend might change?

Listening Skill

Listening for main ideas

When listening to a presentation, it is difficult to remember every piece of information you hear. Instead of trying to remember every detail, it is more important to identify the speaker's **main ideas**. These are the most important ideas that the speaker wants you to understand and remember.

A speaker often states the main idea as part of the introduction. Here are some signal phrases used to introduce main ideas.

Today we'll focus on . . .

This morning we'll consider . . .

Today I'm going to talk about . . .

For today's lecture, we're going to look at . . .

Main ideas are often repeated or rephrased during a presentation, especially at the end.

After you listen and take notes, review your notes. Notice which ideas are repeated or described in greater detail. This will help you decide what the main ideas are.



A. Read the introduction to each presentation. Circle the option that best describes the main idea of each presentation.

- 1. For most people, business meetings are boring, but they don't have to be that way. Today I'm going to give you a few tips on how to run an effective business meeting. Although not every tip might work for you, meetings don't have to put everyone in the room to sleep.
 - a. Business meetings are often boring because they're too long and waste too much time.
 - b. Business meetings are often boring, but there are ways to make them worthwhile.
 - c. Business meetings are often boring, so we should find ways to eliminate them.
- 2. Hiring the right employees can be a real challenge. Many managers add a new person to their staff who is not a good choice. Let's consider some techniques to evaluate potential employees and explore ways to successfully pick the best people to hire.
 - a. Many people hire employees for the wrong reasons. Soon they regret their hiring decisions.
 - b. It is important that managers learn to recognize that someone is not a good hiring choice.
 - c. Hiring employees can be difficult, but this presentation will teach skills for choosing the best possible employees.

- 3. There are many job-finding tools available online. For instance, some websites tell job searchers about positions that are available, while others give tips on writing a résumé or answering questions in a job interview. Today I'd like to focus on how to make the best use of these online tools. Online job resources are valuable, but they won't help us much if we don't know the best ways to use them.
 - a. Job searchers should learn how to answer interview questions and write résumés.
 - b. Job searchers should learn how to use online job-finding tools effectively.
 - c. Job searchers should go online to find out about available jobs.
- **B.** Listen to a short presentation. As you listen, take notes in the chart.

Topic	
Most important factor	
First characteristic mentioned	
Second characteristic mentioned	
Last characteristic mentioned	



C. Go online for more practice with listening for main ideas.

LISTENING 2 | Myths of Effective Leadership



You are going to listen to a lecture from the Center for Creative Leadership, an organization dedicated to helping executives by providing them with the information and skills they need to lead well and overcome common challenges. As you listen to the lecture, gather information and ideas about what makes a good leader.

PREVIEW THE LISTENING

A. PREVIEW	In this lecture, the speaker presents some of the negative ways
in which s	successful executives may change. List two ways that you think
people te	nd to change negatively when they become leaders.

B. VOCABULARY Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

effective (adj.) 🧨	style (n.) 🥕
ethical (adj.)	title (n.) 🥕
executive (n.) 🎤	
perspective (n.) 🎤	
	ethical (adj.) executive (n.) ?



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the lecture and take notes in the charts.

Actions of ineffective leaders	Main ideas and key phrases
First example	
Second example	
Third example	

Advice for leaders	Main ideas and key phrases
First piece of advice	
Second piece of advice	
Third piece of advice	



B. Use your notes to answer the questions.

- 1. According to a study by the Center for Creative Leadership, how do many powerful executives see themselves?
- 2. What do many powerful executives think about people who disagree with them?
- 3. How do employees begin to react to these executives?
- ② C. Read the statements. Then listen again. Write T (true) or F (false). Then correct the false statements.
 - ____1. Many executives forget the skills that helped them become successful.
 - ____2. An effective executive must know the difference between power and leadership.
 - ____ 3. A study shows that most executives respect employees who disagree with them.
 - ____4. Many executives begin to believe they are more powerful than they really are.

5.	It is impossible to learn the skills necessary for effective leadership.
6.	To become an effective leader, you must view yourself through the eyes of your team members.
	d the advice on leadership. Check (🗸) the advice you think the aker would agree with.
□ 1.	When team members disagree with you, ask some questions and take time to consider their perspectives.
□ 2	Encourage your team members to ask questions about your decisions and plans.
□ 3.	Instead of personal meetings, announce major business decisions and plans by email or video.
□ 4	. Invite team members to fill out anonymous feedback forms about your performance and your leadership style.
□ 5	. Keep your contact with team members brief. If they have concerns or complaints, encourage them to speak with your assistant.
in th	d the examples of decisions made by leaders. Based on the information be lecture, do they demonstrate effective or ineffective leadership? be <i>E</i> (effective) or <i>I</i> (ineffective). Then discuss your choices with a partner.
1.	The president of Linear Electronics, James Yoo, hires all managers from outside his company. He doesn't believe in promoting existing team members to management positions.
2.	Reggie Silva, head coach of the Tower University baseball team, has breakfast with players individually each month to find out how they are doing.
3.	Restaurant owner Claudia Tavares placed an "idea box" near the door of her restaurant. She checks it each week for thoughts from her customers.
4.	Daniel Lisa was elected president of his university's engineering club. He assigned people who voted for him to all the advisory board positions.
5.	Edgar Molina, vice president of Trident Bank, tries to read several leadership books each year.
6.	Governor Patricia Landon keeps her office door open so team members can come in and talk whenever they want to.
7.	The head of the English Literature Department, Coleen Zhang, believes it is much more efficient to make most departmental decisions on her own. Involving others in the decision-making process takes too long.

F. VOCABULARY Here are some words from Listening 2. Complete each sentence with the correct word.

advance (v.)		contact (n.)	executive (n.)	title (n.)
assess (v.)		effective (adj.)	perspective (n.)	
ca	pable (adj.)	ethical (adj.)	style (n.)	
1.	We need to hire a	more	office assistar	it. The current
	assistant doesn't l	nave enough exper	ience and isn't highly sl	cilled.
2.	My management		is very different from	n Roger's.
	I prefer to lead by	example. He prefe	ers to give detailed insti	ructions
	to employees.			
3.	I'm nervous abou	t the meeting with	n my manager next Mor	iday. She is
	going to	my p	erformance for this yea	r.
4.	Blake joined the	company in 2000.	Within five years he wa	s able to
		to the position	of vice president.	
5.	Please tell me wh	at you think about	this design. I'm interes	ted in hearing
	your	on it.		
6.	Anne knows a lot	of people in our i	ndustry. She has a good	business
	at the London office who can help us.			
7.	I am concerned t	hat our company i	s not making	
	decisions. Our fa	ctory creates more	pollution and waste the	an it needs to.
8.	We created a plan	to save the compa	any. Unfortunately, it w	as not as
		as we had hop	ed, and the company w	as forced to
	close last month.			
9.	I called her Mrs.	Rodgers, but later I	learned that her	
	is actually Doctor			
10.	Emma only recer	itly started workin	g for the company, but l	her goal is to
	become a(n)	t	here someday. I think s	he will make a

good manager.



- G. Go online for more practice with the vocabulary.
- H. Go online to listen to Are Leaders Born or Made? and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. The speaker states that leadership and power are not the same. What do you think are some differences between leadership and power?
- 2. According to the lecture, some successful executives begin to "blur the lines" between leadership and power. They act as if leadership and power are the same thing. Why do you think this happens?
- **B.** Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.
- 1. Power can affect relationships and individuals in a negative way. What are some positive effects power may have?
- 2. Both Listenings offer advice to bosses. Which advice do you think is the most valuable? Is there any advice that you disagree with? Why?

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Vocabulary Skill Understanding meaning from context

One way to figure out the meaning of a word is from the **context** of the sentence it is in. Use the words around the unknown word to help you understand the new word.

She started as a coat checker at Maggie's Place . . . and, after a series of <u>promotions</u>, eventually became general manager.

The speaker mentions that Ms. Delany "started" in one position and "eventually became general manager." These words describe making progress in a company over time. The context tells you that *promotion* means receiving a higher position or a more important job.

It also helps to consider the presentation as a whole, not just one sentence.

Knowing someone will fit in doesn't <u>alleviate</u> other problems. Carly Drum had hired four trusted friends to work at her family's executive search firm... One of them had great potential but was bringing her personal problems to the office. It was affecting her work.

The speaker uses several sentences to describe a problem that developed when Carly Drum hired a friend. From this context, you may be able to figure out that to *alleviate* problems means to solve, correct, or remove the problems.

A. Listen to the sentences. Use the context to match ea its definition.			en to the sentences. Use the context to match each bold word with definition.		
		_ 1.	The job didn't pay very well, but I loved the office and my co-workers. It was a great environment to work in.		
		_ 2.	It's impossible to function well when you don't get along with your co-workers. I can't work in a situation like that.		
	_	_ 3.	I'm sure you can resolve the conflict with your co-worker if you lister to each other's opinions.		
	_	_ 4.	James has great aptitude , but he needs more training. In a year or so, he'll probably be our best programmer.		
		5.	The members of Emily's group are experienced and talented. Besides, they exhibit great teamwork.		
	a.	nati	ural ability to do something		
	b.	the	conditions that affect a person's behavior and development		
	c. to work in the correct way				
			and an acceptable solution to a problem		
			how or display		
①	В.		en to excerpts from Listening 1 and Listening 2. Circle the rect answers.		
	1.	In c	charge of probably means		
		a. ı	meeting with		
			working with		
		c. l	having responsibility over		
	2.	Inte	eraction probably means		
		a. o	disagreement		
			communication		
		C. 1	responsibility		
	3.	Enf	orcing probably means		
			making sure that rules are obeyed		
			changing rules occasionally		
		c. 6	explaining rules		

	4. Opposing probably means
	a. smart
	b. contrasting
	c. similar
	5. Perceive probably means
	a. view
	b. enjoy
	c. dislike
	C. Choose five words from Activities A and B. Write a sentence using each word. Then take turns reading your sentences aloud to a partner.
	1
	2.
	2.
	3
	4
	5
ONLINE	D. Go online for more practice with understanding meaning from context.



SPEAKING



At the end of this unit, you are going to give a presentation about how to be an effective leader. As you give the presentation, you will need to check that your audience understands you.

Grammar

Gerunds and infinitives

Gerunds (verb + -ing) are often used as the subject of a sentence.

Leading your team members is a tough job.

Gerunds are also used after prepositions, such as *about*, *of*, *in*, *for*, and *against*, and after certain verbs, such as *consider*, *suggest*, and *recommend*.

Joe thought **about accepting** the promotion.

I considered voting for him.

Infinitives (to + verb) are often used after the adjective phrase be + adjective.

It is important to respect your employees.

Infinitives are also used after certain verbs, such as want, decide, try, hope, need, expect, agree, and learn.

She **hopes to become** a manager one day.



A. Read the sentences. Underline each gerund and infinitive.

- 1. When Ginny Pitcher needed to hire a director of business development, she turned to her closest friend, Kate Massey.
- 2. As for the subordinate, he or she needs to understand that the boss can't show any favoritism.
- 3. Knowing someone will fit in doesn't alleviate other problems.
- 4. Managing friends isn't always a choice.
- 5. Gena Cox ... suggests saying something like this: "I still want us to be friends."
- **6.** Consider talking to your friend about these problems sooner rather than later.
- 7. "I didn't jump on it immediately," says Massey. "I thought about taking the job for a while."

В.	Complete each sentence with the gerund or infinitive form of the verb in
	parentheses. Then practice saying the sentences with a partner.

l.	Haya expects (finish) business school in June.
2.	This book recommends (hire) people you already know.
3.	(work) for the government has been a great learning
	experience.
1.	It is difficult (work) while you go to school.
5.	Although it took me several months, I finally learned
	(communicate) effectively with my manager.
5.	I suggest (discuss) this with your partner before you
	make a final decision.
7.	We need (discuss) this problem immediately.
3.	Jamal was interested in (move) to Hong Kong, but he
	decided (wait) until next year.



- C. Go online for more practice with gerunds and infinitives.
- **D.** Go online for the grammar expansion.

Pronunciation Syllable stress

for Success

0

Many dictionaries show a pronunciation guide for each entry. The pronunciation guide shows the correct syllable stress. Use a dictionary regularly to learn the stress patterns of new words.

Every word with more than one syllable has a syllable that is stressed more than the others. That stressed syllable is longer, and it has a change in pitch.

Listen to the word *negotiate*. Then repeat it.

negotiate

The second syllable (-go-) is stressed. The vowel in this syllable is extra long, and it has a change in pitch.

Listen to the word again and practice saying it, stressing the second syllable.

negotiate

Every word has its own stress pattern. Using correct word stress will make your speech clearer and easier to understand. When you learn a new word, also take note of the correct stress pattern for that word.

o	A. Listen to the words. Which syllable is stressed? Circle each stressed syllable.				
	1. excerpt	5. lea	adership	9.	promotion
	2. aspect	6. ac	knowledge	10.	interaction
	3. enforce	7. pe	erspective		
	4. effective	8. op	pposing		
③	B. Listen again. Then prac	ctice wi	th a partner. Take tu	rns saving	the words.
iQ ONLINE	C. Go online for more pra				
OKEMI.	e. do onime for more pra	ctice wi	in Symuole stress.		
Speaking Skill	Checking for unders	tandin	g		
	When you're giving a pre that you are clearly communderstand your main po	sentatio nunicati pint(s), y mean?	on or having a convers ng your ideas. To che you can use phrases li Are y	ck that your ke these. ou followin	listeners g me?
Critical Thinking Tip	Does that make sens Do you understand?	e?	Any	questions (s	o far)?
Activity B asks you o summarize the nain points the peaker wants to	asks you arize the A. Listen to a manager giving instructions to her staff. Check (✓) the phrases she uses to check for understanding.) the
communicate. When you summarize, you give a shorter version of what you heard or read, including only the main points.	□ Do you know what I□ Do you know what I□ Does that make sens□ Does everyone unde	'm sayir se?	ng? □ Are you □ Have yo		
he material.	B. Listen again. Then work with a partner. Summarize the main points the manager wants to communicate.				
ONLINE	C. Go online for more pra			lerstanding	J.
Unit Assignme	nt Give a presentation	on on h	now to be an effe	ctive lead	ler
UNIT OBJECTIVE	In this assignment, you are to be an effective leader. If the Unit Question, "What Listening 1, Listening 2, the your presentation. Refer t	As you p makes a ne unit v	orepare your presen a good leader?" Use video, and your worl	tation, thir informatio k in this un	ık about n from it to support

CONSIDER THE IDEAS

Read about a paradox, a situation that has two opposite qualities at the same time. In a group, discuss what the author means by a *power paradox*.

The Power Paradox

The best leaders understand the needs and goals of the people they lead. They are careful thinkers who understand the challenges they face. They have the ability to make intelligent choices about how to address those challenges. Great leaders are also communicators. They can explain both problems and solutions to people in a way that everyone can understand.

These abilities are not common, and when we recognize them in someone—in the business world or some other field—we are inspired to say, "That's someone I can trust! That's someone I can follow!" Unfortunately, these abilities also tend to disappear once a person actually takes on a position of leadership.

The British historian Lord Acton once said, "Power tends to corrupt, and absolute power corrupts absolutely." Researchers are now finding scientific support for Acton's claim. Many studies have shown

that power can lead people to act without thinking carefully about their decisions. It can also lead people to ignore or misunderstand other people's feelings and desires.

Researchers have created experiments to see how people react when they are given power. The people who were given power over others were more likely to make risky choices, to act aggressively, to speak rudely, and to behave in ways that made others feel scared and uncomfortable. They were also more likely to tease their colleagues.

This is why we call it the *power* paradox. Power is given to people who show an ability to understand, guide, and communicate with others. But, unfortunately, once they become leaders, their power has the potential to make them rude and insensitive. In other words, what people respect and want most from leaders is often what can be damaged when someone has power.

PREPARE AND SPEAK

- A. GATHER IDEAS Review the information in "The Power Paradox" about how power can affect people. Then think about the information you learned in this unit about people in positions of power. Discuss these questions with a partner.
- 1. What are some important skills and qualities of a leader?
- 2. What are negative effects that come from having power?

B. ORGANIZE IDEAS Choose two qualities and two problems from Activity A that you think are most important. Place these ideas in the chart. Then suggest ways to develop those qualities and avoid the negative effects.

Important leadership qualities	Ways to develop these qualities
Negative effects of power that leaders can develop	Ways to avoid these effects

C. SPEAK Present your advice to the class. As you speak, check that your classmates understand the ideas you are trying to communicate. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT				
Yes	No	THE TEXT SECTION OF THE PROPERTY OF THE PARTY OF THE PART		
		I was able to speak easily about the topic.		
		My partner, group, and class understood me.		
		I understood meaning from context.		
		I used vocabulary from the unit.		
		I checked for understanding.		
		I used correct syllable stress.		



B. REFLECT Go to the Online Dicussion Board to discuss these questions.

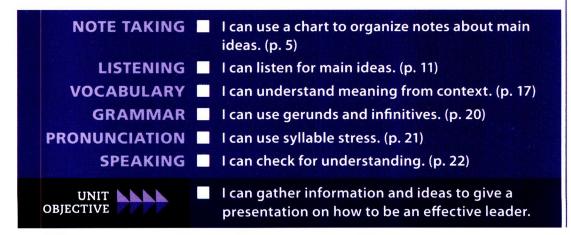
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—What makes a good leader? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns aspect contact criticism executive expert favoritism issue perspective potential staff style style contact criticism executive expert executive expert executive expert favoritism executive expert executive exec	Verbs acknowledge address advance assess exemplify negotiate outline	Adjectives capable & Adjective & effective & ethical
title ♣ Oxford 3000™ words Academic Word List		

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.



2

Behavioral Science

LISTENING NOTE TAKING

SPEAKING

- identifying detailstaking notes using a T-chart
- VOCABULARY | usin
 - using the dictionary
- GRAMMAR PRONUNCIATION
- subjunctive for suggestions
- unstressed syllables
- confirming understanding



UNIT QUESTION

How does appearance affect our success?



- 1. Think about some successful people. How would you describe each person's appearance?
- 2. When you are at work or school, is the space around you usually neat or messy? What does a messy desk tell you about the owner's personality?
- 3. Look at the photo. What does this work space tell you about the person that works here? Would you work in a space like this?

B Listen to *The Q Classroom* online. Then answer these questions.

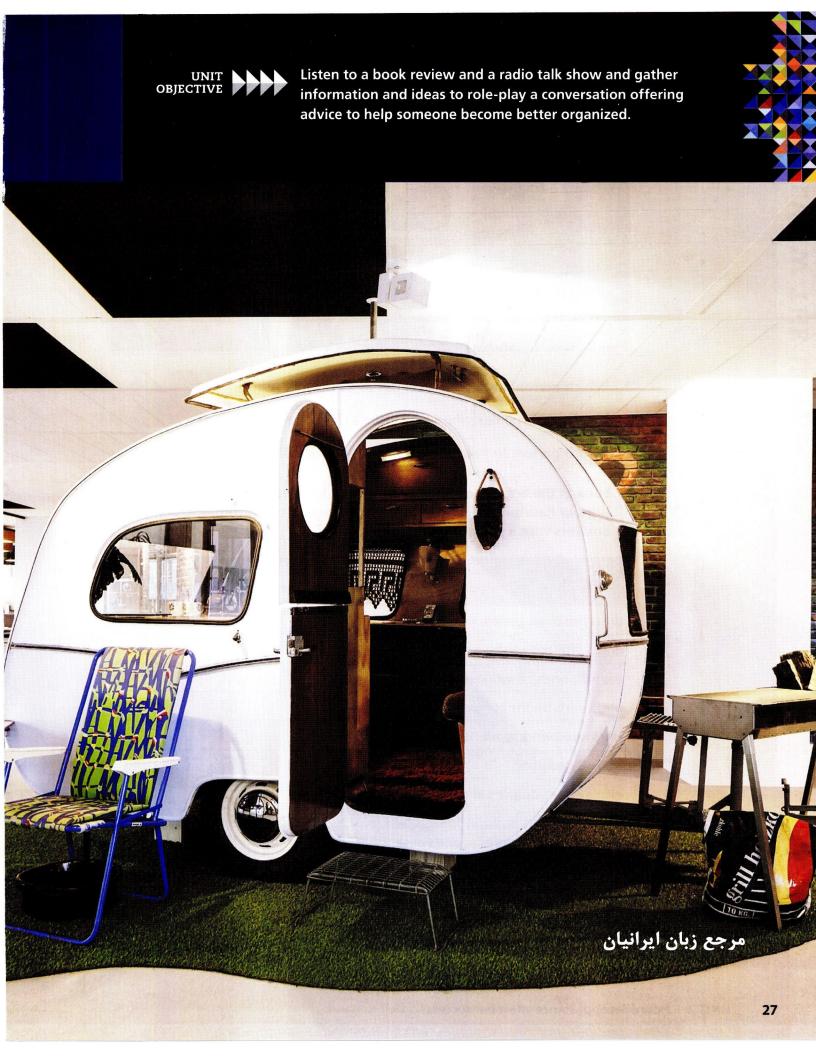
- 1. Sophy believes that how we dress affects what people think of us. Do you agree or disagree? Why?
- 2. Felix argues that not all successful people need to dress well. In addition to athletes, what professionals might have more freedom when it comes to deciding what to wear?



C Go to the Online Discussion Board to discuss the Unit Question with your classmates.





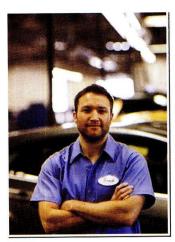


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D What is your first impression of the people in the pictures below? Discuss the questions with a partner.







- 1. Which person would you most like to work with? Why?
- 2. How would you describe each person's character?
- 3. Which person do you think you have the most in common with?
- **E** Look at the behaviors in the chart. Check (✓) if each one would help, hurt, or have no effect on someone's success in the workplace. Compare answers with a partner.

	Help	Hurt	Have no effect
dress like other people in the workplace			
dress differently to be noticed			
eat with one's co-workers			
play sports on the company team			
keep one's work space neat			
be well-groomed			
display one's degrees and professional certificates			
have personal pictures at one's desk			



LISTENING

LISTENING 1 A Perfect Mess



You are going to listen to a review of a book about mess. The book compares people who are neat to people who aren't. It explores who is more successful. As you listen to the review, gather information and ideas about how appearance affects our success.

PREVIEW THE LISTENING



- **A.** PREVIEW Look at the statements below. Check (✓) the statements you agree with.
 - ☐ Messy people are never very organized.
 - ☐ Children should not focus too much on neatness.
 - ☐ Neatness is required in order to work effectively.
 - \square It is OK to be a little messy at home.
- **B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

bias (n.)	moderately (adv.)	stifle (v.)
chaos (n.)	open-minded (adj.)	stimulating (adj.)
embrace (v.)	point out (phr. v.)	stumble upon (phr. v.)
inflexible (adj.)	recognize (v.) 🎤	turn out (phr. v.)



Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the review and take notes in the chart.

Benefits of being messy	Main ideas and key phrases
At work	
W447001.03.07.18.08.03.09.09.09.09.09.09.09.09.09.09.09.09.09.	
At home	

l	
2	
	ad the statements. Write T (true) or F (false). Then correct the false tements.
1.	Moderate messiness seems to be good for people.
2.	Messy homes are cold and impersonal.
3.	Messy environments are not stimulating enough for children.
4.	Messy people tend to be more creative and open-minded.
	was a very messy but open-minded author. Albert Einstein
	Leon Heppel Agatha Christie
a. b.	eping a house can be bad for a child's health. too clean too dirty too stimulating
a. b.	messy desk helped two researchers' work. cause confusion about show a connection between find errors in
a. b.	one at the NAPO conference could answer the question "Why are people fined at work?" "What's wrong with being messy?" "Why is there a bias toward neatness?"

 5. Henry Rubins liked his room to be messy because a. chaos made him feel comfortable b. he had to be neat at work c. it made his mother angry
 6. A woman in Australia was fined \$2,000 because a. she had too many papers on her desk b. she had too many personal items on her desk c. she had a messy desk
E. Read the sentences about the two examples of messy success stories. Who is each sentence about? Write <i>LH</i> (Leon Heppel) or <i>AC</i> (Agatha Christie).
1. This messy person is a researcher at the National Institutes of Health.
2. This messy person compared the information in two different letters.
3. This messy person wrote ideas in disorganized notebooks.
4. This messy person won a Nobel Prize.
5. This messy person wrote very popular novels.
6. This messy person lost important papers in the mess on the desk.
F. VOCABULARY Here are some words from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.
1. We hope everyone will embrace our new plan for the class trip. We think you will really like the new destination!
a. be unwilling to accept
b. accept an idea with enthusiasm

Vocabulary Skill Review

In Unit 1, you learned about understanding meaning from context. Remember to search the context of an unknown word for clues about its meaning. Look beyond the word's phrase to the sentence or even the text as a whole.

- - c. be concerned about
- 2. I don't want to stifle your creativity, but your ideas for the brochure are too complicated. Let's try to make it very simple.
 - a. let go of something
 - b. prevent something from happening
 - c. support something strongly
- A mother often has a bias toward her own children. She sometimes thinks they are better than other children.
 - a. hope for
 - b. thoughts about
 - c. preference for

- 4. You need to **point out** in your job application why you think you are qualified for the job. It's important that the interviewer understand your skills and experience.
 - a. look at something carefully
 - b. make something clear
 - c. consider someone's ideas
- 5. The student was **moderately** successful last semester. He didn't fail any classes, but he didn't get excellent grades, either.
 - a. not at all
 - b. fairly, but not very
 - c. extremely
- **6.** I couldn't find my book, and then I happened to **stumble upon** it at my friend's house. It was there the whole time!
 - a. find by accident
 - b. hit quickly
 - c. damage
- 7. We worked hard all week, but finally we had to **recognize** that we weren't going to finish the project on time.
 - a. acknowledge
 - b. discourage
 - c. ignore
- **8.** The museum was **stimulating**. I was so excited about what I saw that I went back the next day.
 - a. expensive
 - b. boring
 - c. interesting
- 9. I was worried, but I think the event will **turn out** fine. It looks like we have everything under control.
 - a. increase to a new level
 - b. change direction quickly
 - c. happen with a particular result
- 10. I am an **open-minded** person. Just because something is different doesn't mean I won't like it.
 - a. afraid of trying new things
 - b. careless with someone's property
 - c. willing to accept new ideas or opinions

- 11. The chef is very **inflexible**. He always uses the same recipes. He does not like to try new ideas.
 - a. unfriendly to others
 - b. unsure of the answer
 - c. unwilling to change
- 12. The little boy's room was complete **chaos**. Books, clothes, and games were scattered all over the floor.
 - a. a big mess
 - b. orderly and neat
 - c. well-organized



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. How messy are you? Do you agree with the authors of *A Perfect Mess* about the benefits of being a bit messy? Why or why not?
- 2. How much freedom to be messy should workers have in their work space?
- 3. When you were a child, were you neat or messy? Have you changed at all as you have gotten older? How?

Listening Skill

Identifying details

When you listen to a long presentation or lecture, it's difficult to take notes on everything. It's important to focus on details that support the main ideas you hear. Ask yourself three questions as you listen.

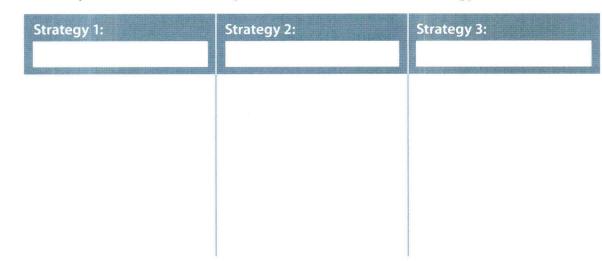
Is this new information?

Does this information support the main idea?

Is this information repeated or rephrased?

If you answer yes to any of these questions, the detail may be important to remember.

A. Listen to a short lecture about three strategies for being more organized. Complete the chart with important details about each strategy.



- **B.** Work with a partner. Compare your notes. Ask each other the following questions. If you answer *no* to a question, revise your notes.
- 1. Does this information support the main idea?
- 2. Is this information repeated or rephrased?



ip for Success

Use abbreviations and symbols when you take notes. This will make it easier to take notes quickly. Then review your notes to make sure your ideas are clear.

C. Go online for more practice with identifying details.

Note-taking Skill Taking notes using a T-chart

A T-chart is a useful way to take notes about two contrasting topics. When you are reading a text or listening to something about two sides of an issue or two different ideas, make a T-chart by drawing a "T." Write the two topics at the top and make notes under each topic. In some cases, you can write an idea about a topic directly across from the related idea on the other side. Look at the example T-chart below listing some arguments for and against being messy.

Arguments for being messy	Arguments against being messy
Things can be easier to find because they're right out in the open.	It's easier to lose or misplace the things we need.
 Being messy can help people connect ideas in new ways 	 Being messy can set a bad example for children.

A. Read and listen to the presentation about the benefits of a happy appearance. Complete the notes in the T-chart.



Sure, we all look better when we smile, but can our facial expressions really cause us to succeed or fail? Many scientists believe that smiling can lead to more success in life, whereas frowning can lead to more problems. Some researchers discovered that people who smiled in school pictures were more likely to have longer, happier marriages in the future than those who did not. In contrast, people who didn't smile in their class photos tended to get divorced more often. Also, people who smiled in job interviews were more likely to get the jobs than candidates who didn't smile. Smiling also reduces stress, some scientists say. In fact, in one study, smiling while doing a stressful job helped workers' brains and bodies recover from the stress more quickly afterward. On the other hand, people who didn't smile had faster heartbeats long after they finished the stressful job. Maybe this is why smiling can even cause people to live longer. One research study discovered that if baseball players were smiling on their cards, they lived almost seven years longer than players who weren't smiling. So, remember to smile!

Happy facial expressions	Serious facial expressions
 longer, happier marriages more likely to get job after an 	•
interview	• more stress
•	• faster heartbeats after stressful
•	job was finished



B. Go online for more practice taking notes using a T-chart.

LISTENING 2 The Changing Business Dress Code



You are going to listen to a radio talk show in which two experts discuss dressing for work. As you listen to the talk show, gather information and ideas about how appearance affects our success.

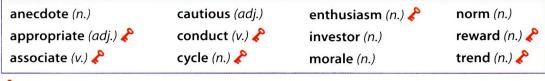
PREVIEW THE LISTENING

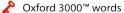
- A. PREVIEW Work with a partner. Discuss these questions.
- 1. How does your appearance at work affect how you feel?
- 2. Does it affect the way you do your job? Why or why not?





B. VOCABULARY Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.







C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the radio talk show and take notes in the T-chart.

Positive effects of casual business clothing	Negative effects of casual business clothing

B. Use your notes to help you answer the questions. Compare your answers with a partner.

- 1. Why did executives think casual dress would be a good idea when it started?
- 2. Why are investors more cautious about casually dressed business executives?
- 3. What is casual or sloppy dress sometimes associated with?
- 4. What type of clothing do many young people now wear at work?
- C. Read the questions. Then listen again. Circle the correct answers.



- According to Andrew Park, what is the current trend for business dress codes?
 - a. Casual dress is becoming the norm.
 - b. More formal dress is becoming popular again.
 - c. Employees can dress however they want to dress.
- 2. How has casual dress affected some businesses?
 - a. It has had a negative effect on the way clients see them.
 - b. It has had a negative effect on the employees' morale.
 - c. It has had a negative effect on CEOs' productivity.
- 3. What does Andrew Park say about fashion in the workplace?
 - a. Older people will always dress more formally than young people.
 - b. Fashion trends go in cycles, from formal to informal and back again.
 - c. CEOs dress more formally than their employees.
- 4. According to the speakers, what does the way we dress tell other people?
 - a. It tells people how fashion moves in cycles.
 - b. It tells people where we work.
 - c. It tells people who we are.
- D. Read the excerpt from the radio talk show. Complete Andrew Park's paragraph with the correct words. Then listen and check your answers.

accepted	cycles	lifestyle	natural	uniform
connected	formally	managers	professional	workplace
But fashion tre	ends always go	o in	1	In the '50s
and early '60s,	the business		2	for men in the

United States was a su	it and tie. Working wo	men wore a suit or a dro	ess and
jacket. The look was _	2	Then in the '6	0s and
		4	
	lder people and older v		
wanted a more	5	, back-to-basics kind	of
	, -	n who grew up during t	
	7	in the '80s and	l '90s.
		casual dres	
		n one generation dresse	
		nts to be casual, and so	
the way fashion works	S.		
sentence with the	correct word.	m Listening 2. Complet	
anecdote (n.)	cautious (adj.) conduct (v.)	enthusiasm (n.) investor (n.)	norm (n.) reward (n.)
appropriate (adj.) associate (v.)	cycle (n.)	morale (n.)	trend (n.)
2. When the team los	st its tenth game in a ro	rtant. He thought about year for his job interviev ow, eryone seemed sad.	v.
2. When the team los the players and the	st its tenth game in a ro	vear for his job intervievow,eryone seemed sad.	v. _ among
2. When the team los the players and the3. In the past, many part of the p	to we st its tenth game in a rese fans was very low. Even people worked for larg	vear for his job intervievow,eryone seemed sad. e companies. Now there	v. _ among e is a
2. When the team lost the players and the3. In the past, many part of the players and the	to we st its tenth game in a reset its tenth game in a reset fans was very low. Even people worked for larged toward more people	vear for his job intervievow,eryone seemed sad.	v. _ among e is a

_____ is about 60 hours a week.

Tip for Success

To really learn a word, most people need to see and use the word many times. Making flashcards with new words and studying them often is a good way to review the words.

5.	Ming gave us a lot of money to open our new store. She is our most
	important
6.	The employees worked hard to finish the project on time. As a
	, their boss gave them an extra day off.
7.	Clothing style goes in a Something becomes
	popular. Then it's out of style, and then it's in style again.
8.	My grandfather once told me a(n) about what he
	did when he was a little boy.
9.	I always that book with my senior year in high
	school. I remember reading it in class.
10.	The government decided to a study on the effects
	of caffeine.
11.	My uncle enjoyed playing soccer his whole life. He never lost his
	for it.
12.	The woman was as she walked down the icy stairs.
	She was concerned that she might fall and get hurt.



- **G.** Go online for more practice with the vocabulary.
- **H.** Go online to listen to *Appearances Matter in the Animal World* and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. If you were a manager, how would appearance affect an employee's chance for promotion?
- 2. Have you ever worn a uniform for work or school? Did you like it? What are some advantages and disadvantages of wearing a uniform?



B. Go online to watch a video about messy desks. Then check your comprehension.

clutter (n.) things that make a place messy efficiency (n.) the ability to work well without wasting time or energy filthy (adj.) dirty tidy (adj.) arranged in good order; neat

VIDEO VOCABULARY

- **C.** Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.
- 1. How much do a person's clothing and organizational skills affect your first impression of him or her?
- 2. Think about a time that you judged someone based on how he or she looked or organized things. Was your first impression right or wrong? Why?

Vocabulary Skill Using the dictionary

When you look a word up in the dictionary, there are often several different **definitions** given. You must consider the context of the word to choose the correct definition.

Decide what part of speech the word is in that context—for example, a *noun* or a *verb*. When you look up the word, you can then quickly eliminate a form or use of the word not appropriate to the context.

In many places, casual Fridays are starting to <u>fade</u>, and there's a move toward "dress-up" or "formal" Thursdays or Mondays.

fade /feid/ verb 1 [I, T] to become, or to make something become, paler or less bright: The curtains had faded in the sun. ◆ ~ from sth All color had faded from her face. ◆ ~ sth The sun had faded the curtains. ◆ He was wearing faded blue jeans. 2 [i] to disappear gradually: Her smile faded. ◆ ~ away Hopes of reaching an agreement seem to be fading away. ◆ The laughter faded away. ◆ ~ to/into sth His voice faded to a whisper (= gradually became quieter). ◆ All other issues fade into insignificance compared with the struggle for survival. 3 [i] if a sports player, team, etc. fades, they stop playing or performing as well as they did before: Black faded on the final bend. IDM see WOODWORK

Read all of the definitions before you make the choice. By thinking about the context of the report, you can conclude that the first definition of *fade* is not correct in this context.

All dictionary entries are from the Oxford Advanced American Dictionary for learners of English © Oxford University Press 2011.

A. Read each sentence. Then circle the correct definition of each bold word.

1. Employees were allowed to ditch their suits and ties and formal skirts.

ditch /ditʃ/ noun, verb
noun a long channel dug at the side of a field or road, to hold or take away water
verb 1 [T] ~ sth/sb (informal) to get rid of something or someone because you no longer want or need it/them: The new road building program has been ditched. 2 [T, I] ~ (sth) if a pilot ditches an aircraft, or if it ditches, it lands in the ocean in an emergency 3 [T] ~ school (informal) to stay away from school without permission

2. A very neat home can be impersonal and **cold**. A messy house can show your personality.

- **B.** Read each sentence. Then look up the definition of the bold word. Write the correct definition for the context of each bold word.
- 1. I found out how **deep** the world's bias toward neatness and order is.
- 2. The woman received a **fine** of more than two thousand dollars at work.
- 3. They're looking for a **sign** that people are professional.
- 4. I have been messy since I was old enough to **dress** myself.



C. Go online for more practice with using the dictionary.



SPEAKING



At the end of this unit, you are going to role-play a conversation offering advice to help someone become better organized. You will need to be able to confirm understanding during the conversation.

Grammar

Subjunctive for suggestions

The **subjunctive** is the simple or base form of a verb—for example, "go" or "try."

You can use the subjunctive to talk about events that you want to happen or hope will happen. You also use it to make a strong suggestion about something that you think should happen.

This structure is formed in two ways.

- 1. suggesting verb + indirect object (IO) + base form of verb
- 2. suggesting expression + indirect object (IO) + base form of verb

His boss recommended that he wear a suit for the meeting tomorrow.

suggesting verb IO base form of verb

It is important that employees be professional at all times.

suggesting expression IO base form of verb

The subjunctive doesn't change form according to the person.

I recommend that you work harder.

I recommend that he work harder.

I recommend that they work harder.

It also doesn't change tense when the main verb is in the past tense.

I recommended that he work harder.

To make a negative suggestion, insert *not* between the indirect object and the base form of the verb.

It's essential that employees not show up late for meetings.

Certain verbs and certain expressions are often used with the subjunctive to make suggestions and recommendations. The word *that* is always optional.

Some verbs followed by the subjunctive	Some expressions followed by the subjunctive	
to advise (that)	It's best (that)	
to ask (that)	It's desirable (that)	
to desire (that)	It's essential (that)	
to insist (that)	It's important (that)	
to recommend (that)	It's recommended (that)	
to request (that)	It's a good idea (that)	
to suggest (that)	It's preferred (that)	

A. Rewrite the sentences. Use the subjunctive.

1.	Customers expect sales reps to dress more formally.	

Customers request that sales reps _____

2. Employees should try to avoid looking sloppy at work.

It is recommended that employees ______.

3. When CEOs pose for a work-related picture, they should not wear jeans and sandals.

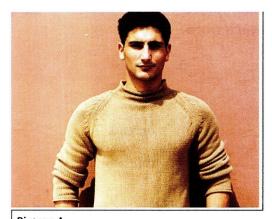
When CEOs pose for a work-related picture, it's important that they

- 4. Some executives want their employees to ditch their casual clothes.

 Some executives advise that employees ______.
- 5. Some experts say that managers should offer a "dress-up Monday" option.

 Some experts suggest that managers _______.
- 6. I think that people dressing more formally at work is a good idea.

 It's a good idea that people _______.
- **B.** Look at the pictures. Write advice for each person on how to dress. Use the subjunctive. Then share your advice with a partner.



Picture A



Picture B

Picture A: This man just started working in a very formal office.

1. _____

2.

Picture B: This man is going to start working in a casual office.

2.



C. Go online for more practice with the subjunctive.

D. Go online for the grammar expansion.

Pronunciation Unstressed syllables

Vowels in stressed syllables are long and clear. In contrast, vowels in unstressed syllables are often reduced to a short sound called a *schwa* (/ə/). It is the most common yowel sound.

Listen to this word.

appearances

The stressed syllable is the second syllable: *ap-PEAR-an-ces*. The vowel sounds in the unstressed syllables are pronounced /ə/.

/ə•pɪr•ən•səz/

To make the /ə/ sound, drop your jaw a little and relax your tongue. It is a very short, "lazy" sound.

A. Listen to the words. Which syllables are unstressed? Cross out the unstressed syllables in each word.



Some online dictionaries have word pronunciations that you can click on. This is a good way to quickly learn the unstressed syllables in new words.

1. pleasure

2. forgotten

successful

4. habit

5. business

6. allow

7. cautious

8. professional

B. Listen again. Repeat the words. Focus on the unstressed syllables.



C. Go online for more practice with unstressed syllables.

Speaking Skill Confirming understanding

Critical Thinking T

Tip

In the Speaking Skill activities, you practice restating what a speaker has said. When you **restate** information, you will understand and remember it better. Sometimes you might think that you understand what someone is saying, but you are not exactly sure. These are ways you can check your understanding.

Ask a question that signals your need to confirm your understanding.

Do you mean that ...?

Excuse me, are you saying ...?

Does that mean ...?

Restate what the speaker said in your own words.

If I understand you, . . . (So) you're saying that . . .

After the speaker responds, let the speaker know that you now understand the information. You can do this by using phrases like *thanks*, *OK*, *right*, *I see*, or *got it*.

- A. Listen to the conversations. Complete the conversations using expressions from the Speaking Skill box. Then practice the conversations with a partner.
 - 1. A: Did you hear that starting next month there won't be a "casual Friday" anymore?

B: What? _____ they are getting rid of casual Friday completely?

A: Yes, the email said no more casual Fridays.

B: Oh.

2. A: More and more customers are looking for a sign of professionalism.

B: _____ they prefer less casual dress?

A: Yeah, that's right.

B: _____

3. A: If my desk is too organized, I can't be creative.

B: ______, you need to be messy to work well?

A: Yeah, I need a little mess.

B: _____

	4. A: Most people can't get organized all at once.
	B: it's better to work on it step by step?
	A: Yes, it does.
	B:
Tip for Success Confirming	B. Work in a group. Discuss the questions. Use questions and phrases from the Speaking Skill box to confirm your understanding.
understanding is a great way to participate actively in a conversation.	1. What connection is there between appearance and quality of work? Do you think that when people look sloppy, they are less careful at work?
It shows others you are listening and interested.	2. Do people's appearance and the condition of their workspace matter if they can get the job done?
	3. Do you think that schools should teach students how to be organized?
ONLINE	C. Go online for more practice with confirming understanding.
Unit Assignm	ent Role-play
UNIT OBJECTIVE	In this assignment, you are going to role-play a conversation offering advice to help someone become better organized. As you prepare your role-play, think about the Unit Question, "How does appearance affect our success?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your role-play. Refer to the Self-Assessment checklist on page 48.
	CONSIDER THE IDEAS
	In a group, make a list of situations that can create a mess at school or at work (for example, too many piles of paper, not enough storage space, too many personal belongings, etc.). Discuss ways to make the situations better.

PREPARE AND SPEAK

A. GATHER IDEAS Imagine you are in a business to help clients get organized. Read about a new client. Take notes on his situation.



Name: Dan Howard

Occupation: Sales representative

The Situation: A few years ago, I had the best sales record in my department. My customers respected me, and they were loyal to me. In the past couple of years, however, my sales have dropped. I was doing OK until my manager moved me into a smaller office. There is less storage space for my paperwork. Now I can't find anything. I have piles of customers' papers everywhere. I even lost my phone last week. My old customers don't ask for my help anymore. The few new customers I have don't seem to trust me. I can't blame them. I can't find anything they need. My sales are now the worst in my department. I need help!

Problems	Details

B. ORGANIZE IDEAS What advice would you offer to help Dan Howard? Write notes about three pieces of advice you would give him. Give details and examples to support your advice.

Advice to improve the situation	Details and examples
1.	
2.	
3.	
J	

C. SPEAK Work with your partner. Role-play a conversation in which one of you gives advice and one of you is Dan Howard. The person giving advice should use the subjunctive when appropriate, and the person playing Dan Howard should confirm understanding. Present the role-play to the class. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT		
Yes	No	
		I was able to speak easily about the topic.
		My partner, group, and class understood me.
		I used a T-chart to take notes.
		I used the subjunctive.
		I used vocabulary from the unit.
		I confirmed understanding.
		I pronounced unstressed syllables correctly.



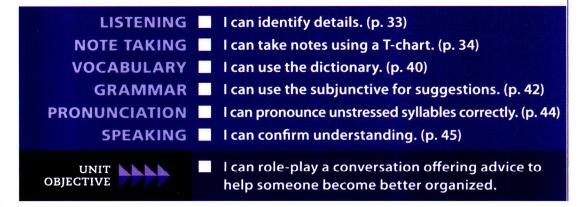
- **B. REFLECT** Go to the Online Discussion Board to discuss these questions.
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—How does appearance affect our success? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS



anecdote bias AWI chaos cycle AWI enthusiasm A investor AWI morale norm AWI reward A trend AWI	associate & conduct & average	Adjectives appropriate AMI cautious inflexible AMI open-minded stimulating Adverb moderately
Oxford 3000™ words AWL Academic Word List		

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.





Developmental Psychology

NOTE TAKING

LISTENING VOCABULARY

GRAMMAR PRONUNCIATION

SPEAKING

taking notes using key words and phrases

making predictions

using the dictionary

phrasal verbs

sentence stress

giving a presentation



UNIT QUESTION

When does a child become an adult?

A Discuss these questions with your classmates.

- In your opinion, at what age does a person become an adult? Why?
- 2. What important events or experiences can make you feel more like an adult?
- 3. Look at the photo. What is the woman doing? How does this event make her an adult?

B Listen to *The Q Classroom* online. Then answer these questions.

- 1. What events and experiences do Felix and Sophy give as examples of adult behavior? Do you agree with them?
- 2. Marcus mentions that you become an adult when your body has grown and your mind has developed. Do you think that becoming an adult is more physiological and biological than anything else?



C Go to the Online Discussion Board to discuss the Unit Question with your classmates.





Listen to a phone conversation and a lecture and gather information and ideas to present a personal story.



D Which experiences make someone an adult? Check (✓) your top three choices. Work with a partner to compare ideas.

What Ma	kes You an Adult?
tante de la constante de la co	getting a job
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	finishing high school
The same of the sa	turning a certain age
	moving into your own home
- 1810 - 1810	getting married
	finishing college
474	making your own big decisions
Med 1	paying all your own expenses
	traveling without your parents
	having children
	other:
Stodies St. Communication	

- **E** Read the proverbs. Do you agree or disagree with them? Why? Discuss your opinions with a partner.
- 1. Everyone is the age of their heart. (Guatemalan proverb)
- 2. Only three things in life are certain: birth, death, and change. (Arabic proverb)
- 3. A child's life is like a piece of paper on which every passerby leaves a mark. (Chinese proverb)
- 4. We start as fools and become wise through experience. (African proverb)
- 5. What is learned in youth is carved in stone. (Arabic proverb)

Note-taking Skill Taking notes using key words and phrases

Trying to write down every word as you listen to a lecture or a presentation is an impossible task. Speakers talk too quickly, repeat themselves, and say things that are not essential to their message. When you listen and take notes, quickly decide which words are important and which words aren't. Write the key words and phrases in your notes.

Here are some tips to help you identify key words and phrases:

- They are directly connected to the topic.
- They communicate the main idea and important supporting details.
- They are usually repeated or rephrased.
- They may be specific names, dates, places, or events.

Do not try to write complete sentences in your notes. Key words and phrases are all you need to help you summarize what you heard.

 A. Listen to the presentation about two ceremonies that celebrate becoming an adult. Check (✓) the key words and phrases. Compare your answers with a partner and explain why you have chosen them.

	Ceremony 1	Ceremony 2
	☐ very interesting	\square one tradition
	☐ Japan	☐ still popular
	☐ special	☐ Quinceañera
	\square national holiday	☐ Mexico
Seijin no hi	second Monday in January	☐ girls
	☐ Seijin no hi	□ celebrate
	$\ \square$ many young men and women	☐ fifteenth birthday
The state of the s	\square twenty years old	\square long, formal dresses
AND DAY SA	\square traditional clothes	\square attend church
	\square ceremony at government office	☐ party
	\square attend parties	\square dance with their fathers
Quinceañera	\square with their friends	\square different cultures
Quinceunera		1
	B. Summarize one of the ceremonies	in Activity A in your own words.



C. Go online for more practice taking notes using key words and phrases.



LISTENING

LISTENING 1 Making the Right Decision



You are going to listen to a phone conversation about an important decision someone makes. As you listen to the conversation, gather information and ideas about when a child becomes an adult.

PREVIEW THE LISTENING

- **A. PREVIEW** Before you listen to the conversation, answer these questions. Discuss your ideas with a partner.
- 1. Sometimes being an adult means doing something you *should* do rather than something you *want* to do. These difficult decisions are sometimes called sacrifices. What are two sacrifices someone might make that demonstrate that he or she has grown up?
- 2. What sacrifices have you had to make in your life? Have your parents or guardians had to make any sacrifices for you?
- **B.** VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.





C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Complete the chart with the main points of Neils's story. Write down only the important words. Compare your notes with a partner.



The situation	The problem	The solution

B. Read these statements. Write *T* (true) or *F* (false). Then correct the false statements.

1.	Neils was spending a lot of his free time managing the football team at his school.
2.	Neils didn't really enjoy his duties as team manager.
3.	Because of his role as the football team leader, he didn't have enough time to study as much as he needed to.
4.	Neils's parents insisted that he quit the football team.
5.	Neils thinks that becoming an adult will mean he has total freedom.

C. Read the questions. Then listen again. Circle the correct answers.

- 1. What does Neils's grandmother mean when she says that this time is important to his future?
 - a. Neils needs to make a big decision right now.
 - b. What Neils does now will affect his future.
 - c. She is sure that Neils will pass his exams.
- 2. How has the football team done under Neils's leadership?
 - a. They have improved.
 - b. They have stayed the same.
 - c. They have gotten worse.
- 3. When did Neils realize that he needed to make a change?
 - a. after the team lost a game
 - b. after he fell asleep one night
 - c. after he failed an important exam
- 4. Why did Neils quit as the manager of the football team?
 - a. He thought he would not be a good example for the boys if he failed his classes.
 - b. His grandmother told him to.
 - c. He was too tired to continue as the manager.
- 5. Why is his grandmother so proud of him?
 - a. He won a big football game.
 - b. He made a difficult decision on his own.
 - c. He passed an important exam.

	ils's father	c. Neils's teache	e. th	e coach of Neils's t
b. Ne	ils's best friend	d. a player on N	eils's team	
1.	•	Neils. He was a gre ay hard, but he was	eat team manager be s still a lot of fun.	ecause he
2.	Neils did the right thing when he quit the team. He is more focused in class, and his test scores have already improved a lot.			
3.	The team won't be the same without Neils. His leadership helped our team become very successful, and the boys on the team respected him.			
4.		to hang out with N	eils as much as I wa oall team.	ant, but he's been
5.	I am really pro- learned a valua		de a smart, mature o	decision and
sen assum carefr	tence with the connection (v.) ee (adj.)	contribute (v.)	milestone (n.) morally (adv.)	run (v.) transition (v.)
assum carefro	tence with the cone (v.) ee (adj.) adiction (n.)	contribute (v.) initiation (n.) marker (n.)	milestone (n.) morally (adv.) pinpoint (v.)	run (v.) transition (v.)
assum carefro contra	tence with the cone (v.) ee (adj.) adiction (n.)	contribute (v.) initiation (n.) marker (n.)	milestone (n.) morally (adv.) pinpoint (v.) ents' club was a cere	run (v.) transition (v.)
assum carefro contra	tence with the cone (v.) ee (adj.) adiction (n.)	contribute (v.) initiation (n.) marker (n.) into the stude	milestone (n.) morally (adv.) pinpoint (v.) ents' club was a cere	run (v.) transition (v.) emony involving

D. Read the comments about Neils's experience. Match each quote with

the speaker who probably said it. Compare your answers with a partner.

Vocabulary Skill Review

In Unit 2, you learned about how different definitions for a word are appropriate in different contexts. Remember to read all of the dictionary definitions carefully when you are looking up a new word. Think about the context of the unit and the topic of the listening to help you identify the correct definition.

3.	Some people say an important of maturity is the
	ability to balance your emotions. It tells others that you are reasonable.
4.	My sixteen-year-old son says he wants to be treated like an adult, but then
	he acts like a child. There's a between what he says
	and what he does.
5.	Most people consider stealing to be wrong. It is not
	within the social standards for most societies.
6.	Did his good attitude to his success?
7.	If I don't come to the door when you knock, you can
	that I'm not home.
8.	I like to go on vacation and be It's nice not to have
	to deal with problems at work for a while.
9.	Graduating, buying a home, and getting married were all big
	in my life.
10.	It can be difficult to from one job to another, but the
	change might be good for your career.
11.	I can't the day I started to like cabbage, but I think
	it was when I was twelve.



F. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. The United Nations Convention on the Rights of the Child says that anyone under the age of 18 is a child. Do you agree or disagree? Why?
- 2. Do you think that there should be a formal event to mark adulthood? Why or why not?
- 3. Neils's grandmother says his decision to quit the team was a milestone in his development. Have you ever had a similar experience that helped you to grow up? What happened?

Listening Skill

Making predictions

Critical Thinking



In the Listening Skill activities, you predict in order to anticipate new content.
Predicting can help you understand new material better and be a more engaged listener.

Predictions are guesses you make based only on the information that is available. For example, you may know the title of a lecture. You can use the title to predict the topic and the ideas it might cover.

Your predictions are also based on what you already know about a topic. Background information from articles you have read, from electronic media, and from previous experiences all help prepare you to understand new information, and to predict what you are likely to hear next.

One way to make predictions is to write down the topic. Then take brief notes on the ideas and vocabulary you already know that are associated with that topic. This prepares you for the information that you will hear, so you don't have to work quite as hard to understand it.

Tip for Success

Graphic organizers work well for making predictions. Web diagrams are very useful. Write the topic in a circle in the center. Write notes about your predictions and possible vocabulary on lines coming from the center.



A.	Read the lecture titles. Predict the topic of the lecture and the main ideas
	it might cover. Write brief notes about what you already know about the
	topic and five words you might expect to hear.

1.	Trends in World Architecture (Architecture Appreciation Lecture)
	What I know about this topic:
	Five words I might hear:
2.	Global Warming (Environmental Studies) What I know about this topic:
	What I know about this topic.
	Five words I might hear:

3.	Technology in Schools (Media Studies)
V	What I know about this topic:
_	
I	Five words I might hear:
В. Г	Read the questions. Then listen to the excerpts. Circle the correct answers.
Exc	erpt 1
Wh	ich of the following is most likely to be discussed in the lecture?
a. v	what to do when you want a promotion
b. I	how to explain your side of an argument
c. v	what kinds of jobs are right for you
Exc	eerpt 2
Wh	at is Adam most likely to suggest?
a. l	Don't take the online class that I took.
b. `	You should focus on your job.
c. S	Schedule some time every night just for homework.
Exc	cerpt 3
Wh	at is Tara most likely to say next?
a. '	"You're going to have a wonderful time."
b. '	"You still owe me some money."
c. '	"You were never very nice to me."
Exc	cerpt 4
Hov	w will the employees most likely feel when they hear the news?
a.	worried
b. 6	confused

1

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I have some important news.

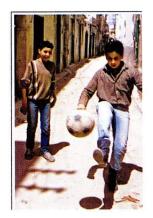


C. Go online for more practice making predictions.

LISTENING 2 Growing Up Quickly



You are going to listen to a lecture about children who have to act like parents. As you listen to the lecture, gather information and ideas about when a child becomes an adult.



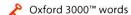
PREVIEW THE LISTENING

A. PREVIEW Children with adult responsibilities might feel many emotions. Circle four emotions these children might feel because of their responsibilities. Discuss your answers with a partner.

embarrassment	frustration	jealousy	pride	sadness
fear	happiness	love	regret	satisfaction

B. VOCABULARY Read aloud these words from Listening 2. Check () the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

barrier (n.) 🎤	frustration (n.)	isolation (n.)	satisfaction (n.) 🎤
burden (n.)	guidance (n.)	resent (v.)	sibling (n.)
confusion (n.) 🎤	in charge of (phr.)	reverse (v.) 🎤	





C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the lecture and complete the notes in the chart. Write only the words that communicate information. Do not try to write every word.

Children acting like adults	Key words and phrases		
Reasons some children take on adult responsibilities	younger siblings		
Examples of parentification			
	go to parent-teacher meeting		
Examples of role reversal	cook for parents		
	take care of parents		
Emotions			
	embarrassment		
	resentment		
B. Use your notes to summarize the director role reversal. Complete the sentence	ifference between parentification and		
1. Parentification happens when childs	ren		
2. Role reversal happens when children	1		
C. Listen to the lecture again. Check (() the main ideas the lecturer presents.		
\square Too much responsibility can be a			
☐ Many children have sick family members.			
Children often have to take on the role of parent to care for siblings.			
☐ Some children even reverse roles with their own parents.			
□ Parents have to provide guidance for their children.□ Responsibilities can be barriers and cause frustration.			
☐ Many of these children become teachers and counselors.			
☐ Many children get satisfaction from helping others.			

state	ements.
1.	An older sibling gave Bill some adult responsibilities.
2.	Parentification is when children take on the duties of parents.
3.	In a reversed role, the parents make the important decisions.
4.	The effect on a child depends on a child's personality and situation.
5.	Parentified children rarely feel confusion or isolation.
6.	Children usually experience fewer negative effects if they take on responsibilities at a younger age.
7.	Kids with adult responsibilities often care more about others.
8.	Many people in helping professions grew up having some adult responsibilities.
you	d some examples of children taking on adult responsibilities. Do think they are examples of <i>parentification</i> or role reversal? Write P rentification) and R (role reversal). Compare answers with a partner.
1.	A boy helps his younger brother get ready for bed.
2.	A girl is in charge of giving medicine to her father because he is sick in bed.
3.	A girl translates important mail from her brother's school for her mother
4.	A boy works after school and buys food for his siblings.
5.	A girl helps her younger sister with her homework.

D. Read the statements. Write *T* (true) or *F* (false). Then correct the false



F. VOCABULARY Here are some words from Listening 2. Read the sentences. Then write each bold word next to the correct definition.

____6. A boy helps his father brush his teeth and wash in the morning.

- 1. My youngest **sibling** is six years younger than I am. We still call him the "baby" of the family.
- 2. Taking care of my husband's elderly parents is a **burden** but also an honor. It is a lot of work, but I am happy to do it.
- 3. Max is **in charge of** the entire store. If anyone has a question or complaint, they go to his office.

- 4. I used to think children should participate in a lot of planned activities, but I **reversed** my opinion. Now I think they should be free to do what they want most of the time.
- 5. Parents and teachers should provide **guidance** to children to help them with difficult problems.
- **6.** We used to live on a farm far away from any town. I didn't like the **isolation**, but it was very peaceful.
- 7. There was some **confusion** about what was going to happen. Danielle thought I was going to the beach, and I thought she was going to the beach. Neither of us was right!
- 8. I resent Lawrence for always being late. I think it's disrespectful.
- 9. When the tree fell, it became a **barrier** in the road and we couldn't drive around it.
- 10. I felt a lot of **frustration** with my study partner. I knew we could finish our project on time if I helped him with his part, but he insisted on doing it all himself.
- 11. I like many things about my career, but nothing beats the **satisfaction** of a job well done.

a.	(<i>phr.</i>) in control of something or someone
b.	(n.) a responsibility that causes difficulty or hard work
c.	(n.) a feeling of anger or disappointment
d.	(n.) the state of being uncertain or not clear
e.	(n.) a brother or sister
f.	(v.) to change something to the opposite
g.	(v.) to feel angry about something because you feel it is unfair
h.	(n.) a feeling of pleasure when you get something you wanted
i.	(n.) the state of being separate from other people or being alone
j.	(n.) a thing or situation that makes something difficult or impossible
k.	(<i>n</i> .) help or advice



- **G.** Go online for more practice with the vocabulary.
- H. Go online to listen to Child Prodigies and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. The children described in Listening 2 were from the United States. Would this ever happen in your country?
- 2. Do you think that having some adult responsibility is good for an adolescent? Why or why not?
- **B.** Before you watch the video, discuss the questions in a group.
- 1. How might a younger generation of people, called *millennials* (people born from the early 1980s through the early 2000s), view their work responsibilities differently from an older generation?
- 2. In your opinion, which is more important: your work life or your personal life? Which should people spend more time and energy on? Why?



C. Go online to watch a video about millennials in the workplace. Then check your comprehension.

the flip side (phr.) a different way of looking at an idea, argument, or action incorrigible (adj.) having bad habits that cannot be changed or improved priority (n.) something that is more important than other things punch a time clock (phr.) work a conventional job with regular hours tech-savvy (adj.) knowing a lot about technology

VIDEO VOCABULARY

D. Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

- 1. Which of the following best determines the transition from childhood to adulthood? Why?
 - a. an age (like the United Nations' age of 18)
 - b. an event (like graduating, getting married, or moving into your own home)
 - c. responsibilities (like caring for younger siblings or helping around the house)

2. According to the video, millennials are starting in the workforce with different experiences from previous generations. How does their transition into adulthood compare with the experiences of the children in Listening 1 and Listening 2? Which experience causes people to grow up faster? Which experience is better? Why?

Vocabulary Skill Using the dictionary

There are many words that have similar meanings but are not exactly the same. For example, both *adolescence* and *youth* can be used for the time between childhood and adulthood. Read the following definitions.

ado les cence / ædl'ɛsns/ noun [U] the time in a person's life when he or she develops from a child into an adult SYN PUBERTY Collocations at AGE

youth /yuθ/ noun (pl. youths /yuðz; yuθs/)
1 [u] the time of life when a person is young, especially the time before a child becomes an adult.

The dictionary definitions show that although the words are very similar, *adolescence* describes a more specific time period, while *youth* is more general.

Checking the definitions of similar words can help you determine which word is appropriate in a context.

All dictionary entries are from the Oxford Advanced American Dictionary for learners of English © Oxford University Press 2011.

- A. Read the dictionary definitions of words from this unit and their synonyms. Complete each sentence with the correct word.
- a. If you are having trouble managing your money, you should go to the bank to get some ______ advice.
 - b. Countries such as India and China have experienced rapid growth in recent years.

fi-nan-cial AWL /fəˈnænʃl; faɪ-/ adj. [usually before noun] connected with money and finance: financial services • to give financial advice • to be in financial difficulties

. a.	The lawyer can	that the man is guilty of the crime
	by recreating the events of the day	7.
b.	. The report u	as that there is still a lot of work to do.
1 [7 evice that	mon strate	 Show
	ook up the definitions of these pair entence using each word. Take turn	rs of words. Write an appropriate is reading your sentences to a partner.
. as	ssume / suppose (v.)	
_		
2. aş	ge / mature (v.)	
_		
. re	esponse / reply (n.)	
_		
1. o	rder / instruct (v.)	
_	e.	
- i. c	over / hide (v.)	
- - i. co	over / hide (v.)	





SPEAKING



At the end of this unit, you are going to present a personal story describing an important event in your life that made you feel like an adult. In order to tell your story, you will need to follow the appropriate steps for giving a presentation.

Grammar

Phrasal verbs

Phrasal verbs are verbs that consist of two words used together. The first word is a verb and the second word is called a *particle*. Particles sometimes look like prepositions, but they have different meanings. The verb and the particle together make a new meaning. For example, *take on* is a phrasal verb. When you put the words *take* and *on* together, they mean "to accept."

He took on a lot of responsibilities.

There are two kinds of phrasal verbs: transitive and intransitive.

Transitive Phrasal Verbs

A transitive phrasal verb requires a direct object.

He <u>picked up</u> <u>his brother</u> from school.

Most transitive phrasal verbs are *separable*. This means the direct object can also go between the verb and the particle.

He <u>picked</u> <u>his brother</u> <u>up</u> from school.

When the direct object is a pronoun, it must go between the verb and the particle.

✓ He picked <u>him</u> up from school.

X He picked up him from school.

Some transitive phrasal verbs are inseparable. This means the direct object cannot go between the verb and the particle.

✓ My mother is busy today, so I'll look after the baby.

My mother is busy today, so I'll look the baby after.

Intransitive Phrasal Verbs

Intransitive phrasal verbs don't take a direct object at all. They are never separable.

In some situations, children **grow up** faster than in others.

It can be difficult to understand the meaning of a phrasal verb by looking at the words that make it up. Also, some phrasal verbs have more than one meaning. When you learn a new phrasal verb's meaning, you must also learn if it is transitive or intransitive and whether it is separable or inseparable.



In the dictionary, phrasal verbs are usually located with the definition(s) of the verb in the phrasal verb. Many dictionaries also have example sentences that follow the definitions. Example sentences are an easy way to see if a phrasal verb is transitive or intransitive and separable or inseparable.



0	4. Listen to the sentences with phrasal verbs. Write the particles you he	ear.
	l. count	
	2. show	
	3. run from	
	4. talked my son	
	5. look it	
	5. drop on	
	B. Read the sentences. Underline each phrasal verb. Write T (transitive) I (intransitive).	or
	 I don't know what to do about this problem, but we need to work it out. 	
	2. I waved goodbye to my parents and got on a plane.	
	3. It's a negotiation that continues to go on throughout childhood.	
	4. Parentified children may feel they are giving up their childhoods	3.
	5. The child has to care for the sick parent.	
	6. An ill mother may need help from her child because she is too ill get out of bed.	to
E	C. Go online for more practice with phrasal verbs.	



D. Go online for the grammar expansion.

Pronunciation Sentence stress

Words in a sentence are not pronounced with equal stress. Words that contain important information, called **content words**, are said with more stress. They are longer, louder, higher pitched, and clearer. Words that serve a grammatical purpose are called **function words**. They are usually unstressed.

Stressing words focuses the listener's attention on the most important ideas in sentences. Using sentence stress correctly makes it easier to communicate your ideas.

Content words: usually stressed		Function words: usually unstressed	
Nouns	father, Tuesday, etc.	Articles	a, an, the
Main verbs	come, walks, etc.	Auxiliary verbs	be, have, can, etc.
Adjectives	beautiful, red, etc.	Prepositions	in, at, etc.
Adverbs	quickly, very, etc.	Personal pronouns	l, you, me, etc.
Negatives	not, can't, etc.	Possessive pronouns	my, your, his, etc.
Question words	where, how, etc.	Relative pronouns	that, which, who, etc.
Demonstrative pronouns	this, that, etc.	Short connector words	and, so, when, then etc.

For example, listen to the following sentence. The underlined words are stressed.

I became an adult when I got married and started a family.

A. Listen to the sentences. Underline the stressed words you hear. Then practice saying the sentences with a partner.

- 1. When you become employed, you can call yourself an adult.
- 2. I think it's how much you can provide for yourself.
- 3. I think it's when you get married.
- 4. I think you become an adult at 16.
- 5. The day that I'm an adult is the day that I can do whatever I want to do.
- 6. The age at which you become an adult varies.

B. Underline the important content words in the conversation. Then work with a partner to read the conversation. Stress the content words.

Speaker A: Congratulations!

Speaker B: Thanks! I can't believe I've graduated already.

Speaker A: Yeah. You're an adult now!

Speaker B: But I don't feel like an adult. I still feel like a kid.

Speaker A: Really? Well, I have been taking care of my younger siblings for years now, so I feel pretty grown up.

Speaker B: I still rely on my parents a lot.

Speaker A: Well, maybe that will change now that you've graduated!



C. Go online for more practice with sentence stress.

Speaking Skill Giving a presentation

When you give a presentation, it is important to look and feel confident. People will be more interested in your ideas if they see that you believe in yourself and your ideas. Here are some steps to follow.

Before you give your presentation

- 1. Make sure you can clearly pronounce all the key words in your speech. Concentrate on proper word stress.
- 2. Make sure your notes are well organized. Memorize the main points of your speech so that you won't need to read your presentation. You want to look at your audience, not down at your notes.
- 3. Practice your presentation several times. Practice in front of a mirror and in front of a friend or family member.

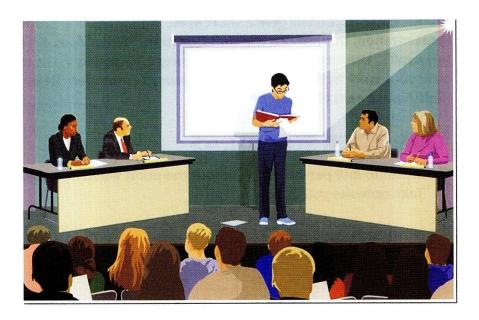
When you begin your presentation

- 1. Introduce yourself clearly and confidently.
- 2. Remember to smile.

During your presentation

- 1. Make eye contact with members of the audience. You want them to feel you want to communicate with each of them.
- 2. Think about your hand gestures and posture as you speak. You want to appear relaxed and in control. If you move too much, or too little, you will appear nervous. Use gestures for emphasis and to make your points clearer.

A. Listen to a presentation about becoming an adult. Then list five suggestions you would give the speaker. Compare your suggestions with a partner.



0			
Su	gge	estic	ons:

1.	
2.	
3.	
4.	
5.	

B. Create a brief presentation to tell about one important event in your life. Practice the presentation once and then present it to a partner. Take note of the suggestions your partner gives you. Take turns presenting and giving suggestions.



C. Go online for more practice giving a presentation.



In this section, you will give a short presentation. As you prepare your presentation, think about the Unit Question, "When does a child become an adult?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on page 74.

CONSIDER THE IDEAS

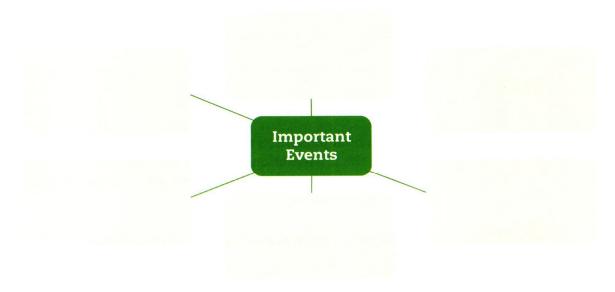
- A. Listen to one person's story about the point when he became an adult. Take notes as you listen.
 - What important event became a turning point in the speaker's life?
 What dream did the speaker give up?
 How did he realize he was growing up?
 - **B.** Work with a partner. Compare your notes and discuss the speaker's main points.

PREPARE AND SPEAK

When you are brainstorming, no idea is a bad idea. Write down any ideas you have.

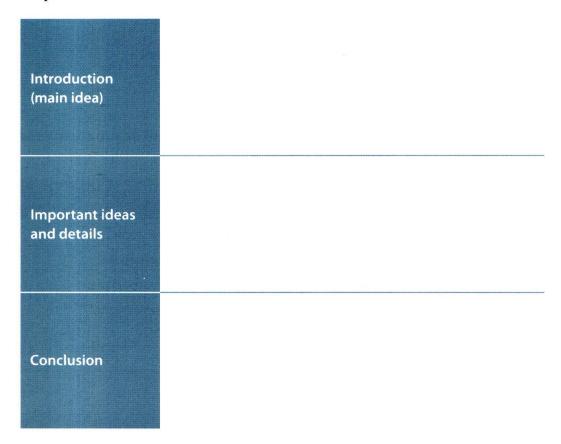
Tip for Success

A. GATHER IDEAS Brainstorm about important events in your life that made you feel more like an adult. Make notes in the spider map.



B. ORGANIZE IDEAS Complete these activities.

- 1. Choose one event to use for your presentation.
- 2. Use the chart to organize your ideas. It is not necessary to write full sentences. Just write notes. Try to include some phrasal verbs in your presentation.



- 3. Work with a partner to practice your presentation until you can answer *yes* to the following questions.
 - a. Did you introduce yourself clearly?
 - b. Did you pronounce all the key words correctly?
 - c. Did you use stress correctly?
 - d. Did you use your notes to tell your ideas rather than read them?
 - e. Did you make eye contact?
 - f. Did you use relaxed gestures?
 - g. Did you smile?

- C. SPEAK Present your personal story. Follow these steps. Refer to the Self-Assessment checklist below before you begin.
- 1. Work in a group. Take turns presenting your personal stories.
- 2. Pay attention to how your classmates make their presentations. Try to make predictions about what they will say. Offer suggestions to group members when they complete their presentations.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT				
Yes	No			
		I was able to speak easily about the topic.		
		I took notes using key words and phrases.		
		My partner, group, and class understood me.		
		I made predictions about the presentations.		
		I used vocabulary from the unit.		
		I gave a presentation.		
		I used sentence stress correctly.		



- **B. REFLECT** Go to the Online Discussion Board to discuss these questions.
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—When does a child become an adult? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

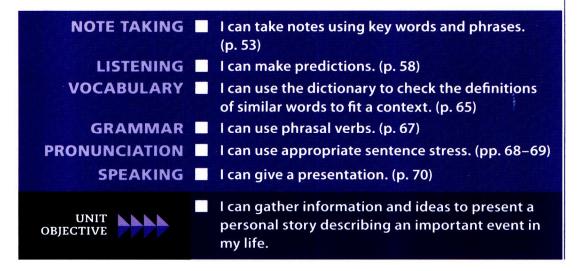


Circle the words you have learned in this unit.

AWI Academic Word List

barrier & burden confusion & contradiction AWL	carefree Verbs assume AML contribute AML	morally ? Phrase in charge of
confusion Contradiction Contradiction	assume & AWL contribute & AWL	
guidance initiation AWI isolation AWI marker milestone satisfaction & sibling	pinpoint resent reverse AMI run A transition AMI	

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.





Fine Arts

LISTENING

GRAMMAR

SPEAKING

NOTE TAKING VOCABULARY

PRONUNCIATION

making inferences

using a split page to take notes and create questions

word forms

present perfect and present perfect continuous

basic intonation patterns

avoiding answering questions

www.irLanguage.com



UNIT QUESTION

Why do people do things by hand?

A Discuss these questions with your classmates.

- 1. What handmade products do you use on a regular basis?
- 2. Do you have a favorite homemade object in your house: a sweater, a blanket, or a piece of furniture or art? What do you like most about it?
- 3. Look at the photos. What products are being made? Why are they being made by hand?

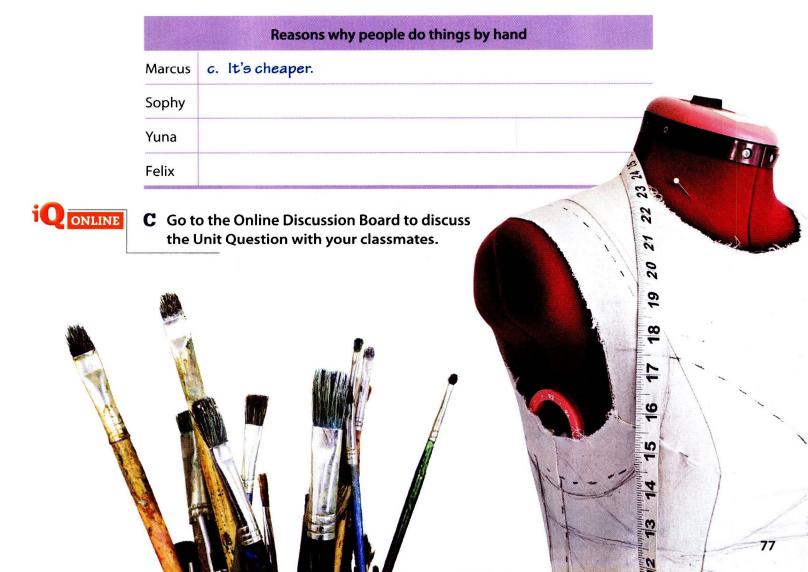




Listen to two reports and gather information and ideas to participate in a role-play in which you present a plan for a new business.

- **B** Listen to *The Q Classroom* online. Then match the ideas in the box with the students.
 - a. The industrial process pollutes the environment.
 - b. It becomes a hobby.
 - c. It's cheaper.
 - d. People like to have unique things.





D Complete the survey. Which of the things below do you know how to do? Check (✓) them. Which of these do you wish you knew how to do? Put an X next to them.

Creating with Your Hands make a coffee mug ☐ knit a sweater make a necklace or earrings paint a house crochet a blanket make a delicious meal make a scrapbook ☐ build a piece of furniture sew a quilt create a designer dress make a birdhouse from wood make an origami flower cut or style someone's hair sew a doll or teddy bear

- **E** Work in a group. Think about your answers in Activity D. Then discuss these questions.
- 1. Which of the activities can you do best? How did you learn to do it?
- 2. Which of the activities are things that people used to do in the past but don't often do now? Why do you think people are less interested in these activities today?
- 3. Which of the activities would you most like to know how to do? What would you create?



LISTENING

LISTENING 1 | Quilting's New Popularity



You are going to listen to a report describing why quilting is popular. Quilting is a craft in which pieces of fabric are sewn together to make beautiful designs. A middle layer and back are then added to turn it into a bed covering, wall hanging, or article of clothing. As you listen to the report, gather information and ideas about why people do things by hand.



PREVIEW THE LISTENING

- A. PREVIEW Quilting and other crafts are popular in many countries. Why do you think people like them? Check () possible reasons.
 - ☐ People have something fun and relaxing to do in their free time.
 - ☐ People can make things exactly the way they want them.
 - ☐ Crafts are a good way to meet others who have similar interests.
 - ☐ People can be creative and original.
 - ☐ It sometimes costs less to make something than to buy it.





B. VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

```
appreciation (n.)development (n.)panel (n.)breed (n.)encounter (n.)recall (v.)circulation (n.)expand (v.)series (n.)convention (n.)generation (n.)take note of (phr.)
```

Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the report about the popularity of quilting. Use the T-chart to take notes.

Reasons quilting became unpopular	Reasons quilting became popular again
	i i

- **B.** Compare your notes with a partner. Are any of the reasons for quilting's popularity the same as the reasons you checked in Activity A of the Preview the Listening section?
- C. Read the sentences. Then listen again. Circle the correct answers.
 - 1. Why did people stop quilting for many years?
 - a. It became easier and cheaper to buy quilts instead of making them.
 - b. People no longer had time to make quilts.
 - 2. How are quilts today different from quilts in the past?
 - a. Today's quilts use bits of fabric from making clothes.
 - b. Today's quilts often use more exciting designs and colors.
 - 3. How are today's quilters different from quilters of the past?
 - a. They quilt for fun.
 - b. They quilt out of necessity.
 - 4. Why are businesspeople interested in crafts these days?
 - a. It's an industry that is conservative and traditional.
 - b. It's an industry that makes lots of money.
 - 5. Why do teachers like their students to learn to quilt?
 - a. Quilting is fun and helps students relax in their free time.
 - b. Quilting helps students in lots of school subjects.
 - 6. Why do most children not do crafts?
 - a. Their families don't have time to teach children about crafts.
 - b. Their families don't think that doing crafts is important.

	statements.					
	1. A quilt can only be made by hand.					
	_ 2.	Quilts used to be made from scraps of clothing.				
	_ 3.	Seventy or eighty years ag make them.	go, it was	cheaper to buy	clothes than to	
	_ 4.	Tina likes quilting becaus	e it's som	ething she can	do with her children.	
	_ 5.	Anna wants to open a cra of money.	ft store b	ecause she belie	eves she'll make a lot	
	_ 6.	In Neil Brown's experience	e, teenag	ers don't enjoy	quilting.	
	_ 7.	Quilting helps students in	the class	sroom.		
E.	Disc	cuss the questions in a gro	up.			
1.		you think quilting will con not?	tinue to b	e popular in th	e future? Why or	
2.	Wh	at kinds of changes might	cause qui	lting to become	e unpopular again?	
3.	3. Do you know of any other do-it-yourself crafts or activities that are becoming more popular?					
F. VOCABULARY Here are some words from Listening 1. Complete each sentence with the correct word.						
a	ppre	ciation (n.) convention ('n.)	expand (v.)	recall (v.)	
b	reed	(n.) developmen	t (n.)	generation (n.)	series (n.)	
ci	rcula	ition (n.) encounter (n	ı.) ————	panel (n.)	take note of (phr.)	
1.	1. Larissa is on the that will be discussing new trends in					
	quilting.					
2.	2. It's been a long time since I read that book. It's hard for me to					
		some of	the detail	s.		
3.	3. Next week I'm going to a quilting in New York.					
	Abo	out 5,000 people are expect	ed to atte	end.		

D. Read the statements. Write *T* (true) or *F* (false). Then correct the false

4.	Before you buy a piece of antique furniture, its
	condition. It affects the value.
5.	I bought you this gift to show my of your kindness.
6.	Andrea liked the first mystery book so much she decided to read all of the
	books in the
7.	It takes a special of writers to understand what an
	audience wants and how to give it to them.
8.	Robert didn't expect to run into his mean neighbor at the craft shop. The
	brief with him made Robert upset.
9.	If you look at quilts from the 1980s to today, you can see the
	of quilting as a traditional craft to one of great
	energy and vitality.
10.	The library never seems to have the book I want. It's always in
	Everybody else wants to read it, too!
11.	The store decided to its video game section. It's now
	twice as big.
12.	My grandfather's did not grow up with TVs in their
	homes. People of his age often had radios.
G.	Go online for more practice with the vocabulary.



- ${\bf H.}$ Go online to listen to ${\it Bookbinding}$ and check your comprehension.

O₆

SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. Why do people enjoy doing crafts? Give reasons based on your own experience or on what you heard in Listening 1.
- 2. Do you think schools should teach crafts to all children as part of the curriculum? Why or why not?
- 3. It sometimes takes weeks or months to make something by hand. How much do you think this affects a person's enthusiasm for doing crafts? Would you enjoy doing something that takes weeks or months to finish?

Listening Skill

Making inferences

We often understand ideas that the speaker has not actually stated. **Making inferences** involves "reading between the lines," or figuring out more than is actually said to understand the full meaning. Listen carefully to make inferences based on the information available to you.

In the excerpt below, the speaker, Tina, tells us about an experience at a convention.



At this convention last year, I saw Margaret Wilson. I couldn't believe it! She has won so many awards and made so many quilts that I love. These conventions are really cool because sometimes you get to meet famous quilters.

Based on this information, we can infer that Tina has been to other conventions and that she thinks meeting a famous quilter is a very exciting experience.

Often, speakers communicate how they feel about the ideas they are presenting. To fully understand someone, listen closely to infer attitudes and emotions. Pay attention to the following.

Speed and pitch: If a speaker is talking quickly, and his or her pitch goes up and down, this may indicate that the speaker is excited or passionate about the topic.

Tone: Does the speaker laugh or sound serious?

Descriptive Words: Listen for words that express feelings and opinions, like *love, hate, terrible, wonderful, terrific,* and so on.

A. Listen to the excerpts from Listening 1. Based on the statements in each excerpt, what can you infer? Circle the correct answers.

Excerpt 1

- a. The speaker believes that quilting is important in helping students at school.
- b. The speaker thinks that quilting provides a good substitute for school.

Excerpt 2

- a. Tina is busy, but she's dedicated to quilting.
- b. Tina doesn't have time to quilt anymore because she has children.

Excerpt 3

- a. Traditional quilts were often hung on walls or used for decoration.
- b. Today's quilts have different shapes and bright, non-traditional colors.
- B. Listen to the excerpts from Listening 1. Circle the correct answers.

Excerpt 1

Exect

for Success

Many tests require students to answer

several inference questions. Learning

to make inferences based on what you

hear or read is an

important part of preparing for tests.

- 1. You can infer that the speaker is ____.
 - a. bored by quilting
 - b. excited about quilting
- 2. Circle all the clues that helped you make this inference.
 - a. his speed and pitch
 - b. his tone or laughter
 - c. his descriptive words

Excerpt 2

- 3. You can infer that the speaker is _____.
 - a. excited about the fabrics that she designs
 - b. disappointed with modern quilters
- 4. Circle all the clues that helped you make this inference.
 - a. her speed and pitch
 - b. her tone or laughter
 - c. her descriptive words



C. Go online for more practice making inferences.

Note-taking Skill

Using a split page to take notes and create questions

A split page is a useful way to take notes and create questions about what you have listened to. To use the split-page method, divide your page into two sections by folding it lengthwise. Write your notes about main ideas and important details in the section on the right. After you have listened, read your notes and use the section on the left to write questions about what you heard. You can write down questions that are answered in your notes, questions you think might be asked on a quiz or test, or questions you would like to find answers to or even ask the speaker.

Questions	Notes on main ideas and important details	

A. Listen to a presentation about building your own bicycle. Use the right side of the page to take notes about the main ideas and important details you hear.



Questions	Notes
	Reasons to build a bike:
	Difficulties in building a bike:

B. Review your notes from Activity A. Write questions about the notes in the section on the left.



C. Go online for more practice using a split page to take notes and create questions.

LISTENING 2 A Different Path in Life



You are going to listen to a report about a cabin designer and builder, Carl Baxter. He builds cabins and teaches teenagers, his apprentices, to build cabins, too. As you listen to the report, gather information and ideas about why people do things by hand.



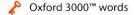


A cabin in the woods

PREVIEW THE LISTENING

- **A.** PREVIEW What makes some people teach apprentices to do the same thing they do? Check (✓) the things you think would motivate someone to teach an apprentice.
 - ☐ Apprentices are inexpensive helpers.
 - ☐ Some people truly enjoy helping the next generation to learn.
 - ☐ Apprentices are excited and motivated workers.
 - ☐ Businesses can use apprentice programs in their advertisements.
- **B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

```
amateur (n.)marketing (n.) ?apprentice (n.)operation (n.) ?clone (v.)overseas (adv.) ?gallery (n.)regard (v.) ?identify with (phr. v.) ?unique (adj.) ?
```





C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the report. Take notes in the section on the right. Then read your notes and write questions about what you heard on the left.

Questions	Notes		
B. Discuss the questions you wrote with a partner. Use your notes and your own ideas to answer them.			
C. Read the statements. Write <i>T</i> (true) or <i>F</i> (false). Then correct the false			

statements.

1.	Carl	Baxter	teaches	teenagers	to	build	cabins.
	Cull	Duntel	teuchtes	teeringers	LO	Duna	cubilis.

- _____2. Carl Baxter's apprentices don't ever build their own cabins.
- _____ 3. Carl Baxter believes it's important to build cabins the way he wants, not the way the client wants.
- ____4. Carl Baxter has big plans to expand his operation.
- **D.** Read the sentences. Then listen again. Circle the answer that best completes each statement.
 - 1. Carl Baxter can't identify with ____.
 - a. people who show teenagers how to make things
 - b. teenagers who want to build cabins
 - c. teenagers who watch TV all day

2. Carl Baxter learned to build cabinsa. by reading books and practicing a lotb. by being an apprentice himselfc. helping others build cabins						
3. Dave Black and Carl Baxter just finished a cabin fora. a person who makes vases and bowlsb. a famous gallery in New Yorkc. a person in Japan						
 4. Carl Baxter loves a. traveling overseas b. both cabins and the apprentices he help c. dreaming of having a big operation sor E. Based on the report, what do you think C Read the list and check (✓) the things you Then add your own ideas to the chart. 	ne day Carl Baxter is passionate about?					
☐ Creating things others can use	☐ Creating things others can use ☐ Living in a big city					
☐ Teaching people useful skills	☐ Working with his hands					
☐ Having a big business	☐ Having a big business ☐ Helping people fulfill their dreams					
☐ Helping others improve their own crafts	☐ Traveling around the world					
☐ Designing cabins he would want to live in	☐ Educating teenagers					
 F. Share your answers with a partner. Discuss why you selected the answers you checked. G. VOCABULARY Here are some words from Listening 2. Read the sentences. Then write each bold word or phrase next to the correct definition. 						
1. I enjoyed the book because I could identi experiences were so similar to mine.	fy with the main character. Her					
2. Our company spends a lot of money on advertising because we know that marketing is a key to success.						

Vocabulary Skill Review

In Unit 3, you learned about checking the definitions of similar words to determine which word is appropriate in a context. Can you think of words that have meanings similar to amateur, clone, or marketing? Look up those words in a dictionary and notice how their meanings are slightly different from the words in this list.

- **3.** My great-grandfather learned to build ships because he worked as an **apprentice** to a master shipbuilder.
- 4. Dickens's literature is **unique**. You'll never read other books like his.
- 5. I wish I could **clone** myself so that I could get all my work done. One of me is not enough to do it all.
- **6.** Mrs. Chen's business is a growing **operation**. She just hired twenty more employees.
- 7. Audrey's quilts are in a show at the new **gallery** downtown that features local craftspeople.
- **8.** I've always wanted to move **overseas** and live in a foreign country for a while.
- 9. Mehmet is still an **amateur**, but he hopes to develop the skills he needs to be a professional author someday.
- 10. I regard Mike as the most intelligent person I know.

a.	 (phr. v.) to feel that you understand and share the feelings of somebody else
b.	 (v.) to produce an exact copy of something
c.	 (v.) to think of somebody or something in a particular way
d.	 (n.) a young person who is trained in a set of skills, usually by a professional of an older generation
e.	(n.) the act of presenting, advertising, and selling a product
f.	 (n.) a room or building for showing crafts, especially to the public
g.	 (n.) a person who does an activity for enjoyment, not as a job
h.	 (adj.) being the only one of its kind
i.	 (n.) a business or company
i.	(adv.) in or to another country



H. Go online for more practice with the vocabulary.

VIDEO VOCABULARY



SAY WHAT YOU THINK

A. Discuss the questions in a group.

- 1. What do you think is the main reason Carl Baxter builds cabins?
- 2. Why do you think Carl Baxter loves the fact that his apprentice has started his own business?

B. Before you watch the video, discuss the questions in a group.

- 1. When old buildings are demolished, what do you think happens to the wood that was used to make the building? What are some ways that the wood could be reused?
- 2. Why do you think someone would make musical instruments out of wood from old demolished buildings?



C. Go online to watch a video about an artist who makes handmade guitars from old, used wood. Then check your comprehension.

architecture (n.) the style or design of a building or buildings
developer (n.) a person or company who plans new projects, such as buildings
reclaimed (adj.) used for a new purpose specimen (n.) a single example of something, especially an animal or a plant timber (n.) a long, heavy piece of wood used in building a house or ship

D. Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

- 1. Many people enjoy making things by hand, but some people might say that learning these skills is a waste of time compared to academic study. They say that people who don't have to do these things should pay someone else to do them so they can spend their time more productively. Do you agree? Why or why not?
- 2. Would you be willing to pay more money for jewelry, furniture, a musical instrument, or some other object that was made by hand? Why or why not?

Vocabulary Skill

Word forms

Many words have several forms. For instance, a verb may have a noun form, an adjective form, and an adverb form. Notice all the forms of the verb *appreciate*.

Verb: I appreciate all the help you have given us.

Noun: We applauded to show our appreciation.

Adjective: It feels great to lecture to an appreciative audience.

Adverb: The children responded appreciatively when they received the gifts.

In some cases, different parts of speech of a word have the same form.

Noun: John knew that he would never forget that encounter with the boss.

Verb: When we arrive, I expect to encounter some problems.

When you look up a word in the dictionary, take note of other forms of the word. This will help you build your vocabulary. Each word form will be marked with its part of speech. Common abbreviations for *verb*, *noun*, *adjective*, and *adverb* are *v.*, *n.*, *adj.*, and *adv*.

Critical Thinking



In Activity A, you have to distinguish between words that are related to a verb and words that are not. When you distinguish between things, you show you understand how things are different.

A. Look at verbs. Circle the word that is not a form of the verb. Use a dictionary to help you.

1. **produce** (*v*.)

productive productivity

2. **inspire** (*v*.)

inspiration inspirational perspire

3. develop (v.)

deviate development developer

4. operate (v.)

orate operation operator

5. identify (v.)

identification ideally identifiable

6. market (v.)

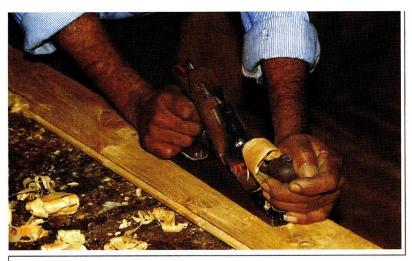
marker marketing marketable

Tip for Success

When a word takes a different form, the stress pattern of the word often changes. When looking up a new form of a word in the dictionary, use the pronunciation guide to see the proper stress pattern for that form.

B. Complete the sentences with the correct form of the word in parentheses. Use a dictionary to help you.

- 1. Carl Baxter is a very ______ builder. He builds five or six cabins every year. (produce, *adj*.)
- 2. He gets his _____ from the things customers say about themselves. (inspire, n.)
- 3. The ______ of his apprenticeship program has taken several years, but he's happy with it. (develop, *n*.)
- 4. Carl Baxter's ______ is small, but he believes it will grow if he finds someone who shares his vision. (operate, *n*.)
- 5. Carl Baxter's cabins are _______ because they all have a similar style of windows. (identify, *adj*.)
- **6.** One of the reasons his cabins are ______ is because he hires apprentices, and customers like that. (market, *adj.*)



Preparing wood for building



C. Go online for more practice with word forms.



SPEAKING



At the end of this unit, you are going to participate in a role-play in which you present a plan for a new business that makes and sells a handmade product. During the presentation, you will need to be able to politely avoid answering questions.

Grammar

Present perfect and present perfect continuous

Present Perfect

The **present perfect** can describe actions that happened at an unspecified time in the past. The present perfect construction is *has/have* + past participle.

Carl Baxter has finished another cabin.

(He finished the cabin in the past, but we don't know when.)

The present perfect also describes actions that started in the past and continue in the present time. The words *for* and *since* are used to describe actions that started at a definite time in the past.

She has made quilts for twenty years.

(She started making quilts twenty years ago. She still makes them now.) He has built cabins since 2002.

(He began building cabins in 2002. He still builds them now.)

The present perfect is often used to talk about past actions that happened more than once in the past.

We've seen a lot of incredible cabins lately.

(We saw incredible cabins several times in the recent past.)

Present Perfect Continuous

The **present perfect continuous** describes actions that started in the past, but were not finished. The present perfect continuous construction is *has/have* + *been* + present participle.

Dave Black has been thinking about studying architecture in Chicago.

(He started thinking about it in the past and is still thinking about it.)

Yong-hwa has been studying there since last year.

(He started studying there last year. He is still there.)

Ahmad and his family have been living in New York since 2010.

(The family moved there in 2010. They are still living there.)

A. Rewrite the sentences. Use the present perfect.

Tip for Success

When using present perfect and present perfect continuous verbs, speakers often contract have and has so they sound like 've and 's. Listen for these contractions to help you understand a speaker's meaning.

1. Alonzo started the project.

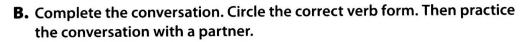
Alonzo has started the project.

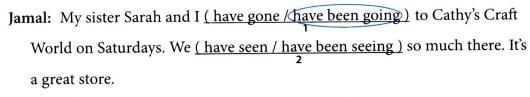
2. I thought a lot about going to design school.

3. Ellen took several architecture classes at the school.

4. Min-ju gave several small quilts to her mother.

5. There were several very good carpenters in my town.





Ryan: I (haven't gone / haven't been going) since last winter even though it's very close to my apartment. I walk past the store to get to work, but I (haven't gone / haven't been going) in. I should stop in.

Jamal: Yes, you should. It's a great place. I (have taken / have been taking) several friends there recently.

Ryan: So, what did you see there?

Jamal: Well, we (have enrolled / have been enrolling) in a class to make chocolate truffles.

Ryan: What are chocolate truffles, exactly? I (have heard / have been hearing)

of them before, but I'm not sure what they are.

Jamal: Basically, they're round balls of chocolate with a kind of filling. Delicious!

Ryan: Wow, I ('ve never tried / 've never been trying) them, but I'd like to!





- **C.** Go online for more practice with the present perfect and present perfect continuous.
- **D.** Go online for the grammar expansion.

Pronunciation Basic intonation patterns

Intonation Pattern

When speaking, the pitch of your voice goes up and down. This change in pitch is called an **intonation pattern**. Intonation patterns carry a lot of information. For instance, your intonation will let your listener know if you are asking a question or making a statement. It's important to use the correct intonation pattern to effectively communicate your meaning.

Rising/Falling

One of the most common intonation patterns in English is the *rising/falling* pattern, where the pitch rises and falls on the last word. This pattern is common in simple declarative sentences, direct commands, and *wh*-questions.

I enjoyed it very much.

Hand me that brush, please.

What have you seen?

Rising

For yes/no questions, use a rising pattern.

Are you concerned?

A. Listen to each sentence. Write R (rising intonation pattern) or RF (rising/falling pattern). Then repeat each sentence.

1.	1. How much do these books cost?	
2.	2. Is the library open?	
3.	We're looking for the craft shop.	
4.	4. Walk north for two blocks.	
5.	Are you sure?	
6.	Please sign on the dotted line.	

- ____ 7. Call me tomorrow at six.
- ____8. Have you read her new book?
- B. Listen to the conversation. Draw arrows to show the intonation patterns. Listen again and repeat. Then practice the conversation with a partner.

Alex: Have you seen Kim's latest sculpture?

Lee: Yeah, Jae and I saw it last weekend.

Alex: What did you think of it?

Lee: It was really creative.

Alex: That's it? Come on. Tell me what you thought.

Lee: Well, I could tell she worked hard on it. But it's really not my style.

I mean, I wouldn't decorate my apartment with it.

Alex: I see. I guess we all have different tastes.

Lee: That's for sure. Did you like it?



C. Go online for more practice with basic intonation patterns.

Speaking Skill Avoiding answering questions

There are times when you prefer not to answer a question that someone has asked you. Here are several ways that you can avoid answering questions without being impolite.

Refuse politely.

A: Who did you vote for?

B: Actually, I'd prefer not to say.

Ask another question.

A: Did you see the TV show Lifeline?

B: Did you see it?

Answer a different question. You can provide related information without addressing the question that was actually asked.

A: Are you looking for a new job?

B: I like this job very much.

	Use vague phrases. Phrases like <i>you might say</i> or <i>one could conclude</i> avoid stating your own opinion directly.
	A: What do you think about the new law?
	B: You might say it's good for some people.
	Refusing politely is the simplest and most direct way to avoid answering a question. Using vague phrases is the least direct way. These strategies can be used in all types of situations.
A	Listen to the conversations. Write the strategy that each speaker uses to avoid answering a question. Then practice the conversations with a partner.
1.	A: How old are you?
	B: I'd rather not say.
	Strategy:
2.	A: What did you think of that book?
	B: You might say it gives a very unique point of view.
	Strategy:
3.	A: Hello. Is Nick there?
	B: Who's calling?
	Strategy:
4.	A: Is Joseph doing a good job?
	B: Joseph is a very hard worker.
	Strategy:
5.	A: Can I have your address, please?
	B: I'm sorry, but I don't give out that information.
	Strategy:
6.	A: Where were you on Friday?
	B: Why do you need to know?
	Strategy:

7.	A: Where do you want to have dinner?		
	B: Where would you like to go?		
	Strategy:		
8.	A: How much did you pay for that car?		
	B: It was affordable, and we're very happy with it.		
	Strategy:		
В.	 Read the questions. Write responses that avoid answer the questions directly. Then practice with a partner. 		
1.	A: Why did you decide to leave that job?		
	B:		
2.	A: What do you think of this vase?		
	B:		
3.	A: Which quilt do you prefer?		
	B:		
4.	A: What is your email address?		
	B:		



C. Go online for more practice avoiding answering questions.

Unit Assignment

Present a business plan



In this assignment, you are going to participate in a role-play in which you present a plan for a new business that makes and sells a handmade product. Your classmates will be potential investors in your business. As you prepare your presentation, think about the Unit Question, "Why do people do things by hand?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on page 100.

CONSIDER THE IDEAS

What kinds of handmade products would you be interested in making or selling? Consider the products you have heard about in this unit, the images on page 99, and any other handmade objects you can think of. Discuss these questions in a group.

- 1. What kinds of handmade products do you think would sell well? Why? Who would buy them?
- 2. Would you be willing to invest money to support someone's business that was making these products? Why or why not?









PREPARE AND SPEAK

A. GATHER IDEAS Read the list of questions an investor might ask an entrepreneur before lending him or her money to start a new business. Based on your discussion in the Consider the Ideas activity, add a question to each list.

You and the product

- 1. What makes the product that you are selling unique?
- 2. How long have you been making this product?
- 3. How much experience do you have running a business?

b _____

The market

- 1. Who do you plan to sell your product to? In other words, who is your target market?
- 2. Who else sells products like yours? In other words, who is your competition?

3. How will you advertise and market your product?				
4				
The deal				
 How much does it cost you to make the product, and how much will you sell it for? 				
2. How much money do you need or want from an investor to help you start your business?				
3. How much of your profits are you willing to share with an investor?				
4				

- **B.** ORGANIZE IDEAS Choose a handmade product for which you would like to develop a business plan and get investors.
- 1. Prepare responses to the questions in Activity A. Are there any questions in the list you might want to avoid answering? How will you avoid answering them?
- 2. Think about your presentation. How will you make it interesting for potential investors (the class) and capture their attention?
- **C. SPEAK** Follow these steps. Refer to the Self-Assessment checklist before you begin.
- 1. Present your business plan for a handmade product to potential investors (the class).
- 2. Answer any questions they might have, and ask them any questions you have.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT					
Yes	No	The property of the common terms of the common			
		I was able to speak easily about the topic.			
		My partner, group, and class understood me.			
		I used present perfect and present perfect continuous.			
		I used vocabulary from the unit.			
		☐ I used strategies to avoid answering questions.			
	☐ ☐ I used correct intonation patterns.				



B. REFLECT Go to the Online Discussion Board to discuss these questions.

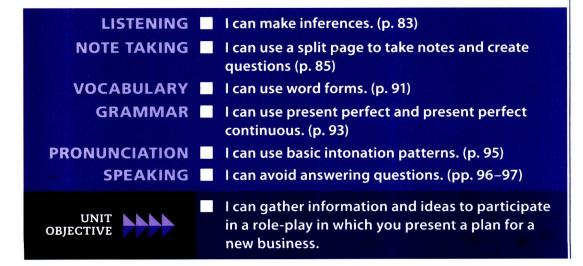
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—Why do people do things by hand? Is your answer different now than when you started this unit? If yes, how is it different? Why?

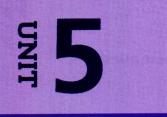
TRACK YOUR SUCCESS

Circle the words and phrases you have learned in this unit.

Nouns amateur appreciation AML apprentice breed & circulation convention & development & encounter & gallery generation & AML	marketing Poperation P	Adjective unique Adverb overseas AMI Phrase take note of
Oxford 3000™ words AWL Academic Word List		

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.





Nutrition

- **NOTE TAKING b** editing notes after a lecture
 - LISTENING | understanding bias in a presentation
- **VOCABULARY** prefixes and suffixes
 - **GRAMMAR** comparative forms of adjectives and adverbs
- **PRONUNCIATION** other common intonation patterns
 - **SPEAKING •** expressing interest during a conversation



UNIT QUESTION

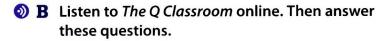
How has science changed the food we eat?

A Discuss these questions with your classmates.

- 1. Which is more important in the food you choose: flavor, cost, or nutrition? Why?
- 2. Scientists have developed ways to genetically modify plants. What do you know about genetically modified food?
- 3. Look at the photo of the fish farm. Would you prefer to eat fish raised on a farm or fish caught from the sea?



Listen to two reports and gather information and ideas to participate in a debate on food science.



- 1. Felix and Marcus state that packaged food is not healthy. Do you agree? Why or why not?
- 2. Sophy says that because of science, we can grow bigger plants and animals. What might be an advantage to having bigger food?



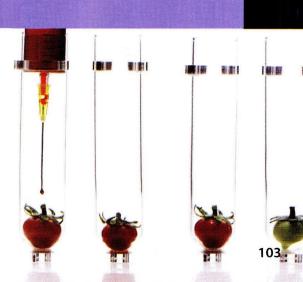
C Go online to watch the video about the manufacturing of flavors. Then check your comprehension.



deliberately (adv.) done in a way that was planned, not by chance in your face (phr.) obvious palatable (adj.) having a pleasant or acceptable taste stimulating (adj.) making you feel more excited and healthy



D Go to the Online Discussion Board to discuss the Unit Question with your classmates.





E Think about the food that you usually eat. Then look at the list. Check (✓) the foods that you buy and eat frequently.



F Work in a group. Discuss the selections you made in Activity E. Do you know how those foods are created? Are any of them all natural? Which foods do you think have added chemicals or are genetically modified? Explain. Give reasons for your answers.

In order to remember most of what you hear, it is a good idea to review your notes within 24 hours after a lecture. As you read your notes, annotate them (add notes to a text, giving explanations or comments):

- 1. Underline or highlight key ideas.
- 2. Cross out information that isn't important.
- 3. Use the extra space on the paper to add your thoughts and make connections between the lecture and the information in your textbook.
- 4. Use a dictionary to look up all new key words. Write the definition or translation.
- Make notes about what you don't understand so you can ask your teacher later.
- 6. Add a short summary of your notes.
- A. Listen to the lecture about food as medicine. Then edit the notes based on the first four annotation tips above. Compare your edits with a partner.



Peking duck



shark liver oil

- Zootherapy—using food in place of medicine
- 1. China—Peking Duck
 - a. Famous and delicious
 - b. Red rice powder on duck skin
 - c. Lowers cholesterol (?)
 - d. Fewer Chinese people get heart disease than other countries
- 2. Brazil—Hammerhead shark liver oil
 - a. Indigenous (native) populations off the coast of Brazil
 - b. Cure asthma (trouble breathing)
 - c. Endangered (?)
 - d. Now, researchers are testing asthma drugs made from oil from nurse & blue sharks
- **B.** Review the notes again. Write two follow-up questions and a short summary based on the fifth and sixth annotation tips above. Share your summary with a partner.



C. Go online for more practice editing notes after a lecture.



LISTENING

LISTENING 1 Food Additives Linked to Hyperactivity in Kids

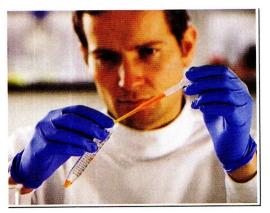


You are going to listen to a radio report about food chemicals and their effects on children's behavior. As you listen to the report, gather information and ideas about how science has changed the food we eat.



PREVIEW THE LISTENING

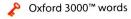
A. PREVIEW Work with a partner. Why might chemicals in food affect a child's behavior? Give reasons for your answer.





B. VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

```
adverse (adj.)identical (adj.)artificial (adj.)optimal (adj.)consist of (phr. v.)significant (adj.)consume (v.)substantial (adj.)controversy (n.)superfluous (adj.)
```





C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the radio report. Complete the student's notes about Professor Stevenson's research.

Professor	 Controversy
Stevenson's Study	United Kingdom
	• children were studied
	The additives in this study were
	and
Children	• 2 groups
	•year-olds
	•year-olds
What the children	•
received	OR
	 Equal to 2 X 50-gram bag of candy
	• Equal to 4 X 50-gram bag of candy
Results	Additives can
	hyperactive behavior in children.
	 Parents should limit additives in children's
	food to help
	hyperactivity.
	Not everyone agrees.

- **B.** Edit the notes. Underline or highlight key words and phrases and cross out words that are not important. Also, explain or define new vocabulary and make notes about what you still don't understand.
- **C.** Work with a partner. Use your notes to summarize what Professor Stevenson did in his research project and what his results showed.

	en to the radio report again. Check (🗸) the main ideas mentioned in report.
☐ Se	cartificial additives can make young children hyperactive. some of the fruit juice had more food coloring than the rest. sood coloring significantly affects the behavior of some children. reservatives have an important function in food. Or. Feingold has written several books. The study is a source of controversy because some other studies do not ave the same results. The eeding children heavily processed food is not optimal for health. The study is well designed and important.
	d the comments below. Do the speakers agree or disagree with fessor Stevenson's results? Write A (agree) or D (disagree).
1.	"Professor Stevenson's findings are very interesting. But there are many possible causes of hyperactivity. It is too easy to blame food additives."
2.	"The results of this research are very important. Parents need to be aware of the effects of what their children consume."
3.	"I would like to know how Professor Stevenson defined hyperactivity exactly. How did the observers, the teachers and parents, measure it? Until I understand this, I have doubts about the results."
4.	"Professor Stevenson has confirmed what I have known all along! My son is definitely more hyper after drinking an artificial drink."
5.	"It's too difficult to control the variables in a study like this. It is not possible that Dr. Stevenson could make sure the children consumed only natural food and drinks during his six-week study."
6.	"Simply put, pure food without chemicals is healthier. I am glad science is finally proving this basic fact."

F. VOCABULARY Here are some words from Listening 1. Read the definitions. Then write each bold word next to the correct definition.

- 1. The plan to build a big road though the neighborhood caused a lot of **controversy**. Many residents disagreed with it.
- 2. I don't have time to take care of real plants, so I have **artificial** plants in my home. I don't have to worry about watering or feeding them.
- **3.** The results of the study were **significant**, so the scientists wrote about them in a scientific journal.

- **4.** It rained for three days. The **adverse** weather conditions made it impossible for us to enjoy our vacation.
- 5. My friend's sons are **identical** twins. The boys look so similar that I often mistake one for the other.
- 6. Teenage boys often **consume** a lot of food because they are growing quickly.
- 7. The additional information was **superfluous** because I had already made up my mind. I didn't need to hear more about the topic.
- **8.** Researchers have found a **substantial** link between high-cholesterol diets and heart disease. Their research shows the importance of healthy eating.
- **9.** A vegetarian diet may **consist of** mostly vegetables, fruit, grains, and beans. Meat is not part of a vegetarian's diet.
- 10. Warm, sunny weather is optimal for spending a day at the beach.

a.		(adj.) making something difficult
b.		(adj.) not natural; made by people
c.		(phr. v.) to be made up of
d.		(v.) to eat or drink something
e.		(adj.) exactly the same as something else
f.		(adj.) the best possible
g.		(n.) public discussion and disagreement
h.	****	(adj.) great or important
i.		(adj.) very large or important amount



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. How concerned are you about the additives in your food? Do you avoid food that contains additives?

_____ (adj.) more than what you need or want

- 2. Preservatives are added to food to keep it fresh for a longer period of time. Do you think the advantages outweigh the disadvantages? Explain.
- 3. Should there be stricter rules about the food additives in foods children commonly consume? Why or why not?

Listening Skill

Understanding bias in a presentation

Bias is a strong feeling for or against something. Understanding the bias in a presentation is important. Speakers may express biases even when they're trying to sound objective. In Listening 1, the speaker presents research both for and against a link between food additives and hyperactivity, but the speaker's bias appears to be against food additives.

There are several clues to help you understand the bias of a presentation.

Title: Listening 1 is "Food Additives Linked to Hyperactivity in Kids." This is a negative idea, and it sounds very definite. This probably means the speaker agrees with the research in the report. A different title such as "Some Researchers Believe Food Additives May Affect Hyperactivity" does not show such a strong bias.

Introduction: Pay attention to how a speaker introduces a topic. For example, if a speaker starts with, *I'm going to talk about the negative effects of food additives on children's behavior*, that statement alone tells you the speaker's bias.

Imbalance: Reports with a bias usually report on both sides of the issue, but the information is not balanced well. In Listening 1, most of the report is about the research results that show a link between additives and hyperactivity, and only a small part of the report is about research that doesn't show any link.

Information source: Consider who is providing the information. For example, suppose a company that sells chocolate presents research that shows eating chocolate is good for you. Knowing the company sells chocolate can help you decide how much to trust the information.

_					
0	A. Listen	to the short	report. Then	answer the	auestions.

l.	Check (\checkmark) the clues you hear that tell you the bias.
	□ Title
	☐ Introduction
	☐ Imbalance
	☐ Information source
2.	Is the speaker against or in favor of organic food?

B. Listen to excerpts from four news reports. What bias is being shown in each report? Circle the correct answers.

Excerpt 1

- a. Some scientists believe there are many causes of obesity.
- b. Some scientists believe fast food is the main cause of obesity.

Excerpt 2

- a. Drinking soda may cause heart disease.
- b. Drinking soda is part of a healthy lifestyle.

Excerpt 3

- a. Drinking too much tea can be harmful.
- b. Drinking tea is an old tradition.

Excerpt 4

- a. Food labels can help us make good choices.
- b. Food labels can be difficult to believe.



C. Go online for more practice understanding bias in a presentation.

LISTENING 2 The "Flavr Savr" Tomato



You are going to listen to a news report about a genetically engineered, or altered, tomato called the "Flavr Savr" tomato. Scientists created this tomato to give it particular traits. As you listen to the report, gather information and ideas about how science has changed the food we eat.

PREVIEW THE LISTENING



- **A. PREVIEW** Do you think altering the genes of plants is a good thing? Why or why not? Discuss with a partner.
- **B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

```
alter (v.)consumer (n.)ethics (n.)reaction (n.)commodity (n.)debate (n.)hurdle (n.)trait (n.)compound (v.)disturbing (adj.)modification (n.)ultimate (adj.)
```

Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the news report. Complete the notes on the speakers and their comments.

Speaker	Job/Role	Comments
Kensington Fruit Market shoppers	customers	 wouldn't buy GMO food wants to know what goes into the food and doesn't want to tamper with people are
Nina Winham	news reporter	genetic engineering = insulin human growth hormone GMO food expected to Parallathink made and life in
Robert Strong	professor who studies the ethics of biotechnology	 People think modern life is unnatural =
Steven Burke	vice president of North Carolina Biotechnology Center	with food biotechnology, people interested in the and the — b/c we eat it
Susan Harlander	director of research at Land o' Lakes Dairies	 need to show benefits of biotechnology (e.g.,
Linda Arugio	vendor at Kensington Fruit Market	 not different from other hybrid products (e.g.,) get used to

	B.	you a	are your notes with a partner. Whose comments and opinions do gree with? Why? Have any of the speakers changed the way you about genetically modified food?
	C.	Listen	to the news report again. Circle the correct answers.
	1.	a. did	eral, the consumers in the news report In't like the idea of biotechnology In't have strong feelings about biotechnology In't understand biotechnology
	2.	a. corb. cor	ding to the news report, Insumers will not buy genetically altered food Insumers are very excited about genetically altered food Insumers are not sure if genetically altered food is safe
	3.	a. cos b. bec	ding to the report, genetically modified foods will probably It less than naturally grown foods It come popular as people get used to them It banned by governments
	4.	a. in t	eral, the report was favor of genetically modified foods tinst genetically modified foods t biased about genetically modified foods
	D.	Read t	the statements. Write T (true) or F (false). Then correct the false nents.
			he "Flavr Savr" tomato is supposed to stay riper longer than an rdinary tomato.
	_	_2. S	cience has influenced farming for a long time.
		_3. (Genetic modification is only used for food.
			Many people like watermelon with no seeds. This shows people are villing to eat some genetically altered food.
	_		he biggest hurdle to getting people to buy genetically modified food nay be the cost.

wou	ıld be most likely to	say th	em? Match the speaker to	the comment.
1.	Nina Winham (news reporter)	a.	People don't realize that food has advantages, too. Custom that tastes better; farmers debreeding or selection; and p food over long distances with	ners can enjoy foo on't have to focus producers can shij
2.	Kensington Fruit Market shoppers	b.	We are excited about the are developing. For instant on creating a kind of new even in very dry condition people all over the world.	nce, we are work rice that can gro
3.	Robert Strong (professor who studies the ethics of biotechnology)	c.	Customers here buy a lot of they think it's healthy, but don't realize that it is prob genetically modified soyb	t many of them pably made from
4.	Steven Burke (vice president of North Carolina Biotechnology Center)	d.	As part of my research, we discovered that, unsurprise pushing companies towar genetic engineering. They make money. They don't at the impact on consumers.	singly, profit is ad more and more often want to always consider
5.	Susan Harlander (director of research at Land o' Lakes Dairies)	e.	In our time at the market, many customers and almofeeling quite concerned at modifying food.	ost all reported
6.	Linda Arugio (vendor at Kensington Fruit Market)	f.	I think companies must p genetically modified food what we are buying and ca informed choice.	so we know
	ABULARY Here are sence with the correct		words from Listening 2. Co d.	omplete each
alter (v				reaction (n.)
commo	odity (n.) debate	: (n.)	hurdle (n.)	trait (n.)

1. I don't eat enough vegetables. To ______ the problem, my

grocery store does not have much fresh produce.

E. Read the comments below. Which of the speakers from the radio report

Vocabulary Skill Review

In Unit 4, you learned about word forms. Try to find different word forms for the following vocabulary words in Activity F: consumer, disturbing, modification, ethics, reaction.

Use a dictionary to help you.

2.	Getting people to eat newly created foods is a that many
	companies must deal with. They work hard to make their products marketable.
3.	I find it very that people eat so much processed
	food. How can they eat that stuff instead of fruits and vegetables?
4.	Advertisers try to catch the interest of any who will
	want to buy their products.
5.	When they said the newly created carrots were bright red, my first
	was to say I didn't believe it.
6.	We need to our diet. I want to reduce the amount of
	processed food we eat.
7.	Some people wanted the new factory in their town and some didn't. The
	over building the new factory went on for years.
8.	This plant has an important that makes it able to
	survive in a dry area.
9.	Milk is a valuable When cows can't produce
	enough, the price of milk goes up quickly.
10.	I think a bowl of ice cream with hot fudge sauce is the
	dessert. Nothing could be better than that!
11.	I question the of creating "super foods." I'm not sure
	I agree that genetic engineering is always good.
12.	This corn is very similar to normal corn, but scientists made a small
	to its genes that makes it resist disease.



a corn field



- **G.** Go online for more practice with the vocabulary.
- **H.** Go online to listen to Superfoods and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. Some genetically altered plants need less water to grow, are resistant to insects, or are more nutritious. Farmers may be able to feed more people by growing genetically modified crops. Do the benefits of growing genetically modified crops outweigh possible risks? Give reasons for your answer.
- 2. In some countries, genetically altered foods must have a label explaining that they are altered. Is this law a good idea? Why or why not?
- **B.** Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

Do you know if any foods you eat have been genetically modified? Do you know which foods contain additives? How can you find out? How will this information affect what you buy?

Vocabulary Skill

Prefixes and suffixes

Prefixes

Adding a **prefix** to the beginning of a word changes the meaning of the word. Understanding a prefix can help you identify the meaning of a word. Here are some prefixes you heard in this unit.

Prefix	Meaning	Example
dis-	opposite of	disorders
under-	less than enough	underdeveloped
re-	again	rebound
un-	not	uneasy

Suffixes

Adding a suffix to the end of a word often changes the part of speech. For example, adding -ly to the adjective *wide* changes the word to the adverb *widely*. Here are some examples of common suffixes used in Listening 2.

Suffix	Meaning	Example
-al, -ic	(adj.) about, connected with	chemical, genetic
-(at)ion	(n.) a state or process	reaction
-ist	(n.) a person who does	scientist
-less	(adj.) not having something	seedless
-(al)ly	(adv.) in a particular way	genetically
-ness	(n.) a quality	freshness

A.	Write the meaning of each word. Look at the prefixes in the chart on
	page 116 to help you.

1.	disapprove
2.	redo
	unfair
4.	underfeed
5.	untie
	dislike

B. Look at the words and phrases below. Write the correct form of the word. Use the suffixes in the chart above to help you.

Tip for Success	1. science (n. person)scientist
Many words drop letters before a	2. origin (<i>adv</i> .)
suffix is added. Look in the dictionary	3. unique (<i>n</i> . quality)
to see if there are spelling changes	4. no weight (<i>adj</i> .)
when adding suffixes to a word.	5. about a topic (<i>adj</i> .)
suffixes to a word.	6. relate (<i>n</i> .)

C. Choose five words from Activities A and B. Write a sentence for each word. Then take turns reading your sentences to a partner.



D. Go online for more practice with prefixes and suffixes.



SPEAKING



At the end of this unit, you are going to participate in a debate on food science, stating and supporting your opinions about food modification. During the debate, you will need to be able to use comparative forms of adjectives and adverbs and express interest in a conversation.

Grammar

Comparative forms of adjectives and adverbs

Comparative forms of adjectives and adverbs compare two things or actions. The rules for making comparatives are similar for both adjectives and adverbs.

Condition	Rule	Example	
one-syllable adjectives	-14	older	
one-syllable adverbs		faster	
one-syllable adjectives ending in <i>-e</i>	add -r	nicer	
two-syllable adjectives ending in -y	change the <i>y</i> to <i>i</i> and add - <i>er</i>	healthier	
most other adjectives	use <i>more</i> or <i>less</i> before	more interesting	
all other adverbs	the word	less naturally	

Some adjectives take either *-er* or *more*.

narrow → narrower, more narrow
simple → simpler, more simple
quiet → quieter, more quiet
gentle → gentler, more gentle
handsome → handsomer, more handsome

Some adjectives and adverbs are irregular. This means the comparative adjective and adverb forms are not based on the base forms.

good → better badly → worse

well → better far → farther / further

bad → worse little → less

To compare things or actions, use the word *than* after the comparative adjective or adverb.

Vegetables are healthier than junk food.

Many people are concerned about eating more healthfully **than** they were in the past.

A. Write the comparative forms of the adjectives and adverbs. Then work with a partner. Take turns saying sentences using these comparative forms.

- 1. flavorful _____
- 2. uneasy _____
- 3. high _____
- 4. tasty _____
- 5. widely _____
- 6. unnatural _____
- 7. acceptable _____
- 8. bad _____
- 9. loyal _____
- 10. expensive _____

B. Work with a partner. Take turns asking and answering comparative questions.





Example: peach / flavorful / preserved / fresh

A: Which kind of peach do you think is more flavorful, preserved or fresh?

B: I think fresh peaches are more flavorful than preserved peaches.

- 1. juice / sweet / pineapple / orange
- 2. ice cream / tasty / chocolate / strawberry
- 3. TV show / disturbing / the news / reality TV
- 4. drink / widely enjoyed / tea / coffee
- 5. food / expensive / organic / genetically engineered



- **C.** Go online for more practice with comparative forms of adjectives and adverbs.
- **D.** Go online for the grammar expansion.

Pronunciation

Other common intonation patterns

Intonation is an important part of communicating your ideas. There are common intonation patterns for specific conversational actions. Make sure you are using the correct pattern to help express your meaning.

To ask for clarification, use a rising intonation.



This tomato is genetically altered?

Meaning: I am not sure I heard you, or I am not sure I understand you.

To express surprise, use a rising intonation.

You eat five sandwiches a day?

Meaning: I am surprised by this information.

To list items, use a rising intonation for each item on the list. For the last item, use a rising/falling intonation.

I ate eggs, toast, and cereal.

Meaning: I ate these three things.

For *yes/no* questions, use a rising intonation.

Would you like coffee?

Meaning: You can say yes or no to my question.

To offer a choice between two things, use a rising/falling intonation.

Would you like coffee or iced tea?

Meaning: Which would you prefer?

- A. Listen to the sentences. Draw intonation arrows over each one. Then practice saying the sentences with a partner.
 - 1. What? You've never eaten a tomato?
 - 2. Do you prefer water or juice?

- 3. My favorite foods are rice, yams, and pizza.
- 4. What did you say? You don't like ice cream?
- 5. Are you hungry? Do you want some bread and cheese?
- **B.** Work with a partner. Take turns asking and answering the questions. Ask follow-up questions if needed. Focus on using the correct intonation.
- 1. What are your favorite foods?
- 2. What are three foods you would never try?
- 3. Who usually cooks at your house?



for Success

When you listen to the radio, focus

on the speakers' intonation. Pay

attention to how they use their voices

to express ideas and emotions.

C. Go online for more practice with other common intonation patterns.

Speaking Skill Expressing interest during a conversation

Expressing interest during a conversation shows the speaker you are paying attention. There are several ways to express interest in the speaker's ideas. In addition to leaning forward and making eye contact, you can use special words and phrases to show you are interested.

Encouraging words: Yeah. / Wow! / Mm-hmm. / Cool!

Comments: How interesting! / That's amazing!

Emphasis questions: Really?

Repeating words: Speaker: I went to Paris. You: Oh, Paris!

It is not necessary to wait until the speaker has finished talking to use these words and phrases. You can use them throughout the conversation, whenever the speaker completes a thought.

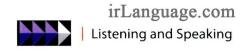
A. Listen to the conversation between two students who are eating lunch. Fill in the blanks with the words in the box. Then practice the conversation with a partner.

mm-hmm that's interesting wow really every day yeah

Faisal: Hey, Marc. Is this seat free? Do you mind if I sit here?

Marc: Not at all. How are you doing?

Faisal: I'm absolutely starving!



Marc:	? Why?
Faisal:	I went to the gym this morning before school, and by 11:00, my
stor	nach was growling in class.
Marc:	, that had to be embarrassing.
Faisal:	Definitely. So, what did you get for lunch?
Marc:	Well, they're serving French onion soup today, so I got some of that. It's
not	bad, but not like home!
Faisal:	! French food is famous around the world, but
I've	never had it.
Marc:	Well, I am from Provence, in the south of France. People take food very
seri	ously there.
Faisal:	·
Marc:	People buy fresh fruit and vegetables from the market every day.
Faisal:	?
Marc:	Yeah, and the cheese is amazing! It tastes nothing like what we buy in
the	grocery stores here.
Faisal:	I feel that way about Saudi Arabian food here,
too.	It's not quite the same.

- **B.** Work in a group to answer the questions. As you listen, use different ways to express interest and show you are paying attention.
- 1. What food or drink would you recommend to someone who has a cold? Are there any traditional remedies you use in your family?
- 2. Which meal is the most important of the day to you? Why?
- 3. Can you cook? If so, what is a dish that you make particularly well? How do you make it?



C. Go online for more practice expressing interest during a conversation.

Take part in a debate



In this assignment, you are going to present your opinions in a debate on food science. As you prepare your opinions, think about the Unit Question, "How has science changed the food we eat?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your opinions. Refer to the Self-Assessment checklist on page 124.

CONSIDER THE IDEAS

Critical Thinking Tip

In the Consider the Ideas discussion, you have to give reasons to support your opinion. When you support your opinion, you put ideas together from different sources. This allows you to use information in new ways.

Work in a group. Discuss the photos below. What do you think the advantages and disadvantages of each of these modifications are? Give reasons to support your opinion.



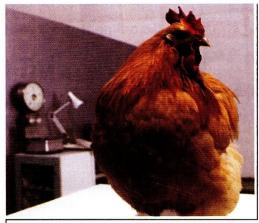
Raspberries preserved by radiation, a type of energy that can cause illness in large amounts



Raspberries that have not been preserved by radiation



A chicken that eats non-chemically treated food



A chicken that eats food that has been treated with artificial chemicals to make it grow much larger than normal

PREPARE AND SPEAK

- A. GATHER IDEAS Think about the opinions you shared in the Consider the Ideas activity. Which ideas did you find most convincing? Make a short list of the three most convincing opinions on this issue.
- **B.** ORGANIZE IDEAS Put the reasons from your list into the chart. Add details and examples to support the reasons.

	Reasons	Details and examples
1.		
		9
2.		
3.		

C. SPEAK Work with a partner who has different opinions on this issue. Take turns presenting your opinions and the reasons that support them. Show interest in your partner's opinions and ask questions to get more information. Refer to the Self-Assessment checklist before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT					
Yes	No				
		I was able to speak easily about the topic.			
		My partner, group, and class understood me.			
		I used comparative forms of adjectives and adverbs.			
		I used vocabulary from the unit.			
		I expressed interest during the conversation.			
		I used common intonation patterns correctly.			



B. REFLECT Go to the Online Discussion Board to discuss these questions.

- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—How has science changed the food we eat? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
commodity W	alter 🎤 🗛	adverse
consumer 🥕 💯	compound will	artificial 🦑
controversy AVI	consume AWL	disturbing 🥕
debate 🥕 🚾	Phrasal verb	identical AWL
ethics AVI	consist of & AWI	optimal
hurdle		significant 🎤 🔤
modification AWI		substantial 🎤
reaction 🎤 🔤		superfluous
trait		ultimate 🎤 🟧

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.



Education

- NOTE TAKING LISTENING
- VOCABULARY
- GRAMMAR
- PRONUNCIATION > SPEAKING
- listening for contrasting ideas
- using the dictionary: formal and informal words

comparing and contrasting notes on multiple topics

- simple, compound, and complex sentences
- highlighted words
- changing the topic



UNIT QUESTION

Is one road to success better than another?

A Discuss these questions with your classmates.

- 1. What does being successful mean to you?
- 2. In your life, have you taken a traditional path or a nontraditional path to reach your educational and career goals? What are the advantages and disadvantages of each path?
- 3. Look at the photo. What are these students doing? How can learning a new skill lead to success?

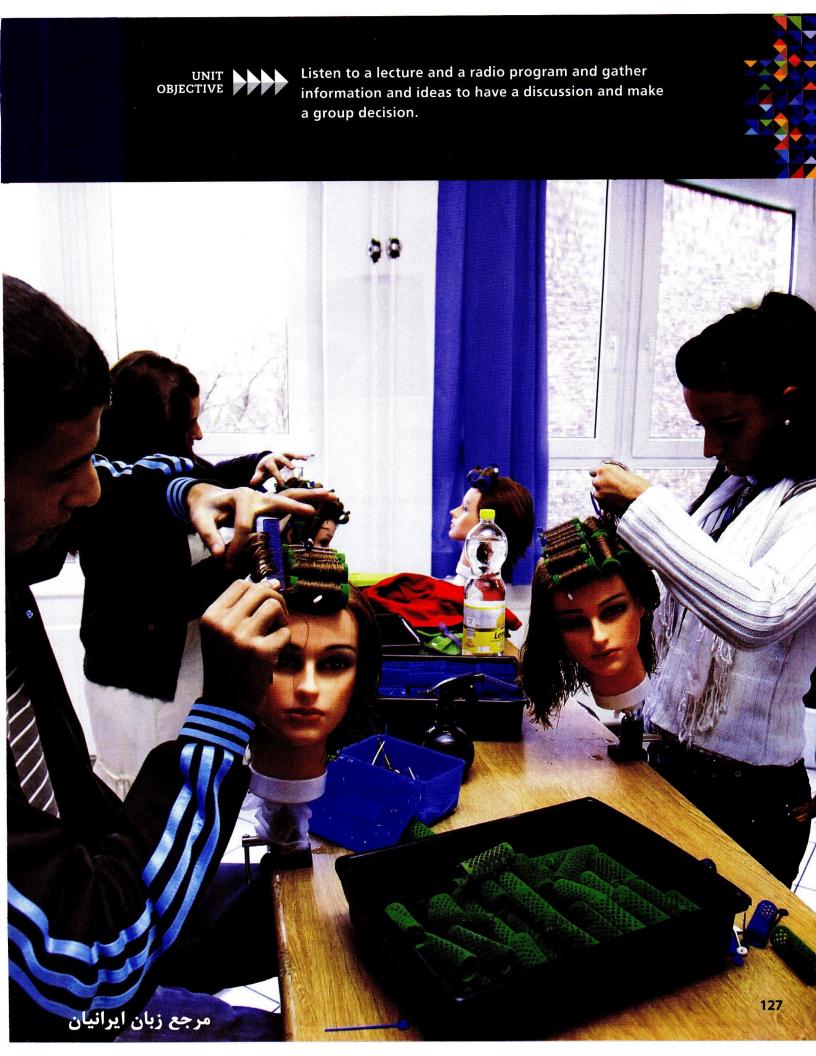
B Listen to *The Q Classroom* online. Then answer these questions.

- 1. Marcus thinks that different experiences give workers different perspectives. What is an example of this kind of non-traditional path to success?
- 2. Felix lists many steps on a traditional road to success: studying hard, getting a degree, getting work experience, getting an entry-level job, and working your way up to the top. Which do you think is the most important step? Why?



C Go to the Online Discussion Board to discuss the Unit Question with your classmates.







D Imagine you are meeting with a career counselor to decide what career you want to have. What kind of skills and experiences would help you get the job you desire? Complete the questionnaire below.





Career Questionnaire

Career Questionnaire

Name:	Age:
Answer these question What is one skill or tale	ons. ent you wish you had?
What are some ways y	ou could learn that skill or talent?
In what kinds of jobs o	or careers can you use that skill?
	to learn more about yourself and Theck (🗸) the ones that interest you.
□ volunteer work□ teaching□ taking classes	☐ international travel☐ working with animals☐ reading how-to books

E Discuss these questions in a group.

- 1. What are some possible benefits of taking a year off from school or work to do something else? What might the disadvantages be?
- 2. If you took a year off from school, what kinds of experiences would you seek? Why?

Note-taking Skill

Comparing and contrasting notes on multiple topics

When you hear information about related topics, it can be helpful to build a chart so you can easily compare and contrast the main ideas about each topic. Label the columns of your chart with the topics, and label the rows with the examples. Then write notes about each topic in the appropriate box. This is a great way to review and edit your notes after a lecture and to make connections between lectures and readings.

A. Listen to the class discussion about non-traditional approaches some businesses have taken to success. Complete the chart.

Company	History	Success	Problems
Ben and Jerry's	•	•	•
	•	•	•
	•		
	•		
Lululemon	•	•	•
	•		•
	•		
Starbucks	•	•	•
	•		•

B. Use your notes to write a paragraph comparing and contrasting the companies discussed in the lecture.



C. Go online for more practice building a chart to compare and contrast notes on multiple topics.



LISTENING

LISTENING 1

Changing Ways to Climb the Ladder



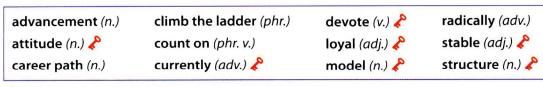
You are going to hear an excerpt from a college lecture. In the lecture, a professor compares types of career paths. As you listen to the lecture, gather information and ideas about whether one road to success is better than another.

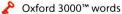
PREVIEW THE LISTENING



- A. PREVIEW Is it better to work for one company for many years or to change companies often in order to make progress in your career? Discuss with a partner. Give reasons for your opinion.
- **B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.









C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the lecture and take notes in the chart.

Model	Path	Advantages	Disadvantages
Traditional model for advancement	•	•	•
	•	•	
	ī		

Model	Path	Advantages	Disadvantages
Modern model for advancement	• § (****)	•	•
		•	

- **B.** Which model do you think is better? Discuss your opinion with a partner. Use your notes to defend your choice.
- **C.** Read the statements. Write *T* (true) or *F* (false). Then correct the false statements.

1.	Workers today	are most likely	y to follow the n	iew model in	their careers.
----	---------------	-----------------	-------------------	--------------	----------------

- _____2. The typical career path has not changed much in the last few decades.
- _____3. The workers are more loyal to their company in the new model.
- ____4. The new model gives workers more choices about their personal lives.
- ____ 5. Some people choose to slow down their career advancement.

D. Listen again. Check () the correct model for each statement.

Detail	Traditional model	New model
 This model was more common in the 1950s in North America. 		
2. This model is currently more common in the United States.		
3. Workers start at small companies to get experience.		
4. Workers start at the bottom level of a big company.		
Workers are loyal to one company and expect the company to take care of them.		
6. Workers are not very loyal to the companies they work for.		

Detail	Traditional model	New model
7. Workers are like family in a company.		
8. Workers get to the top of the ladder about four years faste	r. 🗆	
9. This model is more flexible.		
10. Companies don't often take care of workers when they retire	e. 🗆	

Vocabulary Skill Review

In Unit 5, you learned to use prefixes and suffixes to help determine the meaning of new vocabulary words. Identify two words containing a suffix used for adverbs in Activity E.

E. VOCABULARY Here are some words from Listening 1. Complete each sentence with the correct word.

advancement (n.)	climb the ladder (phr.)	devote (v.)	radically (adv.)
attitude (n.)	count on (phr. v.)	loyal (adj.)	stable (adj.)
career path (n.)	currently (adv.)	model (n.)	structure (n.)

- 1. This company is very ______. They have a strong business plan, and they won't go out of business any time soon.
- 2. I'd like to help you, but I don't have any free time to _____ to anything else right now. I spend all my time working on this project.
- 3. She has a very negative ______ toward her job. She never has anything good to say about it.
- 4. After he lost weight, he looked ______ different. It was such a big change that we didn't even recognize him when we saw him.
- 5. We have to work really hard to finish this project. Our boss is _____ us to finish it before Friday.
- 6. We are going to examine two different educational systems. Each

 has advantages and disadvantages.
- 7. I used to live in New York, but I moved. I ______ live in London, where I plan to stay for a couple of years.
- **8.** I am thinking about accepting a new job, but I need to find out about the opportunities for ______ first. I hope to be promoted soon.

9.	Adán is very to our company. He has been offered
	jobs at other companies, but he always stays here.
10.	Our department's is very simple. I report to my boss,
	and he reports to the company president.
11.	In this company, the usual is to go from a
	salesperson to a senior manager in a few years.
12.	It took me many years to at this company. I started
	in the mailroom and I finally became a vice president last year.



F. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. Which model of climbing the ladder best matches your personality? Do you think this method would work well in your current or future career?
- 2. What are some careers that would work well in each model? Give specific reasons for your choices.

Listening Skill Listening for contrasting ideas

Tip for Success

To understand a speaker's meaning, it's important to analyze the words and phrases they use. The way a speaker organizes and presents information is usually an important clue about what the speaker wants you to know.

When speakers **contrast** things or ideas, they use special words and phrases to point out different characteristics of the things being discussed.

The simplest way to show a contrast is to use a comparative adjective + than.

In fact, jumping up a few steps at a time... is actually quite common in this model, and now business leaders are getting to the top an average of four years **faster than** in the days of the traditional model.

Speakers also contrast things and ideas by using phrases such as *in contrast to*, *instead of*, *however*, *on the other hand*, *but*, *rather than*, and *whereas*. In Listening 1, the speaker contrasts the traditional model with the new model.

In contrast to the single-ladder model . . .On the other hand, often the worker is able to move to a position . . .In the new model, workers are starting their careers at smaller companies rather than bigger ones.

0	A. Listen to a discussion about two candidates for a job. Fill in the blanks with the contrasting words and phrases you hear.
	Mr. Doshi: Bob Quintero and Susan Miyamoto are the final candidates for
	the marketing position at our company. Bob has a degree from Harvard
	University in the U.S.A., Susan has a
	degree from Keio Business School in Japan.
	Ms. Stanz: Bob and Susan both have good work experience.
	Bob has worked for five years at a small marketing company,
	Susan has worked for eight years at
	our company.
	Mr. Doshi: Susan speaks more languages. Bob speaks Arabic and Spanish.
	, Susan speaks French, Spanish, and Japanese
	Ms. Stanz: Bob has a lot of sales experience.
	Susan has a lot of experience at our company.

B. Listen to Listening 1 again. As you listen, complete the chart. Circle *Yes* or *No*.

Mr Doshi: Hmmm. This is going to be a tough decision!

	Traditional model	New model
1. Are employees loyal?	Yes / No	Yes / No
2. Is the model like a family?	Yes / No	Yes / No
3. Is it a single-ladder model?	Yes / No	Yes / No
4. Can workers advance quickly?	Yes / No	Yes / No
5. Is the model more common today?	Yes / No	Yes / No

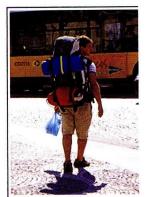


C. Go online for more practice listening for contrasting ideas.

LISTENING 2 | Life Experience Before College



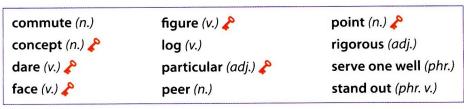
You are going to listen to a radio program about students who take a "gap year," a year off between high school and college. As you listen to the radio program, gather information and ideas about whether one road to success is better than another.

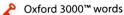


Some students go backpacking during their gap year.

PREVIEW THE LISTENING

- **A. PREVIEW** What are some reasons why a student might want to take a year off from school? Discuss with a partner.
- **B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.







C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the radio program. Then list the advantages and disadvantages of taking a gap year in the chart.

	Advantages	Disadvantages
Taking a gap year	•	•
	e e	
		•
	•	
		•

- **B.** Imagine a student wanted to take a gap year, but his or her parents thought starting university right away was a better idea. Work with a partner. Use your notes to write a dialogue between a teenager and a parent about this choice.
- **C.** Read the statements. Write *T* (true) or *F* (false). Then correct the false statements.

1.	Taking a gap year is a familiar concept in the United States.
2.	Gap years give students a chance to do something that really interests them.
3.	Taking a gap year requires a lot of planning.
4.	A gap year can hurt your résumé.
5.	A gap year gives students an experience that many of their classmates in college don't have.

- D. Read the questions. Then listen again. Circle the correct answers.
 - 1. In which country is taking a gap year the least common?
 - a. The United States
 - b. Australia
 - c. Great Britain
 - 2. How did Antonia House become interested in traveling?
 - a. She studied international relations in high school.
 - b. She graduated from high school in Berlin.
 - c. She spent a summer in France.
 - 3. How does taking a year off school affect most students' grades?
 - a. Their grades are worse than other students'.
 - b. Their grades are better than other students'.
 - c. Their grades are the same as other students'.

- 4. Why does the speaker say that you need a lesson plan for a gap year?
 - a. Because students should learn a lot from the experience.
 - b. Because schools require it.
 - c. Because students need to make arrangements ahead of time.
- 5. What advice does Trudee Goodman have for people interested in taking a gap year?
 - a. Live with family members because it will save you money.
 - b. Learn as much as possible through your experiences.
 - c. Write about the experience on your résumé so you can get a job.

E. Check (✓) the advantages that Trudee Goodman mentions about working in disadvantaged schools.

1.	She was tired of studying.
2.	She had more time for her hobbies.
3.	Her experience felt more real.
4.	She made a lot of new friends.
5.	She already has real-world work experience.
6.	She didn't need to study as hard when she returned to school.

F. VOCABULARY Here are some words from Listening 2. Read the sentences. Then write each bold word next to the correct definition.

- 1. Taking time off before going to college is a new **concept** for most students in the United States. Many students have never thought about it before.
- 2. I am too afraid to leave my family, so I wouldn't **dare** travel alone in another country.
- 3. Many teenagers buy the clothes their friends buy. It's important to them to look like their **peers**.
- **4.** I am not sure what time it is, but the sun is high in the sky, so I **figure** it must be around 12:00 noon.
- 5. The **point** of the class was to prepare the students for the exam.
- **6.** I am interested in that **particular** English class because I've heard that teacher is very good.
- 7. My new math class is much more **rigorous** than the last one. There are a lot more tests and the homework assignments are much harder.
- **8.** My father's **commute** takes two hours a day. It takes about an hour to drive between his home and his office.

- 9. You need to **log** the hours you worked on this sheet. Accurate records help us know how much time the job is taking.
- 10. Because so many people applied for the job my sister wanted, she had to face the possibility that she might not get hired.
- 11. My brother studied hard. He hoped it would **serve him well** by making it easier to get a good job after graduation.
- 12. The new student knew she would **stand out** because she didn't have a school uniform yet. She looked completely different from the other students.

a.	(v.) to think or guess
b.	 (phr.) be an advantage to someone
c.	 (adj.) one specific person, place, thing, or time
d.	(n.) people who are of the same age or social status
e.	 (v.) to keep a written record of something
f.	 (n.) the trip from home to work every day by car, bus, or train
g.	(phr. v.) to be easily seen or noticed
h.	 (v.) to be brave enough to do something
i.	 (v.) to deal with something unpleasant
j.	 (adj.) strict or demanding
k.	 (n.) an idea or basic principle
1.	(n.) the purpose of something



- **G.** Go online for more practice with the vocabulary.
- **H.** Go online to listen to *Is Pop Culture Making Us Smarter?* and check your comprehension.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

- 1. If you could go anywhere in the world for a year, where would you go? Why?
- 2. If a close friend were considering taking off a year between high school and college, what advice would you give your friend?
- 3. What types of gap year activities could help prepare someone for a career in education? In banking?

B. Before you watch the video, discuss the questions in a group.

- 1. Would you consider working for free in order to learn more about a job you might want to do in the future? If yes, what job would you like to try?
- 2. Do you know of anyone who has ever done an internship? What was his or her experience like?



C. Go online to watch a video about interns. Then check your comprehension.

commensurate (adj.) matching something in size, importance, quality, etc.

disingenuous (adj.) not sincere, especially when you pretend to know less about something than you really do

exacerbate (v.) make a problem worse interns (n.) people, usually students, who often work for free while learning about a job or career

sue (v.) to make a claim against somebody in court about something that they have said or done to harm you

D. Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

- 1. Think about your education or career. Which have you chosen more often: a traditional or non-traditional path? Why?
- 2. Has there ever been a time when you wanted to follow a non-traditional path but you didn't? Why didn't you?

Vocabulary Skill

Using the dictionary: formal and informal words

English does not have strong rules of formality like some languages do. However, in some situations, it may be more appropriate to use certain words than others. In other more casual situations, it may be more appropriate to use less formal vocabulary, such as *phrasal verbs* and *idioms*. It is helpful to know when to use certain words and phrases.

A dictionary can guide you on which word to use. It will tell you if a word is informal or slang. If a definition doesn't say this, you can usually assume it is more formal or neutral.

Here are some examples.

PHRV hang a'round (...) (informal) to wait or stay near a place, not doing very much: You hang around here in case he comes, and I'll go on ahead. hang a'round with sb (informal) to spend a lot of time with someone hang back to remain

so-cial-ize /'souʃa,larz/ verb 1 [i] ~ (with sb) to meet and spend time with people in a friendly way, in order to enjoy yourself SYN MIX: I enjoy socializing with the other students.

• Maybe you should socialize more. 2 [T, often passive] ~ sb

those old photos—they may be valuable. hang 'out (informal) to spend a lot of time in a place: The local kids hang out at the mall. related noun HANGOUT hang 'out with sb (informal)

The dictionary categorizes *hang around* and *hang out* as informal, but *socialize* has no description like this.

Here are some examples of appropriate use.

To your friends: I'll be hanging around all day.

To your family: I'm going to hang out with my friends today.

In a presentation: Most teenagers enjoy socializing with friends.

All dictionary entries are from the Oxford Advanced American Dictionary for learners of English © Oxford University Press 2011.

A. Read the pairs of sentences. Check (✓) the sentence that sounds more formal.

1.	□ a.	I can always count on you to help me out.
	✓ b.	I always trust that you'll assist me.

- 2. \square a. My brother must **select** a new suit for his interview.
 - ☐ b. My brother has to **pick out** a new suit for his interview.
- 3.

 a. Lately I've been **enthusiastic about** volunteering.
 - ☐ b. These days **I'm really into** the idea of volunteering.
- **4.** \square a. I have to **cut back** on my work hours this semester.
 - ☐ b. I have to **reduce** the number of hours I work this semester.

B. Read the sentences. Circle the answer that means almost the same as the bold word in each sentence.

1. I don't think we need to **hang around** here until he returns.

a. wait

b. climb

c. joke

2. He was hoping to get a promotion at work.

a. find

b. receive

c. give

3. You don't need to put up with a job that is so boring! Get a new one.

a. tolerate

b. look for

c. create

4. Have you **looked into** other companies to work for? There must be many others like that one.

a. answered

b. counted

c. researched

5. **Jumping up** a few steps at a time is almost impossible in a traditional career path.

a. bouncing

b. advancing

c. returning

6. I've been working so hard at school. I'm worn out. I need to rest!

a. prepared

b. tired

c. worried

C. Circle the appropriate synonym to complete each sentence. Then work with a partner to read the conversations.

Interviewee: Good morning. I'm here to (have a word / speak) with Mr. Simon.

Receptionist: Please (wait / hang around) here. I'll tell Mr. Simon you're here.

Mr. Simon: Good morning. So let's (get going / begin). Can you tell me why you'd like to work for this company?

Interviewee: Well, I'm really (<u>interested in / into</u>) your products.





D. Go online for more practice with using the dictionary to find formal or informal words.



SPEAKING



At the end of this unit, you are going to participate in a group discussion about the qualifications of job applicants and make a hiring decision. Throughout the discussion, you will need to be able to change the topic.

Grammar

Simple, compound, and complex sentences

Using a variety of sentence types will allow you to express a range of ideas in your speeches and presentations.

There are three basic kinds of sentences: **simple**, **compound**, and **complex**.

A **simple sentence** is one independent clause (one subject + verb combination) that makes sense by itself.

I want to do research. subject verb

A **compound sentence** is made of at least two independent clauses joined together with a conjunction, such as for, and, nor, but, or, yet, so, or as.

independent clause The worker went to a new company, and she moved up the ladder faster. conjunction

A **complex sentence** is made of at least one independent clause and one dependent clause. A dependent clause is not a complete idea by itself. The dependent clause begins with a subordinating conjunction, such as because, since, after, although, if, or when.

independent clause I looked at the gap year information before I gave it to my brother. subordinating conjunction

If the dependent clause comes before the independent clause, then a comma separates the two clauses.

Although it is less stable, many workers prefer the new career model.

A. Read each sentence. Is the sentence simple, compound, or complex? Circle the correct answer. Then compare answers with a partner.

- This model is similar to the business cultures in other countries.
 (simple / compound / complex)
- The right training is important, but what other steps do you need to take to reach your career goal?
 (simple / compound / complex)
- 3. Because he moved in and out of companies as positions opened, he could move faster toward his career goal.(simple / compound / complex)
- Many countries in Asia follow this business model. (simple / compound / complex)
- 5. After she worked for a year, she was ready to return to school. (simple / compound / complex)

B. Rewrite the conversation below. Combine the simple sentences using the words in parentheses. Then practice the conversation.

Sam was walking down the street. He saw his friend Inez. (when)

Sam was walking down the street when he saw his friend lnez.

Inez: Hey, Sam! How did your job interview go?

Sam: Hi! It went really well. I might get the job! (and)

Inez: That's great! When will you know for sure?

Sam: They'll make the decision this afternoon. They'll call me. (after)

Inez: Good luck! By the way, did you hear about Adam?

Sam: No. I sent him an email last week. He hasn't answered it. (but)

Inez: Well, he's taking a year off. He's going to Antarctica to study penguins. (because)

Sam: Wow! That sounds amazing.

Inez: Yeah. It seems like an incredible opportunity. I can't imagine living in Antarctica. (although)

Sam: What about you? How are you going to spend the summer?

Inez: I applied to two programs. I might volunteer for a group that builds houses for people. I might work in a program for street kids. (or)

Sam: Those both sound like important projects! They'll look good on your college application. (and)

Inez: Yeah. I need to do something significant. I want to get into a good school! (if)

Sam: Well, I should get home. I can wait for the call about the job. (so)

Inez: See you later!



- **C.** Go online for more practice with simple, compound, and complex sentences.
- **D.** Go online for the grammar expansion.

Pronunciation Highlighted words

Speakers typically use a higher pitch and longer vowel sounds to emphasize or highlight content words.

For example, a speaker might stress the words in the following sentence normally.

Colleges say a gap year doesn't have to be costly.

Sometimes a speaker will shift the stress from this regular stress pattern to emphasize an idea. **Highlighted words** often present a contrast or a correction. A speaker who wants to emphasize that taking a gap year can be inexpensive might place a heavier stress on *have*.

Colleges say a gap year doesn't have to be costly.

Or, if the speaker wants to communicate that this idea is supported by colleges but not by students, a heavier stress might be shifted to *Colleges*.

- Colleges say that a gap year doesn't have to be costly.
- A. Listen to each sentence. Underline the highlighted words you hear. Then practice saying the sentences with a partner.
 - 1. I would love to take a gap year to work in India.
 - 2. If I had to pick just one place to go, it would be Turkey.
 - 3. When Carlos was there, they didn't have the volunteer program.

- 4. Chris and Ilona are going too? Hassan told me they're not going.
- 5. You'll learn a lot while you're there, and you'll have so much fun!

B. Listen to each sentence. What is the speaker's meaning? Circle the correct answer.



- 1. I would like to get a job in Africa taking care of wild animals.
 - a. I am interested in Africa.
 - b. I hope I can get the job.
 - c. My main interest is wild animals.
- 2. I change jobs often. My father's career path was more traditional.
 - a. My career path is different from my father's career path.
 - b. I like to change jobs to help my career.
 - c. I prefer traditional career paths.
- 3. I think I can build skills for this career if I take a year off to study.
 - a. I'm not sure I can build my skills.
 - b. I can only build skills by taking time off.
 - c. If I take a year off, I have to study the whole time.
- 4. The best reason to take a gap year is the chance to learn about yourself.
 - a. This reason is very important.
 - b. Learning is very important.
 - c. You are very important.
- 5. No one ever told me that the group would leave before school is over.
 - a. I thought the group was staying at the school.
 - b. I thought the group would leave after school is over.
 - c. They told other people, but they forgot to tell me.

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volunteering at a summer camp

C. Work with a partner. Practice the conversation. Stress the bold words.

- A: Have you heard about Lee's latest plan?
- B: No. What does he want to do now?
- A: He says he **finally** decided to volunteer at a summer camp.
- **B:** He wants to **volunteer**? I thought he wanted a paying job.
- A: Well, it seems he changed his mind again.
- B: Hmm. He would be good at it. He's a natural leader.

- A: He's good at **lots** of things, so I'm sure he'll think of more ideas.
- B: Yeah. He probably won't figure out where to go until right before he leaves!



D. Go online for more practice with highlighted words.

Speaking Skill Changing the topic

In the middle of a conversation you may want to **change the topic** a little. However, you don't want to sound like you are uninterested in what someone else is saying. To let someone know you want to add something related to the topic, you can use *transition phrases*. Here are some examples:

```
By the way . . .

Speaking of (previous topic) . . .

That reminds me . . .
```

For example, if your friend is talking about a book he finished reading yesterday, you can say, "Oh, speaking of books, did you hear about that new adventure novel?"

Sometimes you remember something in the middle of a conversation that is not at all related to the current topic. It is important to let others know you are about to switch to an unrelated topic. Here are some expressions you can use:

```
Hold that thought.
Oh, before I forget . . .
Oh, I wanted to tell / ask you . . .
```

For example, you and two friends are talking about an exhibition. You suddenly remember you wanted to ask them about an important class project. You wait for a short pause in the conversation and then say, "Oh, before I forget, I wanted to ask you if you want to go over the project notes today."

To return to the previous topic, you can then use phrases like these:

```
But you were saying . . .
Back to (the topic) . . .
Anyway . . .
```

 A. Complete the conversation with the words you hear. Then practice the conversation with a partner.

A:	: I've had a very long day. I just came from my job.			
B:	, I need to get your résumé. My company is			
	hiring, and you would be perfect for the position.			

A:	Really? That's great! You make your job sound fun.		
B:	It is, most of the time. We all get along well at work.		
A:	Oh, if you have time to help me with		
	my homework.		
B:	Sure I can. We'll do it after class.		
A:	, I'd love to give you my résumé. I've been		
	looking for a new job.		
B:	I know, my boss says she's interviewing		
	people next week. Are you free in the morning?		
A:	I'll make sure I'm available if she calls me.		
B:	I have to get to my next class. We'll talk		
	about this later.		
A:	See you.		
В.	Work in a group. Discuss the questions. Practice changing and returning to topics.		
1.	What does it mean to be successful? How do you define it for yourself?		
2.	What are the characteristics of a dream job? What steps should someone take—traditional and non-traditional—to get their dream job?		
3.	What type of person is most likely to achieve his or her dream job?		



C. Go online for more practice changing the topic.

Reach a group decision



In this assignment, you are going to have a discussion in order to reach a group decision. As you prepare for your discussion, think about the Unit Question, "Is one road to success better than another?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your discussion. Refer to the Self-Assessment checklist on page 150.

CONSIDER THE IDEAS

Complete the activities.

1. Read the following advertisement for a job opening.

GapStaff needs you!

GapStaff is looking for a consultant to join our exciting and energetic team. Consultants are responsible for working with clients to organize their gap year opportunities. Candidates for the job should be well organized, interested in working with students, and passionate about traveling, learning, and volunteering.

The minimum requirements for the position are an undergraduate degree and five years of related work experience. Travel experience and the ability to speak another language are a plus.

Call 1-888-555-5210

② 2. Read the information about four people who applied for the GapStaff consultant job. Then listen to their personal statements. Take notes in the chart.

Personal information	Notes
Susan Jones (age 59)	
Education:	
A.A. in Journalism from Central Texas College	
B.A. in English from the University of Chicago	
Work Experience:	
English teacher in Poland (3 years)	
English teacher in Morocco (2 years)	
English teacher in Peru (6 years)	

Personal information	Notes
Doug Orman (age 43)	
Education:	
B.A. in History from the University of Maryland	
M.A. in History from the University of Maryland	
Work Experience:	
Teaching Assistant at the University of Maryland (3 years)	
Lecturer at the University of Maryland (16 years)	
Narayan Tej (age 24)	
Education:	
B.A. Tourism from Columbia Southern University	
Work Experience:	
Part-time work at the tourism desk of the Hilton Hotel	
Teresa Lopez (age 35)	
Education:	
B.S. in Business Administration from National	
American University	
Work Experience:	
Guide at local museum (3 years)	
Receptionist for travel agent (2 years)	
Receptionist for gym (5 years)	
Salesperson at a clothing store (2 years)	

PREPARE AND SPEAK

Α.	GATHER IDEAS Imagine you are part of a GapStaff group choosing the best candidate for the position. Consider the four job applicants. Who do you think is most qualified? Who is least qualified? Rank the applicants from 1 (your first choice) to 4 (your last choice), based on your notes in the chart above.
	_ Susan Jones
	_ Doug Orman
	_ Narayan Tej
	_ Teresa Lopez

Critical Thinking

Tip

Activity B asks you to rank the candidates. When you rank things, you make a judgment about different characteristics. This is an important higherlevel thinking skill. **B.** ORGANIZE IDEAS Why did you rank the candidates in this order? Complete the chart with brief notes.

Candidate name	Reasons for ranking
1.	
2.	
3.	
4.	

C. SPEAK Work in a group. Discuss who should be hired for the position. Share your reasons with the group. Work to reach a group decision on the best person to hire. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

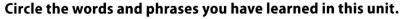
SELF-ASSESSMENT SELF-ASSESSMENT				
Yes	Yes No			
		was able to speak easily about the topic.		
		ly partner, group, and class understood me.		
		listened for contrasting ideas.		
		used vocabulary from the unit.		
		I changed the topic in the discussion.		
		I highlighted words to emphasize ideas as I spoke.		

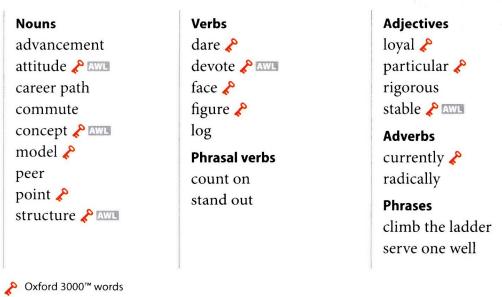


- **B. REFLECT** Go to the Online Discussion Board to discuss these questions.
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—Is one road to success better than another? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Awu Academic Word List





Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.





Anthropology

LISTENING

NOTE TAKING VOCABULARY

GRAMMAR

PRONUNCIATION SPEAKING

listening for signal words and phrases

taking notes on details

collocations with prepositions

indirect speech

linked words with vowels

using questions to maintain listener interest

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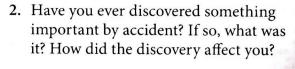


UNIT QUESTION

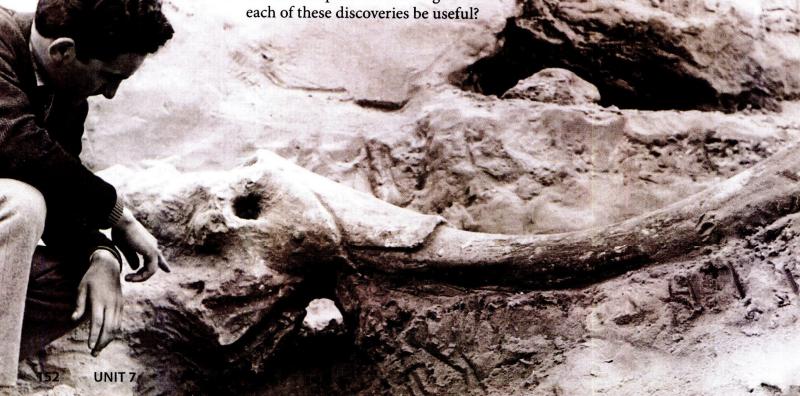
How can accidental discoveries affect our lives?

A Discuss these questions with your classmates.

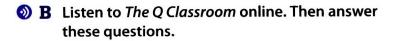
1. The journalist Franklin Adams once wrote, "I find that a great part of the information I have was acquired by looking up something and finding something else on the way." What do you think he meant?



3. Look at the photos. How might each of these discoveries be useful?



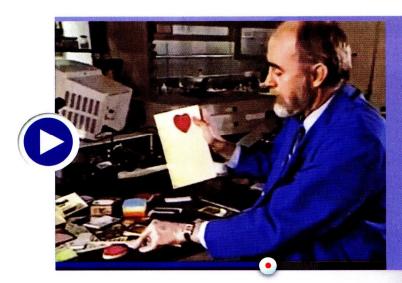
Listen to two reports and gather information and ideas to tell a personal story about an accidental discovery you made and how it affected you.



- 1. Marcus says that it is important to keep learning and having new experiences. Do you agree with him? What does his advice have to do with making accidental discoveries?
- 2. Each student talks about accidental discoveries in a very positive way. Do you think there are some situations where accidental discoveries aren't so positive? If so, in what situations?



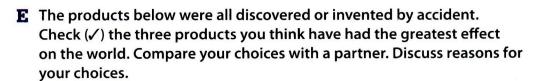
C Go online to watch the video about a useful product that was invented by accident. Then check your comprehension.



frivolous (adj.) silly, unnecessary
leverage (n.) the ability to influence
what people do
steer clear (phr.) avoid a person who
may cause problems
tack (n.) stickiness



D Go to the Online Discussion Board to discuss the Unit Question with your classmates.







potato chips



dynamite



penicillin



microwave oven



plastic



F If you discover something by accident, how do you know if the discovery is important? Discuss with a partner.



LISTENING

LISTENING 1

The Power of Serendipity



You are going to listen to a report about how accidents and events led to some important scientific developments. As you listen to the report, gather information and ideas about how accidental discoveries affect our lives.

PREVIEW THE LISTENING



a scientific experiment

- A. PREVIEW Scientists work hard to keep control of their work and make sure mistakes do not happen. How often do you think accidents play a role in scientific discoveries? Discuss with a partner.
- **B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

adhesive (n.)	inconceivable (adj.)	synthetic (adj.)
exploit (v.)	interact (v.)	unreliable (adj.)
flammable (adj.)	mandatory (adj.)	vastly (adv.)
inadvertent (adj.)	obvious (adj.) 🥕	



Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Take notes about the main ideas and important details you hear. Use the right side of the chart below and on page 156.

Questions Notes on main ideas and important details

- **B.** Review your notes from Activity A and write questions in the section on the left. These can be questions you think might be asked by your teacher, questions answered in the listening, or other questions you would like to find answers to. Then compare your notes and questions with a partner.
- Use your notes to match each scientific breakthrough with the accident or event that led to it. Then listen again to check your answers.

	Accident or Event		Scientific Breakthrough	
	1.	Alfred Nobel worked with a flammable medicine.	a.	The effects of coffee bean were discovered.
	2.	A sticky substance was mixed with sulfur and dropped on a hot stove.	b.	Rubber became a useful product.
	3.	An Ethiopian goat herder watched his goats eating.	c.	Cheese was made for the first time.
	4.	Nomads traveled on camels carrying milk in stomach bags.	d.	Dynamite was discovered.
	5.		e.	Silly Putty* was invented.
		of adhesive, but it was very weak.	f.	Post-It Notes® were
	6.	Scientists tried to create synthetic rubber but failed.		invented.
	D. Read the statements. Write <i>T</i> (true) or <i>F</i> (false). Then correct the false sentences.			
1. Serendipity is looking for one thing and finding something more valuable by accident.			ding something more	
	2.	Food serendipity has little to do with an	ima	ıls.
	3.	Most products we purchase today aren't	the	result of serendipity.
	4.	Serendipity is a source of innovation.		
	5.	Serendipity is a luxury that is nice but no	ot n	ecessary.

E. Check (✓) the items you think were discovered or invented by accident. Compare your choices with a partner. Then conduct some research to find out if your choices are correct.



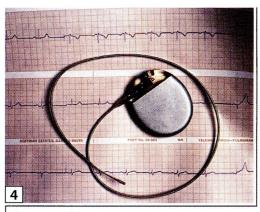
chocolate chip cookies



rechargeable batteries



tea



the pacemaker



Velcro®



GPS (Global Positioning System)

- F. VOCABULARY Here are some words from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.
 - 1. Please keep **flammable** objects away from the stove. It isn't safe while we're cooking.
 - a. easily breaks
 - b. easily burns
- 2. My car is **unreliable**. I often have to take the bus to work because my car won't start.
 - a. cannot be depended on
 - b. cannot be understood
- 3. Miteb made an **inadvertent** discovery as he drove to the airport. He took the wrong exit, turned left, and was at the airport. Now he's happy he knows a faster route.
 - a. not done on purpose
 - b. not important to remember
- **4.** Solar energy is a great source of power but not enough people use it. We must learn to **exploit** it more fully.
 - a. to use something for benefit
 - b. to save something
- 5. There is an **obvious** connection between getting overtired and getting sick.
 - a. hard to understand
 - b. easy to see
- **6.** We need a strong **adhesive** to hang the poster on the wall. Otherwise, the poster will just fall off.
 - a. glue
 - b. surface
- 7. Not long ago, there was no wireless communication. But now, living without it is **inconceivable** for many people.
 - a. hard to find
 - b. hard to imagine
- 8. Nawaf and I have **vastly** different taste in clothes.
 - a. hardly
 - b. very greatly

- 9. Many people like to use websites to **interact** with people with similar interests.
 - a. find people's contact information
 - b. communicate with other people
- 10. Attendance at our monthly meetings is mandatory. Everyone must attend.
 - a. exciting
 - b. required
- 11. According to my auto mechanic, **synthetic** oil is better for my car than regular oil. He says man-made oil lasts longer.
 - a. not natural
 - b. not expensive



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss these questions in a group.

- 1. Several of the products mentioned in the report were invented by scientists who were working hard to invent something else. What do you think this tells us about serendipity?
- 2. Some of the research and experiments mentioned in the report are paid for by businesses. Do you think this is a wise investment for the businesses? Why or why not?
- 3. One speaker in the report says serendipity is mandatory. Do you agree with this? Give reasons to support your answer.

Listening Skill

Listening for signal words and phrases

When you are listening to a speaker and hear a word you don't recognize, continue listening for a definition. Sometimes, speakers will give the meaning of a word they just used. Good speakers use **signal words and phrases** to clarify what they mean. Here are some examples.

```
This refers to . . .
This means . . .
A(n) _____ is . . .
What I mean by _____ is . . .
What is _____? It's . . .
```

Sometimes speakers say the same idea in a different way to make the meaning clear. Here are some ways that speakers signal they are about to provide an explanation.

What I mean is ... In other words . . . Here's what this means . . . In simpler terms, this means . . .

Listening for signals like these will help you to understand important words and concepts that speakers introduce.

A. Read and listen to the lecture. Fill in the blanks with the signal words and phrases you hear.

Professor: Many people use a microwave oven every day. How many of you know that the microwave oven was the result of an accident?



During World War II, scientists invented the magnetron, _____ a kind of electronic tube that produces microwaves. We're all familiar with microwave ovens, but _____ a microwave? Well, it's a very short

Anyway, in 1946, an engineer named Dr. Percy Spencer was standing close to a magnetron he was testing. He suddenly noticed something unusual. He felt something warm in his shirt pocket. He reached in and discovered that the candy bar in his pocket was a hot, chocolaty mess. _____, the candy bar had melted. Dr. Spencer was so excited because he realized that microwaves could raise the internal temperature of food. _____ _____, microwaves were able to cook food from the inside out! And do it very quickly.

Dr. Spencer saw the possibilities here. His next step was to build a metal box into which he fed microwave power that couldn't escape. He put various

electromagnetic wave.

foods inside the metal box and tested cooking them. In time, he invented something that would revolutionize cooking—the ubiquitous microwave oven. By that _________ that we see microwave ovens just about everywhere.

- **B.** Read the sentences. Complete each sentence with a signal word or phrase from the Listening Skill box. Then practice reading the sentences with a partner.
- 1. It was all by accident. _____ the invention was the result of serendipity.
- 2. There were endless possibilities. ______ the new discovery could be used for many different things.

3. Then a light bulb went off. _____ I realized what I

- had to do to make it work correctly.

 4. It was a stupendous success. _______ it worked
- better than anyone had hoped.
- 5. Soon it will be commonplace. ______ everyone will own one and love it!



C. Go online for more practice with listening for signal words and phrases.

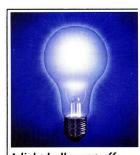
Note-taking Skill Taking notes on details

When you take notes on a report or a story, write down details that are important to the account. Try to list specific names and dates, along with major events and their effects. Do not try to write complete sentences. Instead, just write down key words and phrases to help you remember the details. When you review your notes, the list of details will provide you with a kind of timeline and will help you recall the major people, events, and facts.

A. Listen and read the account of a major archaeological discovery. Take notes on the important details that make up the story.

A Walk to Remember

The year was 1940, and Marcel Ravidat was a French 18-year-old. One day he did what he often liked to do. He went for a walk in the woods near his home. He was with two friends and his dog, Robot. They had strolled along those same trails many times, but this day would be different. Marcel would stumble upon something amazing.



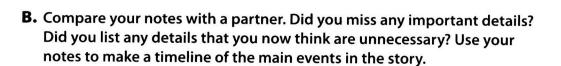
A light bulb went off.

Actually, you could say that Robot literally stumbled upon it. Some say that as the group was walking through the woods, the little dog ran off. Marcel and his friends ran after it, trying to keep up. When they finally caught up to Robot, they found him digging down into a hole that had been left by a collapsed tree. And for some reason Marcel began to help Robot dig. He didn't realize that he was about to make a huge archaeological discovery.

The hole he was digging turned out to lead to a system of caves. Marcel climbed down into the cave through the widened hole, and there he found a series of prehistoric wall paintings. There were many of them, and they depicted animals—bulls, horses, and deer-in bright colors.

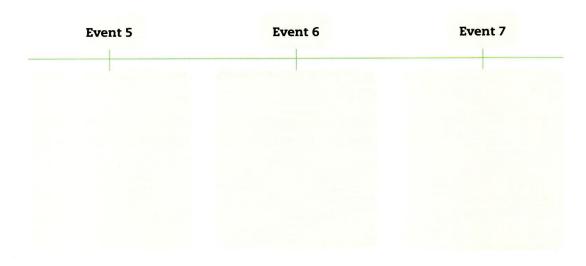
The discovery became a major news event. Researchers were amazed by it, and tourists flocked to the site from around the world. In fact, so many people visited the cave that in 1963 it had to be closed off again to protect the paintings.

Marcel's discovery was as historic as it was unexpected. When he headed out into those familiar woods that morning, he had no idea that he would find a passageway to another time, to another world.



Event 1 Event 2 Event 3 **Event 4**







C. Go online for more practice taking notes on details.

LISTENING 2 | Against All Odds, Twin Girls Reunited



You are going to listen to a report about how twins were reunited unexpectedly. As you listen to the report, gather information and ideas about how accidental discoveries can affect our lives.

PREVIEW THE LISTENING



- **A. PREVIEW** If two siblings were separated as babies and then met many years later, do you think they would still feel an emotional connection? Check (yes or no. Discuss your answer with a partner.
 - ☐ yes
- **B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

ache (v.)	biological (adj.)	in all probability (phr.)
adopt (v.) 🥕	deprived (adj.)	odds (n.)
alert (adj.)	face to face (phr.)	reunion (n.)

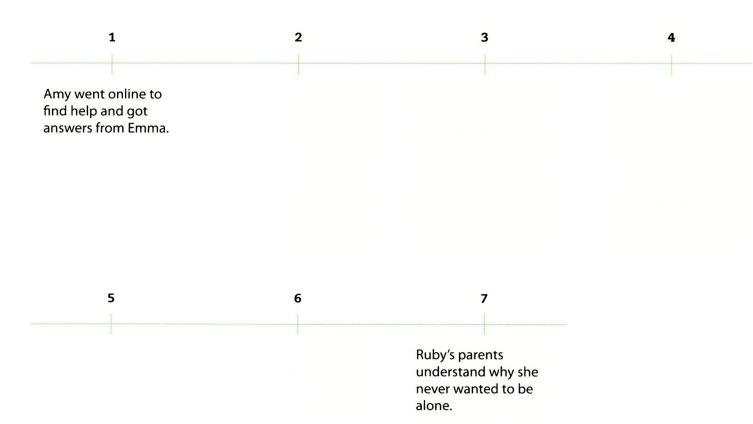
Oxford 3000™ words

iQ

C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES List the important details you hear in the report. Do not try to write complete sentences. Instead, write down only the important words.
 - **B.** Use your notes to complete the timeline. Choose the events you think are most important. Then compare your answers with a partner.



- C. Listen again. Then answer the questions.
 - 1. How did Emma Smith and Amy White first get to know each other?
 - 2. Why was Kate's mother, Amy, shocked when she saw the photograph of Ruby?

3.	time at a reunion?
4.	Why did the parents decide to have a DNA test performed?
5.	What did the DNA test results show?
6.	How did Ruby react to the test results?

D. Read the questions. Circle the correct answers.

- 1. Where were Ruby and Kate born?
 - a. They were born in Florida.
 - b. They were born in China.
- 2. How did Ruby behave when she first went to live with her adoptive parents?
 - a. She cried a lot.
 - b. She slept a lot.
- 3. At first, what did Emma Smith believe was the cause of Ruby's behavior?
 - a. She believed Ruby was ill.
 - b. She believed Ruby was scared.
- 4. How did Kate behave when she went to live with her new parents?
 - a. She ate a lot.
 - b. She cried a lot.
- 5. What advice did Emma Smith give Amy about dealing with Kate's eating problem?
 - a. She suggested that they share a plate in the middle of the table.
 - b. She suggested that they let Kate eat as much as she wanted.
- 6. Why did Emma and Amy exchange photographs of their daughters?
 - a. They noticed that their daughters shared the same date of birth.
 - b. They noticed that their daughters were from the same orphanage.

- 7. What reason do Ruby and Kate give for why they would like to live next door to each other?
 - a. They want to go to the same school.
 - b. They want to play together.
- 8. According to Emma Smith, why did Ruby never want to be alone?
 - a. She was scared of her new parents.
 - b. She had never been alone, even before she was born.

E. VOCABULARY Here are some words from Listening 2. Complete each sentence with the correct word.

ache (v.)	biological (adj.)	in all probability (phr.)
adopt (v.)	deprived (adj.)	odds (n.)
alert (adj.)	face to face (phr.)	reunion (n.)

- 1. Amy and Ed have one son. Next year they want to _____ another baby boy. Then they will have two sons.
- 2. I'm looking forward to our class ______. I haven't seen my classmates in so many years!
- 3. Derek is usually late to class. ______, he'll be late today as well.
- 4. My brother may be adopted, but I feel like he's my ______ brother.
- 5. Ever since Lisa was a baby, she has been very _____ She seems to notice everything that happens around her.
- 6. Eric was in a serious car accident, but the _____ that he will recover completely are very good.

Vocabulary

Skill Review

a verb. Find two other vocabulary

words from Activity E that stay the

same in different parts of speech.

In Unit 4, you learned that in some cases, different parts of speech of a word have the same form. For example, ache is spelled the same when it is used as a noun and as

7.	I think I'm getting old. Every morning my knees	,
	and my back hurts, too.	

- 8. Although we have texted and emailed each other many times, Janet and I have never met ______. I hope I get to meet her someday.
- 9. Lucas was born in a very poor city and was ______ of many things. He rarely had a home to sleep in.



- **F.** Go online for more practice with the vocabulary.
- **G.** Go online to listen to An Unlikely Discovery and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. Do you think it is a good idea to encourage the relationship between the two sisters? If so, do you think these families are doing enough to help the sisters?
- 2. According to the mothers, the girls seemed to "remember" each other and have a natural bond. How would you explain the girls' immediate relationship?
- **B.** Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.
- 1. In the unit video and Listening 1 you heard about some scientific discoveries that resulted from accidents. In Listening 2 you heard about a personal discovery that was made when two strangers made contact online. Do you think all these discoveries were really accidental? What other factors may have helped lead to these discoveries?
- 2. Can you think of any ways in which accidental discoveries may have a negative effect on our lives? Discuss any examples you can think of. Consider both scientific discoveries and personal discoveries.

Vocabulary Skill Collocations with prepositions

Collocations are combinations of words that are used together frequently. For example, some adjectives and verbs are commonly used with particular prepositions. Part of learning to use these adjectives and verbs correctly involves knowing which prepositions are often used with them.

Here are a few **adjective** + **preposition** collocations. embarrassed about happy about ready for fond of proud of upset about Here are a few **verb** + **preposition** collocations. complain about believe in decide on arrive at trip over approve of Some collocations are separable. A direct object can come between the verb and the preposition. bring the twins together combine the rubber with sulfur Paying attention to collocations will help you develop your fluency because you will know which words to use together. **A.** Listen to these sentences. Circle the prepositions that you hear. 1. She was looking around, and she was very aware _____ what was going on. a. for b. over c. of 2. Since it's important _____ Kate, I think it's important to all of us. a. at b. for c. to 3. Because we hardly ever fight, and we agree ______ a lot of things. a. about b. on c. in

ip for Success

Look up verbs and adjectives

in a collocations

dictionary to find out which prepositions

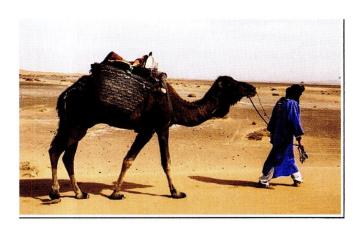
they are commonly

used with.

4.	. My daughter has not asked me a single question about her birth family or				
	searching	them since she's got Kate in her life.			
	a. with				
	b. about				
	c. for				
B.	B. Read the sentences. Complete each sentence with a collocation from the box.				

afraid of	stumbling over
filled with	mixed with

1.	The idea is to have them interact in open play-like environments, to
	encourage them not to be failure, and to
	build together.
2.	Serendipity refers to looking for one thing and
	something else.
3.	Rubber was an unreliable, smelly mess until Charles Goodyear
	it sulfur.
4.	Nomads bags milk and hung
	them from their saddles as they rode live camels.





 ${f C.}$ Go online for more practice using collocations with prepositions.



SPEAKING



At the end of this unit, you are going to tell a personal story about an accidental discovery you made and how it affected you. As you tell the story, you will need to use questions to maintain listener interest.

Grammar Indirect speech

Direct speech reports what someone said using the speaker's exact words. The teacher said, "You will have a test on Friday." **Indirect speech** also reports what someone said, but without using the speaker's exact words. The teacher said we would have a test on Friday. When using indirect speech to report what a speaker said in the past, the verb the speaker used must be changed to a past form. Direct speech: Moss said, "The whole idea is to bring together people with vastly different backgrounds." **Indirect speech:** Moss said the whole idea was to bring together people with vastly different backgrounds. When using indirect speech to report a yes/no question, use if or whether. Direct speech: Kate asked her mother, "Is Ruby from China?" **Indirect speech:** Kate asked her mother if Ruby was from China. When using indirect speech to report a wh- question, use the same wh- word as the speaker. Direct speech: He asked the professor, "When was the microwave oven developed?" Indirect speech: He asked the professor when the microwave oven was developed. When using indirect speech to report someone's belief, it is not necessary to shift the verb to a past form. Direct speech: Kate said, "It's fun being with Ruby." Indirect speech: Kate said that it's fun being with Ruby.



Α.	Listen to eacl answers.	n sentence. Is it dire	ect or indirect speech	? Circle the correct	
1.	a. direct	b. indirect	5. a. direct	b. indirect	
2.	a. direct	b. indirect	6. a. direct	b. indirect	
3.	a. direct	b. indirect	7. a. direct	b. indirect	
4.	a. direct	b. indirect	8. a. direct	b. indirect	
В.	speech to ind		each sentence, chang work with a partner		
1.	Mary Tanner said, "The list of serendipity stories is as long as the history of discovery." ———————————————————————————————————				
2.	2. The professor said, "Many people use a microwave oven every day."				
3.	The professor said, "He invented something that would revolutionize cooking."				
4.	. The professor said, "We see microwave ovens just about everywhere."				
5.	Amy said, "I was shocked."				
6.	Ruby said, "The hole in my heart is getting smaller."				
7.	Ruby said, "I am Kate," and Kate said, "I am Ruby."				
8.	In her message, Emma said, "I don't know if my baby knows Amy's baby."			nows Amy's baby."	



- C. Go online for more practice with indirect speech.
- D. Go online for the grammar expansion.

Pronunciation

Linked words with vowels

Speakers often link words together so that the last sound in one word connects to the first sound in the next word. Sometimes it's difficult to tell where one word ends and another word begins.

When words ending with the vowel sounds -ee, -ey, -ah, and -oh are followed by a word beginning with a vowel, the vowels in the two words link together with the /y/ sound. Because the words are pronounced with no pause in between them, it may sound like the second word begins with /y/.

Listen to these sentences and notice how the bold words link with a /y/ sound.

She always wants to say it.

Tell me why jt's important to be early.

When words ending with the vowel sounds -oo, -oh, and -ah are followed by a word beginning with a vowel, the vowels link together with the /w/ sound. Because the words are pronounced with no pause in between them, it may sound like the second word begins with /w/.

1 Listen to these sentences and notice how the bold words link with a /w/ sound.

Can she go out with us?

Please show us your new invention.

Linking words is an important part of fluent pronunciation. Practicing this skill will help to make your speech sound more natural.

A. Listen to these pairs of words. Then repeat the words.

- 1. early age
- 4. fly out

7. go over

- 2. very alert
- 5. you opened
- 8. how interesting

- 3. stay awake
- 6. know about
- **B.** Listen to these sentences. Draw a line to show where the vowels link together. Write y or w between the words to show the linking sound. Then practice saying the sentences with a partner.
 - 1. Kate also seemed very deprived, because they noticed sheyate as if she'd never eat again.
 - 2. After the fact, serendipity always seems so obvious.

- 3. Because we hardly ever fight, we agree on a lot of things.
- 4. Try and spot the next big thing.
- 5. So after you opened the file, can you recall how it felt?



C. Go online for more practice using linked words with vowels.

Speaking Skill

Using questions to maintain listener interest

When giving a presentation or telling a story, you can keep listeners interested by asking them questions. At the beginning of a presentation, a question can spark interest in your topic. During a presentation, a question can help maintain interest. At the end of your presentation, a question encourages your listeners to keep thinking about your topic after you are done speaking.

There are two main types of questions that speakers ask an audience.

Rhetorical questions are questions that do not require an answer from the audience. Use them to get your listeners to think about what you are about to say.

What was the most important invention of the twentieth century? We all might not agree, but today I'd like to talk to you about one very important invention . . .

Interactive questions are questions for which you expect an answer. Use them to interact with your listeners and encourage them to respond to what you are saying.

Presenter: Does anyone know who discovered the law of gravity?

Audience member: I think it was Isaac Newton.

Presenter: That's right. And the story behind that discovery is an

interesting one ...

Using questions when you present is an effective way to keep the audience paying attention and to help them remember your most important points.

A. Listen to the excerpts from lectures. Which questions are rhetorical and which are interactive? Circle the correct answers.

1. rhetorical interactive

2. rhetorical interactive

3. rhetorical interactive

4. rhetorical interactive

B. Listen to this short story about another accidental invention. Then answer the questions.

The Popsicle™

The PopsicleTM is a popular summertime treat in the United States. Kids have been enjoying them for decades. But most people don't know that the PopsicleTM was invented by an 11-year-old.

In 1905, Frank Epperson filled a cup with water and fruit-flavored "soda powder," a mix that was used to make a popular drink. Frank left his drink outside on his porch with a stir stick in it. He forgot all about it and went to bed. That night, the temperature dropped to below freezing in San Francisco, where Frank lived. When he woke up the next morning, he discovered that his fruit drink had frozen to the stir stick. He pulled the frozen mixture out of the cup by the stick, creating a fruit-flavored ice treat.



In 1923, Frank Epperson began making and selling his ice treats in different flavors. By 1928, Frank had sold over 60 million PopsiclesTM, and his business had made him very wealthy. Nowadays, over three million PopsiclesTM are sold each year.

Popsicles[™] aren't the only invention made by accident. But they might be the tastiest.

Tip for Success

When asking interactive questions, make sure to give your listeners enough time to answer.

- 1. Which of these would be the most appropriate rhetorical question to start a presentation about this story?
 - a. What is one of the tastiest treats ever invented?
 - b. What year did Frank Epperson sell his first PopsicleTM?
 - c. What is the number of PopsiclesTM sold every year?
- 2. Which of these would be the most appropriate interactive question to ask about how Frank Epperson discovered his frozen treat?
 - a. What was Frank's favorite flavor of soda water?
 - b. What city did Frank live in?
 - c. What do you think Frank found the next morning when he went outside?
- 3. Which of these would be the most appropriate question to ask at the conclusion of your presentation?
 - a. Why did Frank choose the name PopsicleTM?
 - b. Doesn't a PopsicleTM sound tasty right now?
 - c. Which is the most popular flavor?
- C. In a group, practice telling the story in Activity B in your own words. Use questions to keep your listeners' interest.



D. Go online for more practice with using questions to maintain listener interest.



In this assignment, you are going to tell a personal story about an accidental discovery you made and how it affected you. As you prepare your story, think about the Unit Question, "How can accidental discoveries affect our lives?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your story. Refer to the Self-Assessment checklist on page 176.

CONSIDER THE IDEAS

Look at the list of ideas about discovery. Choose the four ideas you think are the most important factors in making any kind of discovery. Then discuss your answers and reasons with a partner.

desire to succeed	making difficult choices	tools and resources
fortunate accidents	previous experience	trying new things
intelligence	self-confidence	
supportive people	time	
Language and the second		

PREPARE AND SPEAK

A.	GATHER IDEAS	Think about your discussion in the Consider the Ideas	
	activity. Write down some brief notes on what you discussed. Incl		
	reasons that su	ipport your ideas.	

reasons that support your ideas.		
Important Ideas about Accidental Discoveries		

Critical Thinking



In Activity B, you have to combine your ideas from Activity A with the specifics of your experience. Putting ideas together in a new way shows you understand material and can think creatively.

- B. ORGANIZE IDEAS Think of a personal discovery in your life. For example, think about a time when you discovered you had a talent for a sport or a subject in school. If you can't think of a personal discovery, borrow one from someone else's life experience.
- 1. How do the ideas in your notes from Activity A apply to this discovery?

2. Make notes about the major events involved in the discovery. List them in the order they happened. Say how this discovery affected you.

Personal discovery:		
Event	Detail	
Effect:		

C. SPEAK Use your notes to present your story. Remember to explain the steps in how the discovery occurred and how it affected you. As you tell your story, use one or more questions to maintain the interest of your listeners. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT				
Yes	No			
		I was able to speak easily about the topic.		
		My partner, group, and class understood me.		
		I used signal words.		
		I used vocabulary from the unit.		
		I used questions to maintain listeners' interest.		
		I linked words with vowels.		



B. REFLECT Go to the Online Discussion Board to discuss these questions.

- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—How can accidental discoveries affect our lives? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Circle the words and phrases you have learned in this unit.

Nouns adhesive odds	Verbs ache adopt ♣	inconceivable AWI mandatory obvious & AWI
reunion	exploit AWII	synthetic unreliable
	Adjectives alert biological deprived flammable inadvertent	Adverb vastly Phrases face to face in all probability

Oxford 3000™ words
AWI Academic Word List

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.



RIND 8

Social Psychology

- LISTENING >
- NOTE TAKING
- VOCABULARY
- GRAMMAR
- PRONUNCIATION SPEAKING
- listening for causes and effects
- taking notes on causes and effects
- idioms
- uses of real conditionals
- thought groups
- adding to another speaker's comments



UNIT QUESTION

Is athletic competition good for children?

A Discuss these questions with your classmates.

- 1. Did you play sports or games as a child? If so, what were they? Did you enjoy them? Why or why not?
- 2. If a child hopes to be a professional athlete, what are the most important things that the child and his or her parents must do to achieve that goal?
- 3. Look at the photo. What are the positive and negative effects of competition? Is this type of competition good for children?

B Listen to *The Q Classroom* online. Then answer these questions.

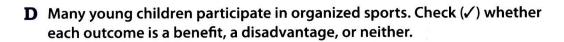
- 1. Marcus says that exercise "gets kids off the sofa and away from their computers and TVs." Do you think this is important? Why or why not?
- 2. Sophy notes that athletic competition teaches children "self-discipline." What does she mean? What is self-discipline, and how does athletic competition teach this skill?



C Go to the Online Discussion Board to discuss the Unit Question with your classmates.







How Do Organized Sports Affect Children?	Benefit	Disadvantage	Neither
getting exercise			
the risk of injury			
needing to practice			
making new friends			
time away from schoolwork			
building confidence			
	Part of the Control o		

E	Put a check (✓) next to the sport you think is best for young children
	to participate in. Then work with a partner to compare answers. Give
	reasons for your answer.

☐ gymnastics	
□ soccer	
□ basketball	
☐ martial arts	
☐ swimming	
another sport	



LISTENING

LISTENING 1 Training Chinese Athletes

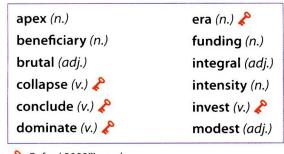


You are going to listen to an interview about young athletes in China. It explains how children are selected and trained to be future gymnastics champions. As you listen to the interview, gather information and ideas about whether or not athletic competition is good for children.

PREVIEW THE LISTENING



- **A.** PREVIEW What do you think are important qualities for a champion athlete? Check (✓) the qualities that you agree with. Then discuss your answers with a partner.
 - ☐ physical strength
 - ☐ intelligence
 - ☐ commitment
 - □ youth
 - □ speed
- **B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.







C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the interview and use the chart to take notes on the different benefits of the athletic training systems in the United States and in China.

Benefits of training system in the United States	Benefits of training system in China

- **B.** Work with a partner. Use your notes to discuss which training system you think is best for the child athletes. Also discuss which system you think is best for the success of the national teams.
- **C.** Check () the events that Jacinta Muñoz experienced according to the interview. Then number the events in the order they happened. Compare your answers with a partner.

	trained as a gymnast
□	became a gymnastics coach
	made the United States Olympic Team
□	won an Olympic medal
🗆	retired from gymnastic competition
□	spent several months in China
🗆	injured her knee
🗆	competed in the Olympics

0	D.	Listen to the interview again. Circle the answer that best completes each statement.
	1.	Jacinta Muñoz wanted to learn more about the Chinese system for training athletes because of a. the age of the athletes b. their recent rise in dominance c. the time she spent in China
	2.	According to the report, funding to support the sports system in China comes from a. the athletes b. the parents c. the government
	3.	Jacinta Muñoz thinks Chinese children are different from American children mainly because Chinese children a. are taught to share, not to stand out b. want to train harder for sports c. train to go to the Olympics
	4.	Young Chinese athletes are beneficiaries of the Chinese training system because they a. receive housing, food, and training b. make many sacrifices c. learn to share
	5.	China is also a beneficiary of this training system because a. there are Chinese athletes in many sports b. it can provide travel to rural children c. it has begun a new era of Chinese sports
	E.	Read the statements. Write T (true) or F (false). Then correct the false statements.
		 As a young gymnast, Jacinta Muñoz's goal was to become a professional athlete.
		_2. Jacinta Muñoz quit gymnastics because of the brutal training.
	_	_3. Young athletes in China don't see their parents often.

4.	Young athletes in the United States usually get funding from their parents or businesses.
5.	Chinese athletes get free health care and sports training.
6.	Susan Brownell was a gymnastics coach in China and in the United States.
7.	According to the interview, Chinese children are selected based on how good they are in a sport.

Vocabulary Skill Review

Remember to use context to figure out the meaning of a word that is new to you. The sentence in which the word appears and even the text as a whole may contain clues about the word's meaning.

- F. VOCABULARY Here are some words from Listening 1. Read the sentences. Then write each bold word next to the correct definition.
- 1. Our school's basketball team started to **dominate** the game last Friday in the first few minutes. The other team was able to score very few points.
- 2. The writer was very **modest**. She didn't like to talk about how famous she had become.
- **3.** Runners sometimes become exhausted and **collapse** before they reach the finish line.
- **4.** The talented ice skater reached the **apex** of his career at age 18. He never won a competition after that.
- 5. The competition was **brutal**, and some of the athletes had a hard time dealing with the stress and sore muscles.
- **6.** Very good athletes usually have a high level of **intensity** when they compete. They focus all their energy on the sport.
- 7. The team needed more **funding** to pay for new uniforms.
- 8. Although you're a talented athlete, you should also **invest** your energy in getting a good education.
- 9. Eating well is an **integral** part of any fitness program. It's one of my main strategies to stay in shape.

- **10.** After speaking with my advisor, I **concluded** that law school wasn't the right choice for me.
- 11. I've been the **beneficiary** of my father's hard work. For one thing, he paid for me to go to college.
- 12. My grandparents grew up in an **era** before the Internet.

a. _____(n.) a defined period of time in history

thing
•

- c. _____(n.) the highest or best part of something
- d. _____(adj.) extremely difficult and painful
- e. _____(v.) to fall down suddenly
- f. _____(v.) to have more power or skill and to control someone or something with it
- g. _____(n.) a quality of great strength or seriousness
- h. _____ (n.) a person or group who gains (usually money) as a result of something
- i. _____ (n.) money given to support an event, program, or organization
- j. _____(v.) to put money, effort, time, etc., into something good or useful
- k. _____(ν .) to reach a belief or opinion as a result of thought or study
- l. _____(adj.) not talking much about one's own abilities or possessions



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

Critical Thinking Tip

This activity asks you to appraise different approaches in the United States and in China. When you make an appraisal or judgment, you evaluate the information from many angles. This demonstrates a deeper understanding of the material.

- 1. In the United States, parents often spend a lot of money to help their children become better athletes. In China, parents send their children away to school and often don't see them for a long time. Why do you think parents make these kinds of sacrifices?
- 2. Jacinta Muñoz talks about Susan Brownell's idea that in the United States parents raise their children to succeed and train them to share, but in China they raise their children to share and train them to succeed. Do you think one approach produces better results than the other? Why or why not?

Listening Skill Listening for causes and effects

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A speaker may talk about what **causes** something to happen or what **happens because of** some other action or event. Speakers usually use **signal words** that connect two events or ideas.

These are some of the signal words that speakers use to show a cause.

because (of) as a result of due to since by

Many athletes are driven by the hope of winning medals at the Olympics.

The athlete won two gold medals as a result of years of hard work.

Due to bad weather, the baseball tournament was canceled.

These are some of the signal words that speakers use to show a result.

because of this / that as a result therefore so the result is

The kids live far from home and practice very hard.

Therefore, they only see their parents every few months.

Some kids start playing some sports too young.

The result is they often get injured before they even reach high school.

Knowing these words and phrases will help you understand how the information is organized and predict what a speaker will say next.

1	A. Listen to the sentence	s. Circle the word or	r phrase you hear in each sentence
	Me Listell to the sellectice	J. CITCIC CITC WOLGO	prinase you near in each series

- 1. a. as a result of
 - b. the result is
- 2. a. therefore
 - b. because of this
- 3. a. because of
 - b. due to
- 4. a. as a result
 - b. the result is
- 5. a. therefore
 - b. because
- 6. a. since
 - b. now that

B. Read each sentence. Is the underlined section the *cause* or the *effect*? Write *C* (cause) or *E* (effect).

Tip	for	Su	CC	ess

When listening to a presentation that mentions causes and effects, mark each cause or effect in your notes. Label them with a C or an E. This will help you make important connections when you review.

- ____1. Our team won the game because of our hard work and practice.
- 2. Due to a knee injury, Stephan will not be at the track meet this weekend.
- _____3. Kwan was late to our last competition, so <u>our coach made him sit out</u> this one, too.
- 4. Sultan is a better kicker than I am. Therefore, he will start in the soccer game tomorrow.
- _____5. I will have to miss my brother's baseball game as a result of my busy class schedule.
- ____6. Since Eduardo couldn't make it today, I will take his place on the team.



C. Go online for more practice with listening for causes and effects.

Note-taking Skill Taking notes on causes and effects

When you are listening to a report, lecture, or any kind of presentation that deals with causes and effects, list the causes and effects separately. One way to do this is by using a T-chart. Write causes on one side of the chart and effects on the other side. This will help you understand how the causes and effects relate to each other, and it will make reviewing your notes easier.

A. Read this section of a lecture on the benefits of exercise for children. Circle any words or phrases that you think signal causes and effects.



Most small children love to run and play. But what they don't know is that by playing, they are actually getting smarter. In fact, when kids engage in sports, the results can be long-lasting improvements to their young, developing brains. For instance, a study conducted in 2007 found that vigorous exercise increases the flow of blood to the brain. As a result of this increased blood flow, children who exercise may find it easier to stay alert, focus, and learn. More recent research has also shown that vigorous physical activity helps create new brain cells, therefore causing improved short-term memory and more creativity. In other words, children can become better, more creative students by simply playing hard. School-aged children are often under a great deal of pressure. Some studies have shown that running outdoors actually reduces stress and helps kids deal with many of the pressures they are facing.

B. Complete the student's notes by writing down the missing causes and effects.

Causes	Effects
1.	- getting smarter
2.	- long-lasting effects on brain
3. more blood flow to brain	-
4. create new brain cells	-
5.	- playing hard
6. running outdoors	



C. Go online for more practice taking notes on causes and effects.

LISTENING 2 Until It Hurts Discusses Youth Sports Obsession



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You are going to listen to a sports journalist and his views on youth sports today. He discusses a recent book by Mark Hyman called *Until It Hurts*. As you listen to the report, gather information and ideas about whether or not athletic competition is good for children.

PREVIEW THE LISTENING



- A. PREVIEW The book *Until It Hurts* discusses how parents and children can take sports too seriously. Do you think sports should be a major focus of a child's life? Why or why not? Discuss with a partner.
- **B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.



Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the report and complete the chart. Then compare your chart with a partner.

Major ch	anges in youth sports	Negative effects of these changes
1.		1.
	***	*
2.		2.

B. Read the sentences. Circle the answer that best completes each statement.

- 1. The sports journalist describes an event in which a father ____.
 - a. screamed at the team
 - b. fought a referee
 - c. got into a fight with another parent
- 2. According to the book, youth sports used to be run by ____.
 - a. children
 - b. parents
 - c. educators
- 3. Mark Hyman mentions that playing competitive sports at very young ages can result in ____.
 - a. bone fractures
 - b. depression
 - c. bad grades at school
- 4. When Mr. Hyman's son Ben complained about his shoulder, Mr. Hyman ____.
 - a. forced him to stop playing
 - b. encouraged him to keep playing
 - c. talked to a doctor
- 5. Years later, when Ben injured his pitching arm, ____.
 - a. he continued playing baseball
 - b. he had surgery
 - c. he quit playing for years
- **6.** During games in one community, there's a rule banning ____.
 - a. talking during games on Sundays
 - b. eating food in the stands
 - c. more than one parent from each family



	Sugges	ted steps	
1.			
2.			
3.			
4.			
	st them below and dis Effects of su	ggested steps	
1.			
2.			
3.			
J.			
4.			
4. VOCABULAR	Y Here are some word	ds from Listening 2. C	omplete each
4. VOCABULAR sentence wi	th the correct word.		
4. VOCABULAR sentence wi	th the correct word. former (adj.)	obsession (n.)	spectator (n.)
4. VOCABULAR sentence wi	th the correct word.		
4. VOCABULAR sentence wi	former (adj.) fundamental (adj.)	obsession (n.) reasonable (adj.)	spectator (n.) ultimately (adv.
4. VOCABULAR sentence wi ambition (n.) burnout (n.) escalate (v.)	former (adj.) fundamental (adj.)	obsession (n.) reasonable (adj.) regret (v.)	spectator (n.) ultimately (adv. vulnerable (adj
4. VOCABULAR sentence wi ambition (n.) burnout (n.) escalate (v.)	th the correct word. former (adj.) fundamental (adj.) journalist (n.)	obsession (n.) reasonable (adj.) regret (v.)	spectator (n.) ultimately (adv. vulnerable (adj
4. VOCABULAR sentence wi ambition (n.) burnout (n.) escalate (v.) Mark's first magazine.	th the correct word. former (adj.) fundamental (adj.) journalist (n.)	obsession (n.) reasonable (adj.) regret (v.) was writing for	spectator (n.) ultimately (adv vulnerable (adj
4. VOCABULAR sentence wi ambition (n.) burnout (n.) escalate (v.) Mark's first magazine.	former (adj.) fundamental (adj.) journalist (n.)	obsession (n.) reasonable (adj.) regret (v.) was writing for	spectator (n.) ultimately (adv. vulnerable (adj. r an online

4.	When we are tired and overworked, we are especially		
	to sicknesses like the flu.		
5.	After weeks of working long hours and getting little sleep, Saud was		
	suffering from, and he couldn't continue.		
6.	Thomas was not always a lawyer. In a career, he was		
	a professional football player.		
7.	Abdullah's highest is to be a gold medalist at the		
	Olympics, and he believes that he can do it.		
8.	I considered many universities, but this one proved		
	to be the right school for me.		
9.	A at the game jumped up and cheered loudly as her		
	team won the game.		
10.	It didn't seem for the coach to expect the team to		
	practice four hours every day.		
11.	Quitting the team was a big mistake. It has been many years, and I still		
	it.		
12.	The players' slight disagreement quickly began to		
	into a big fight.		



- F. Go online for more practice with the vocabulary.
- **G.** Go online to listen to A Child's Dream Helps a Village and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.
- 1. Why do you think parents get their children involved in competitive sports at as young as four or five years old? Do you think they should wait until their children are older?
- 2. Why do you think some parents become obsessed with youth sports and even lose control at their children's games? What advice would you give to these parents?

B. Before you watch the video, discuss the questions in a group.

- 1. Do you think it is acceptable for parents to strongly encourage their children to participate in some form of organized sports? Why or why not?
- 2. How can you encourage a child or youth who isn't succeeding in a particular sport?



C. Go online to watch a video in which a journalist interviews a parenting expert about children and organized sports. Then check your comprehension.

prod (n.) an effort to make someone do something he or she may not want to do temper tantrum (n.) a sudden burst of anger, especially in a child turn off (phr. v.) find something uninteresting

- **D.** Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.
- 1. What do you think young athletes in both China and the United States are learning from their involvement in competitive sports?
- 2. In some children's sports leagues, no one keeps score during games, and all the players receive a trophy or medal. The focus is on just having fun. Do you think this is a good idea? Why or why not?

Vocabulary Skill Idioms

An **idiom** is a particular group of words that has a specific meaning different from the individual words in it. Idioms function as a separate unit, almost as if they were a single word.

To *make a point of* doing something means "to do something because you think it's important or necessary."

Tip for Success

Idioms can be difficult to understand in a conversation. If someone uses an idiom that you are not familiar with, use a clarification strategy to ask him or her the meaning of the words.

The coach made a point of congratulating all the players on the winning team.

In a nutshell means "in summary."

Sports can lead to injury, lower grades, and even tension in the family. In a nutshell, we must be very cautious when involving our kids in sports.

Because idioms have specific meanings, much like individual words do, it is useful to remember these "chunks" of language in the same way you memorize individual words.

There are thousands of idioms. Most of these idioms are not in the dictionary. For this reason, it is important that you notice them when they occur and use context clues to figure out their meaning.

	a. left or quit d. with and in front of other countries
	b. pay for something e. unexpectedly
	c. defeated or overcame
	1. First, I think we've all seen how the Chinese athletes have come <u>out of nowhere</u> in the last twenty years or so and have started to dominate in a number of sports.
	2. In the United States, young athletes and their families have to <u>foot</u> the bill. Sometimes, if they're very good, the athletes can get funding from other sources, such as companies or individuals that want to invest in their athletic careers.
	3. They are proud of their athletes and want their athletes to represent the country on the world stage.
	4. But sometime in the middle of the last century, educators <u>bowed out</u> and the parents took over, sometimes as coaches, but most often as very active spectators.
	5. And their ambitions often got the best of them.
	B. Write sentences using the five idioms in Activity A. Practice saying the sentences with a partner.
	1.
Tip for Success	2.
Idioms are a type of collocation. Besides	
using context,	3
another way to learn the meaning of an idiom is to	J
use a collocations dictionary.	4.
dictionary.	4.
	5
•	
ONLINE	C. Go online for more practice with idioms.

a. Listen to the excerpts from Listening 1 and Listening 2. Then match each

underlined idiom with its definition.



SPEAKING



At the end of this unit, you are going to share your opinions about good sportsmanship. As you speak, you will need to add to other speakers' comments.

Grammar Uses of real conditionals

Real conditional sentences show a possible or expected cause and effect. Real conditional statements can give information about the present or the future.

Most real conditionals have a conditional clause containing *if* and a simple present verb connected to a main clause with a simple present or future verb.

conditional clause	main clause
If I practice every day,	will improve my skills.
(I will improve my skill	s only by practicing.)

Conditional clauses can also begin with when or whenever to describe a general truth or habit.

When I practice in the afternoon, I take my soccer ball to school with me.

(I only take my soccer ball to school on the days I practice in the afternoon.)

The conditional clause can come before or after the main clause. If the conditional clause comes first, there is a pause, shown by a comma, between the clauses.

I will put on my uniform when I get there.
When I get there, I will put on my uniform.

Real conditionals can be used to express many kinds of ideas.

Things that will become true

If Brazil's team wins tonight, they will be in first place.

Predictions

If we arrive early, we'll probably find a good parking space.

Habits

I prefer to sit in the front row when I go to a game.

Deals, compromises, and promises

If you can drive me to the game, I'll buy the tickets.

Advice

When you throw the ball, remember to lean forward a bit.

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stopping a game due

to rain

	Warnings
	You will not play in our next game if you show up late to practice.
	Instructions
	When I pick you up from practice, remember to bring your equipment with
A.	Read the sentences. Rewrite each one so that the conditional clause comes first. Then practice saying the sentences with a partner.
1.	We can continue the game when the rain stops.
2.	I can give you my tickets if you want to go to the game.
3.	You should stay home if you're too sick to go to practice.
4.	I don't like the noise of cheering when I have a headache.
5.	I'll put on my uniform when we get to the baseball field.
6.	We'll play again next week if the game is canceled.
7.	You can't play if you don't show up to the team meeting.
8.	My team wins if you miss this shot.
В.	Write a conditional sentence for each situation. Then compare answers with a partner.
1.	A team member keeps missing practice sessions. He might miss the next one, too. After that, you are going to suspend him from the team.
	Warning:

2. A friend is late for his baseball game. You can drive him there. In return, you would like him to buy gas for your car.

Deal: ____

3. The next game is very important to your team. Winning the game will earn you all a prize.

Prediction:

4. Your friend has trouble hitting a baseball. You notice he needs to hold the bat correctly. That might fix his problem.

Advice: _____



- **C.** Go online for more practice with uses of real conditionals.
- **D.** Go online for the grammar expansion.

Pronunciation Thought groups

Speakers don't talk in a steady, continuous stream of words. Instead, they say their words as **thought groups** to help listeners understand their ideas. Speakers separate thought groups with brief pauses.

A thought group may be a short sentence.



Blake loves basketball. thought group

It may be part of a longer sentence.

He plays every day and watches every game.

thought group 1 thought group 2

Steve and Debbie, on the other hand, thought group 1 thought group 2 thought group 3

It may be a short phrase or clause.

Do you agree or not?
thought group 1 thought group 2

The end of a sentence is always the end of a thought group.

We're going out.

thought group 1

Do you want to come with us?

thought group 2

When speaking, think about how to form your ideas into thought groups to help your listeners understand your ideas.

- A. Listen to the sentences. Draw slashes (/) between the thought groups.
 - 1. In my opinion,/that's a bad idea.
 - 2. Are they coming or not?
 - 3. If I get home early, I'll go running. Want to join me?
 - 4. Keep your head up as you kick the ball. It's important.
 - 5. All week long these kids are so busy they have no time for fun.
 - 6. If he wins this match, Mr. Williams will be in first place.
 - 7. If you'd like to talk, call me at (555) 233-1157.
 - 8. Here's my email address: goalkeeper100@global.us.
 - **B.** Practice reading the sentences in Activity A with a partner. Focus on separating thought groups.



C. Go online for more practice with thought groups.

Speaking Skill Adding to another speaker's comments

One way to keep a conversation interesting is **to build on someone else's ideas**. Sometimes you want to communicate that you agree with another speaker or add other ideas related to the topic.

These phrases can be used to add to the conversation.

To show agreement	To build on an idea
l agree.	Plus
That's a good point.	Furthermore
That's true.	I would also add (that)
Right.	Another important point is (that)
Exactly.	To build on what you just said
	Going back to what you said before

Phrases of agreement can be combined with phrases that build on an idea.

I agree. I would also add (that) . . . Exactly. I would also add (that) . . .

Listen to the conversation.

Sung-ju: I believe that organized sports are beneficial to kids. Sports are good exercise, and they give kids the chance to meet people they would never meet otherwise.

David: That's true. And I would add that sports help them learn to work as part of a team.

•	A. Listen to a discussion about payment for college athletes. Check (✓) the phrases of agreement and the building phrases you hear. Then work with a partner to summarize the main points.
	☐ Another important point is that
	☐ And to build on what John said earlier,
	☐ And I would add that
	☐ That's a good point.
	☐ Furthermore
	☐ Going back to what John said
	B. List at least four reasons why you think athletes should NOT be paid while they are in college.
	1.
	•
	2
	3
	4
	C. Work in a group. Discuss the reasons you listed in Activity B. Agree with
	or add to the ideas you hear.
ONLINE	D. Go online for more practice with adding to another speaker's comments.

Share opinions about sportsmanship



In this assignment, you are going to share your opinions about good sportsmanship—the way people behave while participating in sports. As you prepare to share your opinions, think about the Unit Question, "Is athletic competition good for children?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your opinions. Refer to the Self-Assessment checklist on page 202.

CONSIDER THE IDEAS

Work with a partner. Discuss the questions about good sportsmanship.

- 1. How do team sports help children build social skills?
- 2. What do winning and losing teach children about life?
- **3.** Does pressure from parents or coaches help children succeed? Why or why not?
- 4. What personality traits do children gain from sports participation?
- 5. How involved should parents be in their children's sports activities?





PREPARE AND SPEAK

A. GATHER IDEAS According to the American Academy of Child & Adolescent Psychiatry (AACAP), parents need to get involved in their children's sports and help their children develop good sportsmanship. In a group, brainstorm some ways that parents can follow this advice. Take notes about what you discuss.

Ways for parents to get involved:				

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	٠	r	,

for Success

When participating in a group discussion, write down ideas that you think of while others are speaking. This will help you to remember your ideas when you have an opportunity to take a turn.

Good sportsmanship) means:			
Ways for parents to 6	encourage good	sportsmansh	ip:	

B. ORGANIZE IDEAS Look over the results of your group's brainstorming session from Activity A. Choose the four ideas you think are the most important. Complete the chart.

Ways to get involved and to encourage good sportsmanship	Benefits to children
1.	
2.	
3.	
4.	

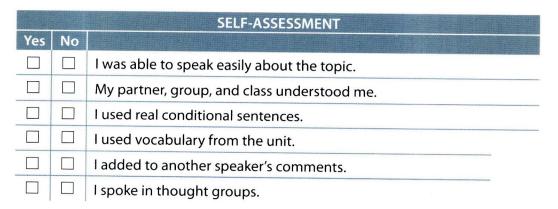
- C. SPEAK Follow these steps. Refer to the Self-Assessment checklist below before you begin.
- 1. Conduct a group discussion on this topic: How and why should we encourage good sportsmanship in children?
- 2. Take turns expressing your ideas. Try to use conditional sentences to express your ideas. Also try to use some of the phrases you learned to add to other speakers' comments. As you speak, use pauses to separate your thought groups.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.





- B. REFLECT Go to the Online Discussion Board to discuss these questions.
- 1. What is something new you learned in this unit?
- 2. Look back at the Unit Question—Is athletic competition good for children? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS



Verbs Nouns ambition & collapse 🎤 🏧 conclude 🎤 🔤 apex dominate & beneficiary W burnout escalate era 🎤 invest & regret 🎤 funding intensity journalist 🔑 obsession spectator Oxford 3000™ words Academic Word List

Check (\checkmark) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.



Adjectives

former &

integral

reasonable ?

ultimately ?

vulnerable

modest

Adverb

fundamental 🎤 🏧

brutal



AUDIO TRACK LIST

Audio can be found in the iQ Online Media Center. Go to iQOnlinePractice.com. Click on the Media Center
 Choose to stream or download
 the audio file you select. Not all audio files are available for download.

Page	Track Name: Q2e_04_LS_	Page	Track Name: Q2e_04_LS_
3	U01_Q_Classroom.mp3	103	U05_Q_Classroom.mp3
7	U01_Listening1_ActivityA.mp3	105	U05_NoteTakingSkill_ActivityA.mp3
8	U01_Listening1_ActivityD.mp3	107	U05_Listening1_ActivityA.mp3
12	U01_ListeningSkill_ActivityB.mp3	108	U05_Listening1_ActivityD.mp3
13	U01_Listening2_ActivityA.mp3	110	U05_ListeningSkill_ ActivityA.mp3
14	U01_Listening2_ActivityC.mp3	110	U05_ListeningSkill_ ActivityB.mp3
18	U01_VocabularySkill_ActivityA.mp3	112	U05_Listening2_ActivityA.mp3
18	U01_VocabularySkill_ActivityB.mp3	113	U05_Listening2_ActivityC.mp3
21	U01_Pronunciation_Example1.mp3	120	U05_Pronunciation_Examples.mp3
21	U01_Pronunciation_Example2.mp3	120	U05_Pronunciation_ActivityA.mp3
22	U01_Pronunciation_ActivityA.mp3	121	U05_SpeakingSkill_ActivityA.mp3
22	U01_Pronunciation_ActivityB.mp3	121	oos_speakingskiii_ActivityA.iiips
22	U01_SpeakingSkill_ActivityA.mp3	126	U06_Q_Classroom.mp3
22	U01_SpeakingSkill_ActivityB.mp3	129	U06_NoteTakingSkill_ActivityA.mp3
		130	U06_Listening1_ActivityA.mp3
26	U02_Q_Classroom.mp3	131	U06_Listening1_ActivityD.mp3
29	U02_Listening1_ActivityA.mp3	134	U06_ListeningSkill_ActivityA.mp3
30	U02_Listening1_ActivityD.mp3	134	U06_ListeningSkill_ActivityB.mp3
34	U02_ListeningSkill_ActivityA.mp3	135	U06_Listening2_ActivityA.mp3
35	U02_NoteTakingSkill_ActivityA.mp3	136	U06_Listening2_ActivityD.mp3
36	U02_Listening2_ActivityA.mp3	144	U06_Pronunciation_Examples.mp3
37	U02_Listening2_ActivityC.mp3	144	U06_Pronunciation_ActivityA.mp3
37	U02_Listening2_ActivityD.mp3	145	U06_Pronunciation_ActivityB.mp3
44	U02_Pronunciation_Examples.mp3	146	U06_SpeakingSkill_ActivityA.mp3
44	U02_Pronunciation_ActivityA.mp3	148	U06_UnitAssignment.mp3
44	U02_Pronunciation_ActivityB.mp3		
45	U02_SpeakingSkill_ActivityA.mp3	153	U07_Q_Classroom.mp3
50	U03_Q_Classroom.mp3	155	U07_Listening1_ActivityA.mp3
53	U03_NoteTakingSkill_ActivityA.mp3	156	U07_Listening1_ActivityC.mp4
54	U03_Listening1_ActivityA.mp3	160	U07_ListeningSkill_ActivityA.mp3
55		161	U07_NoteTakingSkill_ActivityA.mp3
59	U03_Listening1_ActivityC.mp3 U03_ListeningSkill_ActivityB.mp3	164	U07_Listening2_ActivityA.mp3
61		164	U07_Listening2_ActivityC.mp3
61	U03_Listening2_ActivityA.mp3 U03_Listening2_ActivityC.mp3	168	U07_VocabularySkill_ActivityA.mp3
68	3 - / .	171	U07_Grammar_ActivityA.mp3
69	U03_Grammar_ActivityA.mp3	172	U07_Pronunciation_Example1.mp3
69	U03_Pronunciation_Example.mp3 U03_Pronunciation_ActivityA.mp3	172	U07_Pronunciation_Example2.mp3
		172	U07_Pronunciation_ActivityA.mp3
71 72	U03_SpeakingSkill_ActivityA.mp3	172	U07_Pronunciation_ActivityB.mp3
/2	U03_UnitAssignment_ActivityA.mp3	173	U07_SpeakingSkill_ActivityA.mp3
77	U04_Q_Classroom.mp3	174	U07_SpeakingSkill_ActivityB.mp3
80	U04_Listening1_ActivityA.mp3	178	U08_Q_Classroom.mp3
80	U04_Listening1_ActivityC.mp3	182	U08_Listening1_ActivityA.mp3
83	U04_ListeningSkill_Examples.mp3	183	U08_Listening1_ActivityD.mp3
84	U04_ListeningSkill_ActivityA.mp3	186	U08_ListeningSkill_ Example1.mp3
84	U04_ListeningSkill_ActivityB.mp3	186	U08_ListeningSkill_Example2.mp3
85	U04_NoteTakingSkill_ActivityA.mp3	187	U08_ListeningSkill_ActivityA.mp3
87	U04_Listening2_ActivityA.mp3	188	U08_NoteTakingSkill_ActivityA.mp3
87	U04_Listening2_ActivityD.mp3	189	U08_Listening2_ActivityA.mp3
95	U04_Pronunciation_ ActivityA.mp3	191	U08_Listening2_ActivityC.mp3
96	U04_Pronunciation_ ActivityB.mp3	194	U08_VocabularySkill_ActivityA.mp3
97	U04_SpeakingSkill_ActivityA.mp3	195	U08_Grammar_Examples.mp3

Page	Track Name: Q2e_04_LS_
197	U08_Pronunciation_Examples.mp3
198	U08_Pronunciation_ActivityA.mp3
198	U08_SpeakingSkill_Examples.mp3
199	U08_SpeakingSkill_ActivityA.mp3



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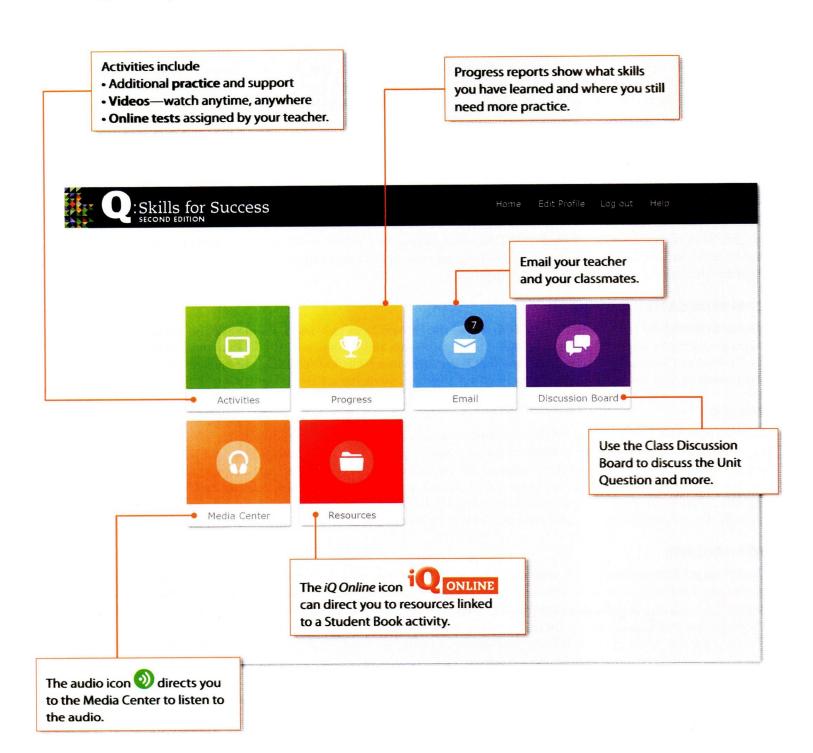
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The Common European Framework of Reference for Languages (CEFR) provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: A1, A2, B1, B2, C1, C2. CEFR leveling provided by the Word Family Framework, created by Richard West and published by the British Council. http://www.learnenglish.org.uk/wff/

UNIT 1

acknowledge (v.) 🥕 째 , A2 address (v.) $\c P$, B2 advance (v.) \nearrow , B1 aspect (n.) P AWI , A1 assess (v.) AWE, A2 capable (adj.) 🎤 🟧 , B2 contact (n.) 🎤 🗚 , A1 criticism (n.) 🎤, B2 effective (adj.) \ref{eq} , A1 ethical (adj.) AWL, C1 executive (n.) $\begin{cases} \begin{cases} \begin{cases}$ exemplify (v.), C2 expert (n.) 🎤 🔤 , A2 favoritism (n.), C2 issue (n.) 🥕 🔤 , A1 negotiate (v.), B1 outline (v.) \nearrow , B1 perspective (n.) $\stackrel{\wedge}{\sim}$ [WI], B1 potential (n.) A AWI, A2 staff (n.) 2, C1

UNIT 2

style (n.) 2 AVI , B1

title (n.) 2, A1

anecdote (n.), C2
appropriate (adj.) ? AVIII , A1

associate (v.) \ref{eq} , C1 bias (n.) AVI , B2 cautious (adj.), C1 chaos (n.), B2 conduct (v.) $\stackrel{\wedge}{\sim}$ AVI , A2 cycle (n.) 2 AVI , B1 embrace (v.), B2 enthusiasm (n.) $^{\circ}$, B1 inflexible (adj.) AWI, B2 investor (n.) AWE, B1 moderately (adv.), C2 morale (n.), C1 norm (n.) AVI , B2 open-minded (adj.), C1 point out (phr. v.), B2 recognize (v.) \nearrow , A1 reward (n.) 2, B2 stifle (v.), C2 stimulating (adj.), B2 stumble upon (phr. v.), C1 trend (n.) *P* AVI , A2 turn out (phr. v.), A2

UNIT 3

assume (v.) \nearrow \longrightarrow A1 barrier (n.) \nearrow , B1 burden (n.), B1

carefree (adi.), C2 confusion (n.) $^{\circ}$, B1 contradiction (n.) AWL, B2 contribute (v.) \wedge AVI , A2 frustration (n.), B2 quidance (n.), B1 in charge of (phr.), B1 initiation (n.) AWI , C2 isolation (n.) AWL, B2 marker (n.), C2 milestone (n.), C2 morally (adv.) $^{\sim}$, C1 pinpoint (v.), C2 resent (v.), C1 reverse (v.) P AWL, B1 run (v.) $^{\sim}$, A2 satisfaction (n.) \nearrow , B1 sibling (n.), C1 transition (n.) 2 AWI, B1

UNIT 4

amateur (n.), C1
appreciation (n.) awa, C1
apprentice (n.), C2
breed (n.) ♣, B2
circulation (n.), B2
clone (v.), C2

convention (n.) $\stackrel{\wedge}{\sim}$, C2 development (n.) $\begin{subarray}{c} \end{subarray}$, B2 encounter (n.) \wedge AVIII, B1 expand (v.) **?**, A2 gallery (n.), B1 generation (n.) \wedge , C1 identify with (phr.) \cite{P} , B2 marketing (n.) $\begin{subarray}{c} \end{subarray}$, B1 operation (n.) $\c P$, A2 overseas (adv.) 🎤 🔤 , C1 panel (n.) **?** , B2 recall (v.) $^{\sim}$, A2 regard (v.) \ref{eq} , A2 series (n.) \wedge A1 take note of (phr.), C1 unique (adj.) 🎤 🔤 , A2

UNIT 5

adverse (adj.), C1 alter (v.) 🥕 🗚 , B1 artificial (adj.) \ref{eq} , B2 commodity (n.) AWI , B2 compound (v.) AVI , C2 consist of (phr. v.) 2, A2 consume (v.) AVI , B1 consumer (n.) A AVIII, A1 controversy (n.) Avr., B1 debate (n.) 🎤 🗚 , A1 disturbing (adj.) 🥕, C1 ethics (n.) AWE, C1 hurdle (n.), C2 identical (adj.) Avr., B2 modification (n.) AWE, B2 optimal (adj.), C1 reaction (n.) P AWE, B1 significant (adj.) 🥕 🔤 , A1 substantial (adj.) $\c P$, A2 superfluous (adj.), C2 trait (n.), C1 ultimate (adj.) 🎤 🔤 , B1

UNIT 6

advancement (n.), C2 attitude (n.) 🎤 🛶 , A1 career path (n.), C1 climb the ladder (phr.), C2 commute (n.), C2 concept (n.) \wedge AVI , A1 count on (phr. v.), B2 currently (adv.) \ref{eq} , A2 dare (v.) $^{\circ}$, B1 devote (v.) 🎤 🔤 , B1 face (v.) 2 , C1 figure (v.) 2 , B1 log (v.), C1 loyal (adj.) $\begin{cases} \end{cases}$, C1 model (n.) 2, A2 particular (adj.) \ref{eq} , A1 peer (n.), B1 point (n.) 2 , A1 radically (adv.), C2 rigorous (adj.), C2 serve one well (phr.), C2 stable (adj.) 🥕 🔤 , B1 stand out (phr. v.), B2 structure (n.) \wedge AVI , A1

UNIT 7

ache (v.), B1
adhesive (n.), C2
adopt (v.) , A2
alert (adj.), C1
biological (adj.), B1
deprived (adj.), C1
exploit (v.) , B1
face to face (phr.), B1
flammable (adj.), C1
in all probability (phr.), C2
inadvertent (adj.), C2
interact (v.) , W, B2

mandatory (adj.), C1
obvious (adj.) A2
odds (n.) AVI, B2
reunion (n.), C1
synthetic (adj.), C2
unreliable (adj.) AVI, C2
vastly (adv.), C2

UNIT 8

ambition (n.) \nearrow , B1 apex (n.), C2 beneficiary (n.) [XXIII], C2 brutal (adj.), C2 burnout (n.), B2 collapse (v.) 🎤 🛶 , B1 conclude (v.) 🎤 🔤 , A2 dominate (v.) 2 ws, B1 era (n.) 2 , B1 escalate (v.), C2 former (adj.) $\ref{adj.}$, A1 fundamental (adj.) 🎤 🔤 , A2 funding (n.) AWE, B1 integral (adj.) AVII, C1 intensity (n.) AWI , B2 invest (v.) P AVI , B1 journalist (n.) 2, B1 modest (adj.), B1 obsession (n.), C2 reasonable (adj.) $^{\bullet}$, A2 regret (v.) $^{\sim}$, B1 spectator (n.), C1 ultimately (adv.) 🎤 🔤 , B1 vulnerable (adj.), B1



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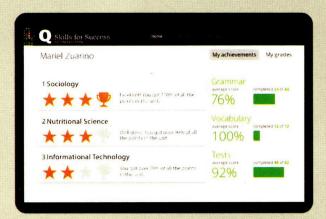
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